

EDMONTON PUBLIC SCHOOLS

February 24, 2004

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: City Centre Education Project (CCEP)

ORIGINATOR: D. Barrett, Assistant to the Superintendent

RESOURCE

STAFF: Karen Bardy, Gloria Chalmers, Arlene Bowles, Paul Gish, Colin Inglis, Marlene Hanson, Gary McCorquodale, Anne Mulgrew, Nancy Petersen, Heather Raymond, Pat Semeniuk, Sandra Woitas

INFORMATION

Background: In April 2001, the board approved several recommendations that resulted in the creation of the City Centre Education Project (CCEP) to transform programming for students in six, and now seven, Edmonton Public schools located in the city centre serving about 1700 students. Experience told us that to enable all students attending city centre schools to graduate from grade 12, significant, if not dramatic, changes would need to be made. The initial plan was to provide a three-year window, consistent with the three-year planning cycles for schools and districts, to enable these schools to work differently in support of increased student achievement, parent involvement and community participation. The mission statement guiding the transformation is that:

- All students will complete high school.
- Students in the city centre will receive excellent education with enriched environments and experiences.
- Equality of opportunity requires inequality of resources.
- Strong relationships and partnerships are the foundation of our success.

As we are now in the third year, this report provides a snapshot of the impact of the project on student achievement, staff development, parent involvement and community engagement. It also indicates the preferred direction for the next three-year planning cycle.

Proposed Future Directions: Based on the experience of the past two and a half years and the quantitative and qualitative information collected, the administration believes that the City Centre Education Project should be supported and monitored for another three years. As well, it believes that opportunities should be provided for other district schools serving similar student populations to embark on collaborative projects in support of enhanced student achievement. These proposed directions will be reflected during the budget process.

Continued support for the City Centre Education Project recognizes that systemic, sustained cultural change takes more than three years. Practice and research confirms that there is an overpowering impetus to maintain or return to the status quo in the manner in which we organize and behave and this particularly applies to schools that have been organized in a similar manner for

well over a hundred years. However, the direction proposed is primarily based on the knowledge and the evidence, both quantitative and qualitative, that the project has very positively affected the academic and personal lives of students who traditionally have not experienced success within the current models of schooling. Although all schools are demonstrating growth, Norwood School, the one school that has had the longest experience working differently, is demonstrating greater success in involving parents. The project provides a district action research site to learn what it takes to create learning communities that practice collaboration in both word and deed. Our experience to date, and what we learn in the next three years, will assist the district in evolving collaborative practice in other areas of the district. As well, collaboration extends beyond the district to a broad range of community organizations and agencies. In partnership, we are developing protocols for working together in support of children and families and, in so doing, have dramatically increased the resources available within the schools.

The second proposed direction acknowledges that we have sufficient evidence of the value and benefits of working differently to warrant starting other collaborative initiatives based on what we have learned. Our experience to date tells us that, by its very nature, a collaborative model has to be rooted in both the needs and the strengths of the community in which it is situated and can only be developed if there is participant commitment to the concept. Thus, we are unlikely to exactly replicate the model in the city centre but rather to generate different collaboratives. These other collaboratives will have the benefit of assistance from a coordinator who has in-district experience with such work.

Impact on Student Achievement Results: Educational research and experience would indicate that two years is not sufficient implementation time to form conclusions on the impact. However, based on a preliminary report on CCEP, undertaken by Professor Jose L. da Costa, Ed.D., from the Department of Educational Policy Studies, there are positive trends emerging in the student achievement results.

Actual numbers of students reaching the acceptable standard and the standard of excellence were compiled for the seven CCEP schools for two time periods; first, 1997/98 to 2000/01 school years – prior to the implementation of the CCEP, and second, from 2001/02 to 2002/03 school years – subsequent to the implementation of the CCEP. A summary of the trends emerging in this data is provided below.

Division One and Two:

Provincial Achievement Test Results:

- Grade 3: There was an increase in the percentage of students achieving the acceptable standard in Language Arts and Mathematics.
- Grade 6: There was an increase in the percentage of students achieving the acceptable standard in Language Arts, Mathematics, Science, and Social Studies.

HLATs:

- A higher percentage of students in enrolment grades 1, 2, 5 and 6 were reading at or above grade level.
- A higher percentage of students in enrolment grades 1, 2, 4, and 5 were judged to be writing at or above grade level. HLATs in writing were not administered at the grade 3 and 6 level in 2000/01; therefore, a comparison cannot be made.

Division Three

Provincial Achievement Test Results:

- There was an increase in the percentage of students achieving the acceptable standard in three of the four areas tested: Language Arts, Science, and Social Studies.

HLATs:

- A lower percentage of students at enrolment grades 7 and 9 were reading at or above grade level.
- A higher percentage of students at enrolment grades 7 and 8 levels were judged to be writing at or above grade level.

More detailed information is provided below.

Provincial Achievement Tests

	Subject	Pre-CCEP	Post-CCEP	Performance Trend
All CCEP	Language Arts (Gr. 3)	63.9%	68.6%	Higher
Schools	Mathematics (Gr. 3)	61.4%	72.3%	Higher
Combined	Language Arts (Gr. 6)	59.1%	78.7%	Higher
	Mathematics (Gr. 6)	63.4%	74.2%	Higher
	Science (Gr. 6)	64.7%	79.2%	Higher
	Social Studies (Gr. 6)	61.9%	82.2%	Higher
	Language Arts (Gr. 9)	68.6%	71.9%	Higher
	Mathematics (Gr. 9)	55.5%	55.1%	Lower
	Science (Gr. 9)	62.0%	65.9%	Higher
	Social Studies (Gr. 9)	64.7%	73.1%	Higher

HLATs

	Reading	Pre-CCEP	Post-CCEP	Performance Trend
All CCEP	Grade 1	74.9%	87.7%	Higher
Schools	Grade 2	68.0%	70.3%	Higher
Combined	Grade 3	68.8%	68.1%	Lower
	Grade 4	64.4%	64.3%	Lower
	Grade 5	61.4%	65.0%	Higher
	Grade 6	62.0%	66.3%	Higher
	Grade 7	65.2%	59.9%	Lower
	Grade 8	65.7%	75.6%	Higher
	Grade 9	69.1%	62.3%	Lower
	Writing			
	Grade 1	67.3%	75.6%	Higher
	Grade 2	75.8%	81.5%	Higher
	Grade 4	59.7%	75.1%	Higher
	Grade 5	52.5%	71.9%	Higher
	Grade 7	57.3%	61.7%	Higher
	Grade 8	51.9%	63.6%	Higher

Impact on Parent Satisfaction: In the university study conducted by Dr. Costa, the satisfaction levels of parents were found to be extremely high as a result of CCEP. This is reflected in

satisfaction with courses and programs offered as well as with their child's level of achievement, attitudes toward school, and behaviour toward others. In addition, the parent survey had an extremely high participation rate. A total of 371 parent surveys were completed, representing 618 students from the seven CCEP schools.

