

Network	Project Description
4 Korners	<p>4 Korners is located in the Laurentian region serving over 37 000 English-speakers. Within the five MRCs that 4 Korners serves, the demographic and socioeconomic factors vary greatly. Even within the English-speaking community, the differing cultural and historic backgrounds create challenges where programs, services and needs cannot be transitioned between the communities without reflection and consultation on how to adapt the programs and services to each specific community. The organization has been working collaboratively within the family and youth sector in two MRCs (Deux-Montagnes and des Laurentides) for the past 10 years. 4 Korners will undertake the following strategies in order to continue meeting the community needs:</p> <ul style="list-style-type: none"> • Increase of representation and active participation at the youth tables and join current 0 to 5 committees that they are not presently active on; • Consultation and outreach to French organizations that work with the 0 to 5 population; • Presentation of knowledge and sensitization of partners to the concerns for the minority-language families; • Continuation of current 0-5 programming with partners; • Increase of English-language programming with French partners.
ACDPN	<p>Recent studies have demonstrated that the English-Speaking communities in the West Island often fare worse than their French-Speaking counterparts in key indicators including levels of education and income. Moreover, a lot of the struggles in education that young people in the English-speaking community face can be traced back to their beginnings where challenges in accessing sufficient support within the system combined with their family’s limited ability to support them due to language barriers were obstacles to their school success. ACDPN wishes to address these issues in the following way:</p> <ul style="list-style-type: none"> • Developing partnerships with French-speaking schools and organizations in the West Island promoting and supporting the linguistic and cultural adaptation of their services and programs • Developing a portrait of the English-speaking black community and their unique challenges and disseminating the information to partners on planning and decision-making tables; • Connecting the French language public system with the English-speaking Black community; • Increasing their visibility and building relationships with parents and children in the English-speaking Black community.
AGAPE	<p>Given the lack of community-based services that are available in English in Laval, that Laval’s English-speaking community is consistently growing demographically, and that there is strong evidence of the socio-economic decline in Laval within this community, there is a strong need to provide additional measures within this community to help young children at a very crucial age for their development. This project would allow AGAPE to hire a project coordinator that would:</p> <ul style="list-style-type: none"> • Participate in consultations, decision-making tables, committees and meetings; • Develop and disseminate information and statistics to governmental institutions and other community organizations about English-speaking children, youth and families;

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	<ul style="list-style-type: none"> • Sensitize schools and families about resources available to them in the English language; • Form and strengthen existing partnerships with other organizations, supporting the development and adaptation of their services in the English language.
ARC	<p>ARC has been active in developing a portrait of young children and their families for the Montérégie-Est region. The portrait highlights existing services, unmet needs as well as the diversity of the community. ARC will undertake the following strategies in order to meet the community needs:</p> <ul style="list-style-type: none"> • Continued participation on the local 0 to 5 table; • Collaboration with CLSC special educators and nurses to reach out English-speaking parents; • In collaboration with the local Maison de famille, South Shore Reading Council and other French family organizations, facilitate access to early childhood development programs in English; • Consultation of youth and families to engage them in identifying solutions to their needs; • Giving access to information to parents through the creation of a “Ready for School” package; • Creation of a parent support group.
CAMI	<p>Following their work undertaken with CASA and VISION through the Bright Beginnings initiative in 2016-2017, they wish to pursue their impact in the community through collaborations with the following partners:</p> <ul style="list-style-type: none"> • Local CPE and Maison de la famille :Collaborate in finding solutions to current daycare problem (closing of only English daycare) and piolet project inviting the Maison de la famille to offer a bilingual Halte-garderie service, one day per week, directly in the English community; • Maison de famille (Embeille) : Adapt their services to support ESC; • CISSS: Improve access to pre and post-natal services as well as work towards improving access to specialised services in English such as speech pathologists, social workers and psychologists; • Grosse Ils School: Work on supporting educational success for the 0-17 population through collaborative projects; • Seinpathique (breast-feeding organisation): Improve access to these services in English; • Islands’ social development organisation: Financial support for specific projects and support from them in mobilising and connecting with francophone organisations and service providers.
CASA	<p>CASA was involved in the creation of the Bright beginnings initiative form its inception and they currently sit on its regional committee. Through the Bright Beginnings funding (child development) they wish to accomplish the following strategies:</p> <ul style="list-style-type: none"> • Participate in meetings, consultations, networks and planning and decision making tables;