Impact on Student Attendance: The percentage of students attending has remained generally consistent during the past two years of implementation (Appendix I). Information needs to be collected over a longer period of time to determine the impact of the project on student attendance.

Qualitative information on the impact of CCEP: Information was collected from staff, students, parents, and community partners regarding the impact of CCEP. From this information, it is clear that CCEP has had a significant impact on all aspects of the schools and their communities. The critical aspects of this impact are described below with some sample quotes from individuals who provided information. Selected interview and submitted written information is provided in Appendix II. Complete interview and written information has been made available in the Trustee's reading room.

Impact on Students

- **CCEP has improved student learning**

"We are providing students not only with enriching experiences, we are providing them with life experiences. Each new activity, each new experience, each journey broadens their knowledge base and helps them gain confidence ...when they re-enter the classroom, they have more experiences with which to connect to their reading, writing or learning ..." Principal

"...changes are creating a synergy that is driving the work and making a difference for children. That difference is evident in many ways but none more powerful than the words of a student on the last day of school in June. The student, just completing her final day of grade nine, and moving on to high school sought me out to say, 'no one in my family has completed high school, but my promise to you is that I will be the first one!'" Principal

"We are having an impact. Just this morning, the kindergarten teacher said to me "you must show them this." She was so excited to show me that two English as a second language students in her class had started a journal. They don't usually start journals until after Christmas but they started in December and you could read them – the writing is legible, there is space between the letters, and the accompanying pictures are wonderful. This is just one example but more and more students are reading and writing at grade." Teacher

"...has been particularly effective in assisting our students when they change schools. We have had several grade one students that move from one CCEP school to another. When they change schools, a phone call is made, a report card follows and the student program continues. Our students are not losing valuable learning time that often occurs when a child changes schools." Teacher

"CCEP has greatly expanded opportunities for teachers. But, what is best about it is that these opportunities translate into better opportunities for students. It is always about the students." Teacher

“I am very involved with CCEP and have seen how these programs have benefited the students in the other schools. I hope that these and other programs will continue to be provided in our schools to help create better citizens of the students and their families for a stronger society in the future.” Parent

“I believe that every person has a calling, a passion to follow in life. As educators, we have the task of helping our students find their passion and develop the skills required to pursue it. CCEP has allowed our schools to provide a wider range of experiences for our students. It is this variety of experiences that will give us the best chance to positively engage and motivate our students towards life long career choices that are personally rewarding.” Teacher

“Programs have helped us learn so much more.” Student Council

“I am part of the CCEP choir and the violin program...next year I am hoping to get into Victoria Composite School and since I really like being part of the CCEP, I was hoping you could try to persuade the school into joining the CCEP.” Student

- **CCEP has increased access to resources and programs for students**

“Another thing that CCEP has given our students is the gift of music. When I first came... music was for elementary only and the music teacher had a dingy room in the basement with very limited instruments...CCEP brought a band program for junior highs with a state of the art soundproof music room, top of the line instruments, and the sound of a band ringing through the assemblies.” Teacher

“The anonymous donor arranged by the CCEP to pay for many of our field trips has been a great asset to our academic programming. We are able to supplement our classroom teaching by giving students hands-on experiences and exposing them to new situations.” Teacher

“The students are receiving more – more resources, more choices, more committed adult role models, more supports, more specialists, more opportunities, more quality experiences. It is apparent that students at CCEP are getting a highly enriched education with additional experiences they would not normally have had.” Teacher

“Each school in the partnership has access and utilizes the community partnerships like YMCA Kids’ Club, Swim and Gym Program, the Strings program, and Outdoor Pursuits. This was not the case before the formation of the CCEP. Without the CCEP, these children would not have had access to these programs.” Community partner

“To many kids, it helps us to have classes that our schools otherwise couldn’t afford. The City Centre Education Project lets us all go to field trips for free. It only costs one dollar for the bus. It allows a lot of children to do things like skiing, skating or go to the museum, which some kids don’t have a chance to do.” Student

“...the disengaged student – a common referral from teachers. With these students, the teachers ... struggle with every strategy in their educational repertoire to engage the student in the process of learning...the family therapists in our city centre have assisted these students in developing personal resilience, a sense of self-efficacy, a strengthening of their relationship with teachers, and a greater faith in their ability to learn.” Community Partner

“CCEP made our school a lot better to learn by adding resources and clubs.” Student Council

“We had been accustomed to being a ‘have-not school’ and making do the best way we could, since there was not a lot of money available for required instructional materials, equipment, and furniture...CCEP has changed all of that for us.” Teacher

Impact on Staff

- **CCEP has increased staff’s understanding of what is required to promote success for students in the city centre**

“We have just scratched the surface in the city centre project and it is imperative that we keep going. There is no one silver bullet. It takes the best efforts of teachers, social workers, nurses, parents, all willing to try new things, to work differently, to work outside the 9 to 3 frame, to combine resources, to abandon old ways – it takes all of this and more and it needs to be done this year and next year and for years to come.” Past principal

- **CCEP has enabled teachers to focus on instruction**

“...I have been able to use more of my time planning lessons. The Reading Recovery teacher, school nurse, psychologist, school counselor, teacher librarian, and my partners in the grade group- these people have aided and supported teachers in the classroom with their time and expertise, leaving teachers more valuable time to do what they do best – plan and deliver high quality lessons. All of this has affected student achievement and growth.” Teacher