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	<ul style="list-style-type: none"> • Presenting information to partners in order to inform them of the realities facing English-speaking children and families of the Gaspésie; • Participate in knowledge-transfer events to learn more about best practices; • Promote programs and services that are in English to vulnerable families; • Develop two new outreach tools for vulnerable families; • Expand the members of the Bright Beginnings regional table to include CPEs, social pediatric centres, halte-garderies, first Nation’s services and other organisations; • Work together to address priorities identified in the Bright Beginnings three year action plan currently being designed; • Evaluate the Bright Beginnings approach on two levels: partnership and activities offered.
CASE	<p>In the Mauricie Centre-du-Québec region 13% of English-Speaking children and 9.9% of French-speaking children aged 0 to 5 live below the poverty line. Moreover, there are currently no child development activities offered in English in the region. CASE will address this challenge through the following strategies:</p> <ul style="list-style-type: none"> • Participation on local tables; • Participation at networking events; • Establishment of partnerships and consultation of French and English organisations catering to the needs of children 0 to 5 and families; • Building of connections between Francophone and Anglophone families to reduce isolation through partnerships; • In collaboration with the local early childhood table and two schools, the creation of a minigym in Trois-Rivières. This project has multiple objectives (increase socialization and networking of parents, child development and information sharing).
CCS	<p>Very few organizations offer child-focused services in English across the area served by CCS. In fact, there has been a significant reduction in the meagre services since the closure of the “Boys and Girls Club of Lasalle” in 2018. Through its longstanding collaborations with intersectoral partners in Verdun and Lasalle, CCS is in a unique position to mobilise stakeholders to implement strategies to support the needs of the English-speaking community. Here are the strategies elaborated by the organisation:</p> <ul style="list-style-type: none"> • Network development – connecting to the existing organisations offering current services in English. Connecting to a select pilot group of organisations offering French services. Connecting to French schools to reach newcomer families whose FOLS is English who are blocked from English schools by Bill 101; • Representation – remaining active on select community tables and CIUSSS committees, representing the status and needs of the English children’s needs for educational success; • Partnerships – working with select partners to ensure child-focused program comparability between French and English sectors, working on the replication of select French programs into English; • Knowledge development – research into the availability and content of child-focused programs offered to French pre-school children and students. Deeper research into the programs offered in English. Establish the extent of the gap between the two;

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	<ul style="list-style-type: none"> • Outreach – expanding the reach of current CCS activities for the 0-5 and school age children age groups.
Coasters	<p>The Coasters Association represents a community which struggles greatly to have access to services due to their geographical situation. Given this reality, the association would like to put the following strategies in place:</p> <ul style="list-style-type: none"> • Create the Regional Anglophone Network (Coaster’s Association and NSCA) to develop a common action plan for children 0-8 years; • Collaborate with the CISSS, MRC, Commission scolaire du Littoral and CPE Mer et Mousse to share responsibilities and pool resources to promote child development across the LNS; • Create a parent advisory committee to connect parents and better understand their needs and share knowledge; • Collaborate with Avenir d’enfants, PHAC (CAPC) program and other partners to identify gaps in services and address the declining funding from the Avenir d’enfants envelope; • Collaborate with CPE Mer et Mousse to address the lack of daycare services in English.
Connexions	<p>Connexions has been offering, through collaboration with their partners, parent-child development sessions. Moreover, they have supported parents in preparing their kids for school by providing them with a “School Readiness kit”. However, the Enquête Québécoise à la Maternelle (EQDEM) listed the Outaouais as one of the four regions of Québec with the highest number of vulnerable children in terms of three out of the five of the developmental domains. The strategies developed by Connexions in relation to Bright Beginnings are the following:</p> <ul style="list-style-type: none"> • Continued participation on local youth table; • Collaboration on a regional speech therapy model; • Continued collaboration with the school board’s transition agent; • Maintaining and creation of new partnerships in the French sector (Cliniques de pédiatrie sociale); • Elaboration of a communication strategy to disseminate 0 to 5 portrait results; • Expand partnership to urban and rural regions where the most isolated and at-risk families live.
ECOL	<p>There are just under 14 000 English-speakers in the Lanaudière region of which 730 of them are aged between 0 and 5 years of age. According to the Enquête Québécoise sur le développement des enfants à la maternelle (EQDEM) 2017, 1 450 kindergarten students (26%) in Lanaudière are demonstrating delays in at least one sphere of development. These numbers have increased by 3% in five years. ECOL wishes to use the Bright Beginnings Program as an opportunity to develop or pursue the following strategies:</p> <ul style="list-style-type: none"> • Participation in learning and networking activities addressing children (for the past four years) through various partnerships and committees; • Collaboration with the transition agent at the school board; • Disseminate knowledge on regional and local tables;



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	<ul style="list-style-type: none"> • Consult community members concerning priorities and realities; • Continue the offer of a parent-child playgroup at Joliette Elementary School to help prepare families for the transition to Pre-K or Kindergarten (past three years).
JHCP	<p>JHCP plays a community leadership role in ensuring that the English-speaking population of the Capitale-Nationale (Greater Québec City region) remains a priority in the organization of health and social services. According to the Quebec Survey of Child Development in Kindergarten results, 38% of children attending English schools are vulnerable in at least one area of development. With the Bright Beginnings project, it is the intention of the JHCP to better coordinate services in order to accomplish the following strategies:</p> <ul style="list-style-type: none"> • Reinforce and maintain their Network around youth and family services with key partners through multiple networking tables; • Create of a new youth comity; • Creating partnerships with the French school boards to reach Anglophone students and parents; • Support and encourage research and information sharing to improve knowledge base regarding youth and family needs; • To empower families and youth to be connected and find the help and support they need; • Evaluate activities offered to community.
MWCN	<p>The Territory that the MWCN serves is very large consisting of 5 MRCs. The area they would like to focus on with Bright Beginnings project is MRC Roussillon and Chateauguay community for the first year as they already have established partnerships who run 0-5 programs for children and families. There is however, a big need in the community for more services for the 0 to 5 children as there is a lack of services available in English. MWCN wishes to adopt the following strategies in response to these needs:</p> <ul style="list-style-type: none"> • Participation in meetings, consultations, networking and planning, development and decision making at the different tables; • Connecting with tables serving the English-speaking youth in the community, who are more isolated; • Collecting information and disseminating knowledge through existing and new venues; • Creating an English-speaking 0 to 5 comity for a Mother Goose Program; • Supporting and collaborating with partner organisations in the offer of programs for youth and young families.
Neighbours	<p>Neighbours wishes to develop an approach that responds to unique risk factors often faced by English-speaking children and their families such as lack of services available in English; increased isolation and mental health problems and the high percentage of parents living on low incomes (poverty). Their strategies include the following:</p> <ul style="list-style-type: none"> • Improving networking and representation between the English-speaking community and the French-speaking service providers; • Developing collaborations and partnerships between English community organizations / networks and French-speaking service providers. • Solicit partnerships and activities existing in French organizations such as Maison de la famille, CISSAT, local CPE, Western Quebec School Board, Table SIPPE