- **CCEP has created shared leadership**

“... it is never about one school alone. Each CCEP principal who comes together in the cluster meetings, is providing a voice for all 1700 students in the city centre. Therefore, it might mean that the decisions made for a school are made by a group of principals, who then seek input from staff about the decision or communicate the decision to staff, and abide by the group decision, whether or not all are in agreement. This is a significantly different way of operating than we have been accustomed to in the past.” Principal

“Teachers have a real say in the decisions that are made. Staff input is sought in various ways through ... cluster meetings or professional development days or committees. Through input, teachers and other staff as well, have a genuine stake in decisions and work hard at implementing them. And...everything ultimately affects students and student achievement.” Teacher

“Leadership has been critical in initiating the reform that we have seen in the collaborative relationships between schools’ staff; however, we knew and understood as colleagues that we needed to create an environment where all the staff supported this collaborative work to ensure lasting and positive change.” Principal

- **CCEP has increased staff collaboration and access to colleagues’ expertise**

“For teachers it has been an explosion, a revolution. I’m part of a teachers’ cluster group. We share our students’ best work; we share our experiences with resources, providing helpful hints, deal with items in a timely fashion, prepare to get the best out of our field trips, use each other’s

great ideas. I couldn't work any other way now. We share our energy, our passion. It's simply great to have all this talent to work with." Teacher

"The communication is great – I can hardly believe it is true. We talk; we share ideas with each other, with teaching assistants, teachers, or the principal. Parents and kids too. We're all here for the students now." Custodian

"We all meet in grade level or subject area cluster groups. In the past, I was often the only one teaching a particular subject at a particular grade level. Now I have colleagues to bounce ideas around with and I can use their good ideas and share mine. We share and coordinate resources...when we meet, it is informal, practical, and focused and it is directly applicable as we are all working in a similar context. Together we do an even better job for our students." Teacher

- **CCEP has created a preventative approach by helping address students learning needs more immediately**

"The City Centre Education Project is a very well-designed blueprint... I feel that the CCEP has taken a proactive approach to education in that teachers in the CCEP schools are able to address all of the complex needs of students at the appropriate time – before the concern becomes a crisis." Teacher

- **CCEP has increased the professional development available to staff**

"We also benefit from the opportunity to take part in professional development that relates directly to our teaching level." Teacher

"The professional development that has accompanied the CCEP has assisted us with our collaborative meetings, reporting practices, and our sharing of resources. When we are discussing students, we are all talking the same language ..." Teacher

Impact on Parents

- **CCEP has increased parental involvement**

"I see so many parents now. Parents are volunteering in my class, are helping their kids with homework, and have high expectations for their kids. Parents make specific commitments to help in Art or English or with the Friday a.m. writing blitz. They cheerfully do a tremendous amount of work." Teacher

"...we have seen through the work of CCEP the development of a positive identity and understanding of one's own ability to be an active parent in their child's school. This increasing desire to be involved in these empowering experiences is a sharp contrast to the deep alienation that previous to CCEP many inner city parents felt when confronted with the invitation to be involved in school related activities." Principal

"Since last spring, we have been organizing a CCEP Joint Parent Advisory Council consisting of representatives from all seven of the City Centre Education Project schools. This council does not take the place of the individual councils, but is meant to be a forum for the sharing of ideas, concerns and talents from all of the schools to enhance the conditions in all of the CCEP schools." Parent

- **CCEP has increased support to parents.**

“I am hopeful that these programs will continue to be made available to the schools because they have greatly enhanced the lives of all of the students and their families.” Parent

“My family moved to Edmonton not knowing a soul...they have continued to provide support for my family that proved invaluable. From counseling for an over-stressed parent, to new and exciting opportunities for my children to grow and enjoy being children. CCEP has provided more for us than I’ll ever be able to say.” Parent

Impact on Innovation

- **CCEP has increased the willingness to take risks and has created a new way of working for all staff and community partners involved**

“When you are given permission to create a new vision for urban education, along comes with that a freedom to risk and make choices. Within that, our group of CCEP Principals has become an incubator of ideas. We have moved past making excuses and have concentrated on making improvements. No one is as smart as all of us.” Project Coordinator

“We are developing new ways of doing business. Learning how to be more flexible, more creative. Learning how to say ‘how can I help’ rather than that’s not my role. It also involves streamlining referrals, sharing information and coordinating various services. All directed at being more responsive to children and their families so that they will benefit and children will be successful.” Community Partner

Impact on Community

- **CCEP has provided new ways of working with other organizations in meeting the needs of students and families**

“No one system can do it alone because the issues are too complex. The relationships between health, education, and other support agencies have been strengthened as a result of CCEP.” Community Partner

“Because we have had the time to develop trusting relationships with the staff, students, and their families, community businesses and agencies, the number of referrals from teachers, students, and their parents has increased.” Community Partner

Overview of Resources: Accessing and making the best use of resources to impact teaching and learning takes on-going effort and judicious decisions. Because the CCEP schools work together and approach organizations and agencies on behalf of 7 rather than 1 school, it makes accessing and implementing resources more possible and equitable. The principals realize that to ensure enriched environments and experiences, for all 1700 students, means that resources sometimes have to be distributed unequally. Highlights of resources in the CCEP include:

- Full-day kindergarten
- Junior kindergartens at three sites
- A head start program at one site and a pre-school drop in program at another site
- Balanced literacy and Reading Recovery
- A middle years literacy initiative (MYLI)
- Enriched fine arts and career and technology through the use of shared specialists
- A teacher librarian at each site

- Large collection of learning resources among the 7 schools
- A .5 family therapist at each site
- Expanded field trips for all students
- No cost school supplies for elementary students
- Expansion of French as a second language programming in Division II
- Cree language complementary courses at the junior high level
- A city centre band and choir
- City centre church corporation morning snack program at all schools
- A family enhancement worker from Region 6 Child and Family Services
- A public health nurse assigned to the 7 schools for almost 2 days per week
- In-school mentoring program
- An Aboriginal cultural facilitator
- A junior high success coach for students in care
- A wide array of afterschool programs (e.g., Guy and Girl Power, Young Chefs, YMCA Kid's Lit, YMCA/AADAC swim and gym, Cool School, Girl Guides and Scouts, Strings Program, Heart of the City piano program)
- A major monitoring report

The partnership with the Family Centre enabled 1,320 children and adults to receive direct service in the 2002-2003 academic year. Of these, 783 (94 adults and 689 children) attended courses, short presentations and support sessions. The children and parent support group sessions included topics or titles such as Anger Management, Bullying, Encouraging Each Other, Self-Esteem, Family Violence, Fostering Success, Green Eggs Club, Handling Bedtimes, Kindercare, Peer Conflict Management, Team Training, Pro-Social Skills Development, Respectful Behaviour, Dealing with Stress and Theraplay. Additionally, counseling files were opened for 140 families, numbering 448 people. The most common counseling issues revolved around anxiety or stress, depression, managing anger, grief or loss, physical or emotional abuse, parent-child relationships, peer relationships, school difficulties and separation or divorce. Twenty-four families, numbering 89 people, received in home support.

This support and enrichment would not be possible without the assistance and collaboration of many partners – large and small, private and public, groups and individuals. Some of the major partners include: provincial department of Children's Services, Region 6 Child and Family Services, Grant McEwan Community College, the YMCA of Edmonton, the Edmonton Community Foundation, Capital Health, the Family Centre, Health Canada, City of Edmonton Community Services, NAIT Personal Training Program, Metro College Dance Program and Cool School, the John Janzen Nature Centre, AADAC, Big Brothers and Big Sisters, Edmonton Police Services, a researcher and an anonymous donor. An extended list of partners is provided in Appendix III.

Learnings to Date and Next Steps: Although this is only the third year of implementation for CCEP, it has been found that the effectiveness to date of CCEP is the result of the following foundational elements:

- A facilitator and collaborator who builds the capacity of both the schools and the community in meeting the needs of students
- A shared leadership model amongst schools
- The desire to do business differently in terms of addressing the needs of students

- The sharing of expertise among staff through structured collaboration
- The addition of resources to enrich the programming provided for students
- The broad involvement of community

Should the budget deliberations result in support for the proposed directions, the district will continue to track the evolution of the City Centre Education Project and collect information on what approaches and strategies are most effective. In addition, work at the district level in 2004-05 would include:

- Identifying the best practices used by CCEP schools in improving student achievement and learning
- Developing a sustainable model of leadership for CCEP
- Identifying the most effective protocols used by CCEP schools in working with community partners
- Maintaining the working relationships that have been developed and established with the community through CCEP
- Examining the issue of student attendance and transiency and identify strategies that may reduce transiency and further improve attendance
- Continuing to monitor the effectiveness of CCEP

Also, this spring, the Coordinator of CCEP and staff from Curriculum Programs plan to share what has been learned about CCEP’s collaborative model of school leadership and teacher practice with all district schools. If supported by budget decisions, district schools interested in building their own approaches to inter-school collaboration will be invited this spring to indicate interest in participating in such an approach and will receive support for this work from the CCEP Coordinator and Curriculum Programs.

GC:ee

APPENDIX I:	Student Attendance
APPENDIX II:	Selected Stories from Staff, Students, Parents and Community Partners
APPENDIX III:	Partners in CCEP

STUDENT ATTENDANCE

School	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Delton	94.7%	94.7%	93.9%	94.0%	94.2%	93.7%	94.1%
Eastwood	89.1%	88.3%	88.4%	89.8%	90.3%	93.1%	93.7%
John A. McDougall	94.8%	93.6%	94.4%	91.6%	92.8%	93.1%	94.0%
McCauley	93.0%	94.2%	93.0%	93.1%	93.4%	93.7%	94.8%
Norwood	N/P	93.7%	94.8%	94.9%	95.6%	95.7%	94.8%
Parkdale	93.8%	92.2%	90.7%	91.8%	90.7%	90.5%	93.1%
Spruce Avenue	94.0%	94.8%	94.8%	94.2%	93.2%	91.9%	91.6%

**SELECTED STORIES FROM STAFF, STUDENTS, PARENTS
AND COMMUNITY PARTNERS**

CCEP Coordinator Story

Sandra's Story

Just renaming inner city schools to city centre schools was our first step to remove stereotypes and predisposed ideas about the children, youth and families our seven schools serve. Flinders and Thornton in their work talk about how one defines terms to a great extent determines the resulting character of educational practice. This has affected change in a positive way.

Terms defined, a mission statement prepared and a CCEP instructional focus continue to be revisited as we move our work forward. It was clear from the very beginning that you cannot mandate what matters. Neither centralization or decentralization can work on its own.

When you are given permission to create a new vision for urban education, along comes with that a freedom to risk and make choices. Within that, our group of CCEP Principals has become an incubator of ideas. We have moved past making excuses and have concentrated on making improvements. No one is as smart as all of us.

I can recall a meeting where out of frustration, came the idea of a success coach for junior high students in care. We sat around the table and had talked about the fact that we were not doing enough for our students.

Other examples include the pooling of money to conduct research on an intensive one on one reading intervention program for our Division 2 students not reading at grade level; sharing funds to hire additional staff in large kindergarten classrooms; sharing responsibility to pay a CCEP school's deficit; and combining funds to provide additional professional development opportunities for all cluster groups: teacher, support staff, custodian and leadership.

Our key driver for improvement has been the development of a professional community. Fullan refers to this as "reculturing." Evidence of this is woven beautifully in the many testimonials gathered for the board report. In order for the culture of a school to shift, we know that teachers need to work collaboratively and their pedagogy is informed by assessment results. This has become a powerful force onto itself. Teacher isolation that is found in smaller elementary and junior high schools has been eliminated.

Schools are limited institutions. We have shown over and over again what happens when programming becomes your major thrust. We have begun with the needs of the individual child as our foundation. Students in our 7 schools have physical needs and emotional needs that must be met before learning can take place. By blending boundaries with non profit agencies and government, we have broken new ground in the education of the "Whole" child. Within this, teachers have been given the responsibility of what they have been trained to doteach.

In looking back over the past three years, we have demonstrated over and over again that every individual can be a change agent and we must create an open environment for that to occur. We have formed alliances and in doing so, our schools have become increasingly transparent in the

community. Have we gone far enough in breaking down the walls of our school buildings? Certainly not. This problem is our friend. It has taken three years to simply ask the question. Again, we will look for solutions, not excuses. This group can make it happen with time, support and the continued inspiration we are seeing each day in the faces of our children, youth and parents.