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	<p>which comprises, CEGEP Abitibi-Temiscaminque and Commission Scolaire RN (among others);</p> <ul style="list-style-type: none"> Enhance access to educational success programs and services for English-speaking children and youth through the offer of activities.
NSCA	<p>The Côte Nord Region would like to sensitise the community to the needs of children 0-8 years to improve access to childhood services and programs for the English-speaking population of the Côte Nord. The NSCA would partner with the Coaster’s Association to collaborate so as to identify, share and create a knowledge base and resources for childhood services and programs. Here are the strategies and activities they will undertake to attain these objectives:</p> <ul style="list-style-type: none"> Create the Regional Anglophone Network (Coaster’s Association and NSCA) to develop a common action plan for children 0-8 years; Use the MRCs local portrait to represent the needs of Anglophone children on committees (local, regional and provincial) and share knowledge; Develop tools and activities for parents to facilitate educational success and social development in children 0-8 years (i.e. School Readiness Kits, Baby Book Bag and parental conference with a speech pathologist).
REISA	<p>REISA has long worked with English high schools in the East and North of Montreal to import evidence-based initiatives from the international community to benefit a total student population of over 8 000. Most schools are in disadvantaged urban and rural areas where the English-speaking community is in a minority situation. These youth lack extracurricular activities and employment opportunities. Moreover, there is a complete absence of services for preschool children in English. REISA wishes to implement the follow strategies in response to these needs:</p> <ul style="list-style-type: none"> Continued networking and collaboration with partners catering to the needs of youth 12 to 17 years of age; Representation and networking on the 0 to 5 table; Dissemination of knowledge on the reality of English-speaking youth and families in the community; Support French service providers to facilitate the adaptation of services; Reisa will support parents to document needs and demonstrate viability of suggested programs and will work with municipal and local Francophone partners to devise strategies to diversify the language base of activities for children who have not yet had the opportunity to acquire French language skills; In collaboration with other financial partners, implement an afterschool improv project.
Townshippers	<p>According to research, the English-speaking population of the Estrie region is socio-economically vulnerable and in need of support. Moreover, when discussing early development issues with local school officials, they report challenges accessing services to support these families. The Townships Association has targeted the following strategies in response to these needs:</p> <ul style="list-style-type: none"> Networking and representation : Participate in Collectif Estrien 0-5 ans activities/meetings (Translate key documents); Work with the Eastern Townships School Board and its schools to organize meetings that will help bring together the school board transition agents (and/or

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	<p>principals);</p> <ul style="list-style-type: none"> • Develop partnerships with early childhood institutions and organizations in Brome-Missisquoi; • Participation in knowledge-transfer events.
Vision	<p>Vision has worked in close collaboration with CASA and CAMI in the elaboration a community portrait which gave rise to Bright Beginnings. Their proposed approach to the Bright beginnings project (child development) is based on an eco-systemic methodology. Moreover, their strategy involves considerable thought in reaching vulnerable families. Concretely the project entails:</p> <ul style="list-style-type: none"> • Continued collaboration with CLSC educators and nurses so as to better reach English-speaking families; • Co-animation of parent sessions at the CLSC (to ensure English services); • Creation of tools and activities concerning developmental milestones for children, destined to English-speaking parents, in partnership with schools; • Pilot project (Parent Liaison project) : Monthly workshops for parents of pre-k children with the intention of improving parent-school relationships; • Reading and craft sessions at the school for children not yet attending school; • Resiliency training for teachers, to support children in developing their resiliency skills; • Encourage Maison de la Famille to offer services in English; • Participation in various meetings to sensitise partners to the reality of the ESC; • Continued and new collaborations with partners to offer initiative programs for young children and their families within their territory.