Past Principal Story

Pat's Story

Why is it such hard work to work differently? Why do we keep returning or getting pulled back to the status quo? Why do we need to struggle so hard to change the system? We know as educators that one model does not fit all. We know that there have been some students, 15 percent or so over many years, who have not been well served by the current model. So why do we continue to find it so very hard to break the mold? We have just scratched the surface in the city centre project and it is imperative that we keep going. We have not changed things enough. We need to change more. We still have a middle class template but our driver ought to be to change the system to meet the kids not to change the kids to meet the system. It's wrong for kids to be made to feel they are a burden. They can't be productive in a system that makes them feel that way.

Picture a whole school that needs attention, not a few children, not a cluster of children but a whole school. Now, picture what happens when they get the attention they need to be successful. That's what we are just starting to see in the city centre project – happy kids, kids reading at grade, kids aspiring to be writers, families working through their issues, kids playing the violin, kids learning how to access books from “their” downtown library, kids developing a portfolio to go to Vic, kids regularly visiting the provincial museum, well fed kids, kids with mentors, kids staying in school, moms and dads meetings with teachers, a strings concert with a proud audience of parents and staff – all the things that make children and youth successful in other schools in our district. There is no one silver bullet. It takes the best efforts of teachers, social workers, nurses, parents all willing to try new things, to work differently, to work outside the 9 to 3 frame, to combine resources, to abandon old ways – it takes all of this and more and it needs to be done this year and next year and for years to come.

Sure. We know transiency is still an issue but let's not worry if they are not here tomorrow. They are here today and let's just teach them the best way we know how. Because of this attitude, more kids are saying, “I can read Mrs. Semeniuk. I want to go to the library Mrs. Semeniuk. I love coming to school.” Children who were non-verbal learning to communicate and staying in class without needing their parent close by. Sometimes it takes extra effort to get kids to school – picking them up from home, following up with parents about the importance of being their every day and on time, making them feel welcome when they do come. Putting that coffee pot on for parents who walk their children to school. Make the school a welcoming place.

Our students are growing, many make one or more years growth but they are not starting from the same place and thus the fact that they have shown tremendous gains is not always apparent using our traditional indicators. We need additional, different measures, as well as the standard ones, ones that are more discriminating at the early stages and would let us celebrate smaller victories.

There is power in coming together. There is relief in sharing ideas and resources. There is camaraderie to get you through tough times. There are great benefits in building on each other's strengths. Not every elementary teacher can be a special needs specialist, a science expert, a reading guru but as a group we have all these talents and can learn from each other and share all that

wonderful expertise. We need to get this message out to teachers in the district and to personnel that the city centre is a great place to work. It requires hard work but the benefits are tremendous. We need to have teachers knocking at our doors wanting the opportunity to be part of the action.

The marvelous enriched curriculum, the high quality library resources, the terrific partnerships with health, children's services and so many other organizations, the mentors, the pre-school programming, the staff involvement, the increased parent support, the enhanced field trips - none of this would be possible without the collaboration of many schools committed to changing things to benefit kids.

Custodian Stories

Lawrence's and Wayne's Stories

It's an attitude thing. We are now part of the team. We've become preventative problem solvers. We speak up and let people know what we need from them. In the past, we often were called to the office only to find out that it was to tell us we were needed in a classroom on the third floor – the floor we were on when the call came! Then, we spoke up and now we are only called to come to the office when we are needed there. Instead, we are called to phone the office. It lets us do a better job and is more productive.

The communication is great – I can hardly believe it is true. We talk; we share ideas with each other, with teaching assistants, teachers or the principal. Parents and kids too. We're all here for the students now. We support the focus on student achievement. We want to do a good job for them rather than because we are told to or have to. We're respected and the kids see that.

We're ahead of the game. We know the district is supporting a mentoring model for custodians. That's what we've been doing. We set goals together. We learn from each other. We call each other when we have a problem and increase efficiencies. We are planning to set new goals as we have achieved or on our way to achieving the ones we've set. Only hurdle is finding time – we could use some supported collaboration time.

Would recommend it to other schools. We've seen changes in student behaviour – kids that sometimes were rude are now saying "hello Mr. P." We are no longer isolated. Students are accomplishing more. We got into it after the teachers and T.A.'s but I would say go for it right away. Get involved.

Partner Story (Capital Health)

Jan's, Pat's, Shanen's and Karen's Story

The relationship between health and education is reciprocal (Novello, Degraw, & Kleinman, 1992). Good health facilitates learning, and well-educated children are generally healthier. Through education students gain the knowledge and the skills to access information and resources for a healthy lifestyle (Smith, 2003). School health programs can help children and adolescents attain full educational potential and good health by providing them with the skills, social support and environmental reinforcement they need to adopt long-term, healthy behaviours. Educational success has been shown to contribute more to health than any other long-term intervention (Deutsch, 2000). Educational success also depends on schools addressing their students' physical, mental and emotional barriers to learning (Smith, 2003). This is what CCEP does so well. The project has recruited other disciplines, agencies and institutions to work with the school staff, students and their families to address issues that interfere with education and health outcomes. No one system can do it alone because the issues are too complex. The relationships between health, education and other support agencies have been strengthened as a direct result of CCEP. We are housed in the same

building and given the opportunity to meet and collaborate. Relationships with students, families and staff are also nurtured with dedicated time and intentional service.

The physical, mental and emotional obstacles to learning are greater in schools with a high proportion of low-income and poor students whose families do not have the resources for or access to adequate health care. For example, dental problems are a typical issue affecting poor children (Kozol, 1991) A few of the CCEP schools are participating in a dental treatment program initially piloted at McCauley in 1998. This program clearly demonstrates the importance of collaboration in addressing issues that affect learning. Parents who are interested in the program attend an information meeting at the school to complete the necessary paper work. The CHA dentist, dental hygienist and community health nurse work with the U of A to determine dates and numbers of participants. Diversified Transportation Ltd. provides the bus and driver at no cost to transport students from the school to the University and back. CHA provides staff to supervise the children. The school provides snacks, activities and additional supervision if required. Parents are encouraged to accompany their children so that they can find out where and how to access dental health services for their families at a reduced cost. By working together, the oral health of students at McCauley, Norwood and Eastwood has improved. Improved oral health can lead to better school performance and general health.

There are many benefits to being a partner with CCEP. These include:

- Working with a multi-disciplinary team to address issues that interfere with health and learning.
- Sharing resources and learning among the 7 schools
- The 7 schools know how to partner and collaborate. Offices with computer access are provided. Teachers welcome us into their classrooms giving us access to students. School administration staff are accessible and supportive. There is reciprocal participation in school programs and events. We are considered and treated like staff members. We are included in professional development opportunities. It's a win win situation.
- Great communication between health, education and other disciplines – e.g. “Triage” or “Partners” meetings biweekly; sharing office space; working together on issues that affect specific students and their families
- Proactive work rather than reactive work – i.e. vision screening, healthy eating and active living programs, dental program etc.

Because we have had the time to develop trusting relationships with the staff, students and their families, community businesses and agencies, the number of referrals from teachers, students and their parents has increased. The types and numbers of programs that we are able to offer have also expanded e.g. Girl/Guy Power; Snackaroos; HEAL Young Chefs; Family Literacy celebrations; dental treatment programs; vision screening; Hometown Day (a day when Lenscrafters provides glasses to persons at no charge) etc. We are seeing improvements in health. Dental decay rates are down. Staff and students are making healthier food choices. Students and staff are participating in more fitness activities. Most students who need glasses have been identified and are wearing their glasses as prescribed. First aid and health assessments are being done by the nurse at school. The nurse also facilitates referrals to physicians and other health care professionals.

Working within the city centre schools has been a real privilege. By working together in CCEP, we are making a difference for kids!

Teacher's Story

Lisa's Story

I started at the school five years ago, and I have been part of the City Centre Education Project from the beginning stages four years ago. What intrigued me about this project was the amount of collaboration that was being emphasized and required. In a profession that can be very isolating and often frustrating, this was a very appealing idea.

I had one year at the school before the CCEP was started and had an eye opener at the amount challenges and disadvantages that these students faced on a daily basis; things that middle-class me never dreamed of children lacking: parental involvement, regular meals, clean clothes, after school activities, opportunities to travel outside of the city, or basic background knowledge. But for all the various struggles that many of the children faced, I was always amazed at most of their positive attitudes, and most of them loved coming to school which made my job all the more rewarding.

As a teacher, you can only do so much, but I always felt I wanted to do more, that they deserved more. Field trips seemed a luxury and teachers were obliged to spend several Saturdays working in our school parking lot charging for parking spots for football games. I was lucky enough in my first year to pull a few strings with some old school friends and arrange a trip to Hinton and Jasper to explore the forest, go up the Jasper Tram and to Miette Hot Springs. I will never forget the looks on their faces as we started going up the tram – how frightened yet excited they were, and then when they saw the town of Jasper down below, the look of utter amazement. Now thanks to CCEP and the anonymous donor, those field trips are a reality for our junior high students and the experience and greater understanding of the world is priceless.

My grade 7 students were fortunate enough to be able to go to Drumheller and stay overnight in the Tyrell museum. They came back so excited and full of experiences they wanted to share. This year we were reading a story that took place near the badlands and both students who went on the trip were proud to say, “we went to Drumheller last year, it was awesome!” They were then able to explain Drumheller to their peers and their confidence soared. This is also background knowledge that average middle and upper class students have access to through their experiences that aids in all learning.

Professionally, CCEP has been wonderful. Every six weeks there is a regularly scheduled Thursday meeting with teachers from the 7 CCEP schools in their major subject areas. I am fortunate to be part of a dynamic and enthusiastic group in Special Ed Division II and III. Not only does the time allow for sharing ideas and resources, offering support in a challenging job, and creating consistency in our programs, but we are now beginning to create units that we can all use that uses all of our individual strengths in planning. The main focus in our meetings is trying to have consistency in our programming for special education, and especially with the transiency in our populations we often get to teach the same children. Through our meetings we have started to come together with ideas for consistency in writing our IPP's, in the standardized testing that we use, and in our reporting. CCEP has given us the opportunity for money in our group on a common professional development that is a goal of the group. Last year our professional development focused on writing IPP's. This year, we are focusing on everyday math, and attending an inservice on how to implement this consistently and effectively.

October 6 marked a first when teachers of City Centre shared a combined professional development day with other agencies that are involved with our students, social workers, healthcare workers, and children's services. This was the best PD day that I had ever been a part of. The enthusiasm and energy in the room was obvious and the keynote speaker, Dr. Perry was enlightening and

entertaining. There was a wide range of choices for breakout sessions that were well chosen and appropriate. I came away from that PD rejuvenated in the work I do and proud to be a teacher in the city centre. As much as I am an advocate for PD and value these days immensely, I have been to many school PD days that hit the interest and expertise of the majority of teachers, but there are always a few for whom the topic chosen for the school may not be for them. With a larger group of people more choices are provided and can meet the needs of all staff, including custodians, administrative assistants, and option teachers. I know everyone that I spoke with came away satisfied.

This year the anonymous donor came up with a great idea for our students to give back, rather than always be on the receiving end of help. Apparently the donor had visited a poor settlement in Northern Saskatchewan where the people live in abject poverty. The CCEP schools were challenged to raise money and toys to create Christmas shoeboxes for the children in the school. Each school was asked to create 77 children boxes and 4 teacher boxes. I was excited to be a part of this committee. At our school we got off to a slow start with some of the younger students bringing in crayons and toys. Most junior highs would leave their change at the school store after buying their lunch. Then the grade 9's who run the school store decided to donate \$77 from their profits to the shoeboxes. We had bake sales, popcorn sales and finally a challenge to the class that could raise the most money and toys a pizza lunch. Anytime there is a competition with other classes, things start rolling. In the end our school raised a whopping \$457 for the shoeboxes. We had an assembly in our gym to celebrate the success and share the amounts raised by each class and announce the pizza party winner, which was awarded to two classes. One of the parents of a child whose class had won was in attendance at the assembly and was touched by the gesture, and amazed at how much money the students as a whole had raised and donated \$150 herself to buy a piece of pizza for everyone in the school, and these are not rich parents. Amazing.