Provincial projects

Partner Organisation	Project Description
Regroupement de la valorisation de la paternité (RVP)	<p>The RVP is a provincial organisation which advocates for the importance of father's roles in raising children. Moreover, through workshops and accompaniment the RVP offers organisations support in adapting their services to meet fathers' needs. The Bright Beginnings project with the RVP includes the following for year 2019-2020:</p> <ul style="list-style-type: none"> • Translation of documents related to a workshop named <i>Intervenir auprès des pères</i>. • Translation of support documents to be used by NPIs to intervene with fathers;

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	<ul style="list-style-type: none"> • Co-financing a part-time resource to offer workshops and support, related to intervention for fathers, to NPIs. <p>The objectives of this project are :</p> <ol style="list-style-type: none"> 1. To offer workshops to NPIs and their partners on how to adapt their services to better reach fathers in their community. 2. To provide support to NPIs who wish to adapt their services to the needs of fathers. 3. To offer working tools to NPIs and their partners, in English, to intervene with fathers.
<p>English Language Arts Network (ELAN)</p>	<p>ELAN connects artists, cultural workers, and arts organizations from all disciplines and regions of Quebec, fostering a strong community for members.</p> <p>A non-profit organization, ELAN promotes the vitality of Quebec’s English-speaking artistic community, and supports its members with direct services and benefits, as well as through mobilization and representation.</p> <p>The Bright Beginnings project with ELAN comprises a 2-day Mental Health First Aid training program designed by the Mental Health Commission of Canada to be delivered to a maximum of 25 participants.</p> <p>A virtual training that covers the same topics will also be designed and offered by the trainer to artists who cannot attend the full 2-day session in Montreal.</p> <p>The training will offer artists, who work with youth and community members, knowledge and skills needed to know when to:</p> <ul style="list-style-type: none"> • provide immediate support and guidance in a safe environment. • comfortably have a conversation about mental health related issues. • suggest professional and other supports.



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Association Quebecoise des Centres de la Petite Enfance (AQCPE)	<p>L'AQCPE is a provincial resource which supports CPEs (day cares) on issues related to educational services in early childhood. Only a few of their members are from the English-speaking community. The objects of the AQCPE project are:</p> <ol style="list-style-type: none"> 1. To sensitise CPEs to the reality and culture of the English-speaking community. 2. To facilitate the creation of links between local Anglophone partners in hopes of reaching Anglophone families and increasing their presence in CPEs. <p>This will be accomplished through the translation of key documents and some early child development videos as well as the creation of informative booklets profiling each of the regions. These booklets are destined to CPE administrators.</p>
Leading English Education and Resource Network (LEARN)	<p>LEARN is a non-profit educational organization with a mandate to serve the English-speaking community of Quebec. LEARN accomplishes this by offering a wide range of resources and services.</p> <p>The objective of the Bright beginnings LEARN project is to develop and implement a collective parental engagement strategy. This will be accomplished through the following:</p> <ol style="list-style-type: none"> 1. The creation of a working group among LEARN, Literacy Quebec and CHSSN. 2. The development of a Bedtime routine kit (outreach strategy). 3. Offer training to animators and/or participants on the implementation of routines. 4. Creation of an evaluation plan and data collection tools to measure the impact of the project.
SYMPOSIUM - VARIOUS PARTNERS	<p>In collaboration with the Ministry of Education, Literacy Quebec, LCEEQ, the Secretariat for Relations with English-speaking Quebecers, and LEARN THE CHSSN is organising an early childhood symposium. This event will bring together leaders, community organizers, and experts in the field to spark networking, knowledge sharing and collaboration opportunities in early childhood initiatives. The objective of the project is to increase</p>

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	collaborative practices among educational institutions, community organizations and public institutions with the aim of providing a forum for sharing best practices on early childhood development.
Regroupement des organismes communautaires autonomes jeunesse du Québec (ROCAJQ)	TO BE DETERMINED
Fédération québécoise des organismes communautaires famille (FQOCF)	TO BE DETERMINED
Institut de la statistique du Québec (ISQ)	In collaboration with the ISQ, CHSSN is organising two presentations of the EQDEM (Enquête Québécoise sur le développement des enfants à la maternelle) results and portraits of the 0-5 population. These presentations are aimed at ministry professionals and 0-5 provincial partners. The objective of this project is to sensitise government stakeholders in the aim of influencing public policy.