The campus approach idea for options was created out of a need for our students to have access to resources that other students take for granted. When I began at the school, being a small school, I had to teach a couple of options as well as my core classes. One was French and the other Microwave Cooking. You see, our school didn't have a proper cooking lab, so we used the room and the 4 microwaves where the school store was located and every Tuesday afternoon we made a meal. Don't get me wrong, the students loved the option, I never had any behaviour problems, and junior high students love to eat! I had a lot of fun searching for new recipes to try and we did everything from tuna casserole to sushi. But the lab was not a lab. We had only 2 working sinks, 1 refrigerator that was actually a coke machine, very limited space, and not the best microwaves. And although they all loved coming to class and cooking, I always felt bad for the conditions they were cooking in, knowing that most schools had full kitchens complete with sinks, stoves, refrigerators and microwaves, as well as teacher demo stations and ample room to move. Now if students want food studies, they go to another CCEP school where they have a proper kitchen.

Another thing that CCEP has given our students is the gift of music. When I first came to McCauley, music was for elementary only and the music teacher had a dingy room in the basement with very limited instruments. She did her best, and the children brought tears to my eyes at the Christmas concert, they sang with such enthusiasm, but the CCEP, brought a band program to our junior highs with a state of the art soundproof music room, top of the line instruments and the sound of a band ringing through the assemblies. It was amazing to see how proficient they became in one year, and how compelling it is to listen to a live band at assemblies and concerts. They perform at various venues around the city, and there is a core group of students that started 3 years ago, who are now in high school and are coming back for an honour band program.

Another gift to CCEP is having a family therapist located in our schools. Many of our children come with so many problems and needs that one teacher can't be enough. Having access to a therapist has helped many of my students immensely, not only through sessions, but another positive role model in the school.

I am an avid supporter of CCEP, and although there are always kinks that need to be worked out, I believe we are headed in the right direction for education, equalization of resources and investing in our children to be productive members of society, who have had the same education and programming as students around the city.

Parent Story

Robert's Story

As a parent and president of the School Parent Advisory Council, I would like to express my support of the many programs which have been made available to our school, including:

- *Family Therapist*
- *French Program*
- *Teacher Librarian*
- *YMCA Partnership Programs*
- *ORT computer resources*
- *ESL*
- *Pre-Kindergarten Program*
- *Full Day Kindergarten Program*

I am hopeful that these programs will continue to be made available to the schools because they have greatly enhanced the lives of all the students and their families. Without programs such as these, our students and their families would not have the opportunity to fully benefit from our excellent school system, preparing them for greater advancement in our society and helping to create better citizens for a stronger society in the future.

I am also very involved with the City Centre Education Project, and have seen how these programs have benefited the students in the other schools. This cooperation within a group of schools is quite unique and has attracted attention from all over. It shows how interaction between schools benefits all of the schools by creating an "even playing field." This has been shown through the Strings Program in which students from all of the CCEP schools are bussed to a central school and given violin lessons as a group. I would like to also see this done for other non-curriculum subjects such as Art, so those students who wish to advance in Art will have the opportunity to learn from professional artists.

Since last spring, we have been organizing a CCEP Joint Parent Advisory Council consisting of representatives from all seven of the City Centre Education Project schools. This council does not take the place of the individual councils, but is meant to be a forum for the sharing of ideas, concerns and talents from all of the schools to enhance the conditions in all of the CCEP schools. We are hoping to achieve a few projects that will benefit all of the parents, such as gathering a list of community programs that are accessible to them, which they may not know about. We plan to hold a Joint Education Symposium and Penny Carnival to be held at one of the schools in the spring.

Elementary Student Story

Erika's Story

My name is Erika. I am in the sixth grade. I wanted to explain why I really enjoy taking part in the City Centre Education Project (CCEP).

I am part of the CCEP choir and the violin program. I think these programs help me to understand music more. There are not many other choirs that I know that are willing to provide transportation and I know that there are many families that aren't able to give transportation to their children since most adults don't get off work until around 5:00 – 6:00 p.m. I really would like to sing more, and being part of these extra curricular activities I think, would really look good on my application to go to a good university and study music. The violin program is another program that I enjoy from the City Centre Education Project. This helps me to learn and to play the violin. This is my second and last year of being with the violins and I can really tell that it helped me in recognizing notes when I see them in my music class.

The snack program is really good at my school too and I am glad my school takes part in it. Sometimes I don't have time to eat breakfast when I have to patrol in the morning at my school and when it is time for classes I can just eat the healthy snack that my school provides. The snacks that my school provides are very healthy and gives a daily dosage of energy to the students.

In conclusion to everything I have said, I think you can tell that I really enjoy being part of the City Centre Education Project and that I hope that it stays around for a very long time. Also, I hope that I have made you agree to support my reasons about the CCEP and made you think that it should stay around.

P.S.

Next year I am hoping to get into Victoria Composite School and since I really like being part of the CCEP, I was hoping if you could try to persuade the school into joining the City Centre Education Project. I was thinking about going to McCauley but that school is very far from where I live. I would really appreciate it!

Junior High Student Story A Student Council's Story

Student council members, when asked what the CCEP meant to them, provided an extensive list of beliefs and feelings. They said a lot about the impact on learning: "it helps us learn more things," "programs have helped us learn so much more," and it "helps us learn how to be more musical." They talked about the resources it has added: "We have way more resources in the library and in the music room." "We have a librarian that is helping us to learn about books and what they are used for." "CCEP made our school a lot better to learn by adding resources and clubs." "More money has allowed us to have the clubs." "We have clubs that such as exercise clubs that are good for you such as the YMCA, Uni Hockey and Futsa!" "Way more clubs – clubs are now better and are creative learning." They thought that teachers could easily change schools within CCEP because they are part of it. In general, they said "we are getting together with other schools and learning how we are different and what we have in common. It has been helpful to our school."

CCEP Principal Story: First Year in Project Marlene's Story

As a principal coming into the City Centre Education Project in August, 2003, I thought I had an idea of the journey on which I was about to embark. After having being a principal already for four years, having done 10 years of volunteer work with refugees, been grounded in an education of languages, culture, travel, and social justice activism, I felt ready with the background and the passion for moving to a school in Edmonton's city centre. Looking back over the first five months, I can

honestly say that I had NO idea about the challenges in which I had just immersed myself. I had no idea of the depth of the problems that would need to be tackled, the daily crises to manage, or of the overwhelming sense of powerlessness that comes from the continuous sifting of behaviour issues, social-emotional issues, and family issues, just to try to get to the time needed to address the support of teaching and learning. The school needed a lot of work, in its systems and operations and it, too, had been affected significantly by staffing cutbacks. I had a lot to learn – about dealing with the inner city population, with aboriginals, with poverty, with junior high students, and with diverse views toward the value of education. It would be easy to say “if I truly knew what I was entering, I would not have accepted the position.” So far, due largely to the support systems in place, I have not had to say this.

Coming into this project in the third year of its operation has presented me with a different mental model of school collaboration and the role of a leader within the school. In the past, working in a small, high achieving school in the arts/university area, it was relatively easy to move the goals of the school forward. Clustering schools together might have been an idea to increase enrolment, but it certainly wasn't a necessity.

After my first month in this new assignment, I arrived at my first CCEP principal support meeting and collapsed, exhausted and on the verge of tears, at a table with people I hardly knew, but had to risk involvement with, if I were to survive in this environment. Indeed there were ample warm fuzzies in which to find comfort. But I recall looking around the table, realizing that most of these people had worked together in this project for the past three years and, as the new kid on the block, I felt like more of an observer in a foreign land in which I wasn't sure I was prepared to travel.

The CCEP principals' retreat to Lily Lake was a turning point for me. I knew that I needed the support of these colleagues, in order to face the monumental task of school reform that was needed at Parkdale School. To hear these principals speak of the growth and evolving learning conditions over the past few years in their own schools, and in similar environments, was reassuring. It helped me to see the bigger picture, the vision for all of the city centre students. The retreat offered an opportunity for me to hear of the journey that had been traveled over the previous 3 years and, as the feeling of powerlessness began to be replaced by some collaborative planning toward our CCEP vision for the next year, a deeper level of trust was built within this group. For me, it was twofold: one, that, in spite of the fact that I had just entered into this group, I knew that I needed to trust what I was hearing, about the experiences that had led to success in the other schools. Secondly, I knew that I had to take the risk to jump in, and trust that my own ideas would find a way to be integrated into the thinking of the group and to help to shape the future of the project. While other principal support groups provide me with valued collegial relationships, professional learning, and mutual caring, this is a much deeper level of trust that I am experiencing within the CCEP principals' group. I attribute this to the common vision and to the high level of accountability that is required within such a cluster.

The usual accountability measures of leading a staff through change and improving achievement results are all in place within each individual school. However, with the common vision and urgent need to improve learning conditions, learning outcomes, and life opportunities for all city centre students, comes a deeper commitment to be accountable to each other as leaders and to look at school reform from a community perspective. Within the CCEP context, in attempting to address the significant behaviour issues at Parkdale School, there has been a collaborative view to brainstorming ideas, which extends far beyond the principals as leaders. The family therapist, social workers, and family enhancement worker have been brought on board and meet regularly to review specific cases and offer different perspectives. The community program coordinator looks for mentor matches or

volunteer involvement. The CCEP coordinator has helped by getting other agencies involved, securing funding for a youth worker, setting up a corporate partnership and numerous extracurricular activities to help build positive connections at the school. The cluster group of principals has created better ways to organize Options for Junior High Students and to create combined leadership opportunities for junior high students in the three city centre junior high schools. The creation of solutions involves the entire community.

On the other hand, it is never about one school alone. Each CCEP principal who comes together in the cluster meetings, is providing a voice for all 1700 students in the city centre. Therefore, it might mean that the decisions made for a school are made by a group of principals, who then seek input from staff about the decision or communicate the decision to staff, and abide by the group decision, whether or not all are in agreement. This is a significantly different way of operating than we have been accustomed to in the past.

Aside from trust and accountability, I have also had to have a willingness to learn about community building on a very steep learning curve. It is exciting that there are so many services offered to families and students at Parkdale School. For many of our families, they would not receive the services elsewhere at low cost. Each of these services requires someone to be the main liaison person, to organize, to carry out the plan, to find the participants, and to handle various levels of bureaucracies. This all takes time. The first part of the year was filled with meetings with various agencies and individuals, to learn of their work in the school, and to begin thinking about how to connect them with students in a meaningful way – social workers, Child Welfare, Aboriginal tutors, Lions' Club, YMCA, community program coordinator, group home workers, police resource officer, community league, etc. Each of those meetings takes considerable time, yet the benefits are clear. In the end, if it means that students are getting the help and resources they need to succeed in school, if their after-school hours are enriched by YMCA programs, Cool School Homework Club, community service projects, and the like, then I know that the time spent in meetings to arrange the opportunities has been well worth the while.

Thus far, I have not had to say “If I only knew what I was getting into...” I acknowledge, daily, that the work is highly challenging, but know at the same time, that this is the meaningful work that I wish to do, and that, with the support of the CCEP model itself, the CCEP cluster groups, and the leadership of the CCEP coordinator, we will move the school forward with a common vision.

Principal Story: Several Years in Project

Heather's Story

For students to demonstrate empowering behavior, teachers and parents must act as change agents when they take responsibility for the learning of every child and acts as advocates for children against pessimism that surrounds discussion of inner city education. This is what I see the collective of staff, parents and community members striving for in the CCEP project. Lessons from City Centre Education Project for me, as a principal, can best be summarized by the following list.

- Leadership has been critical in initiating the reform that we have seen in the collaborative relationships between schools' staff, however we knew and understood as colleagues that we needed to create an environment where all the staff supported this collaborative work to ensure lasting and positive change.
- The collective leadership has helped me to understand the importance of maintaining high standards for all students and why this essential for increasing the likelihood of their success.

- Money is critical--for professional development, for more teachers and specialized teachers and for ensuring the resources, human and material, are there for the students, staff and parents.
- Professional development is an important element in the shaping of the work. We needed to bring our collective together in this meaningful work to help shape our thoughts together. We did this collective gathering from the start and have worked to develop it and shape it through a formal CCEP PD committee that has given the work credibility as it is shaped by the teachers for the teachers.
- After-school activities are an effective way of connecting young people to other institutions and individuals in their communities. This has been and must continue to be a central part of what CCEP does
- CCEP organization is a “real thing” that affects students in many positive ways.
- CCEP has been a powerful way to organize for establishing real change in schools.
- Talking about and exposing teachers to different ways to organize and work together has helped set the stage for meaningful teacher collaboration with a focus on students’ academic learning and works to expand our students’ horizons.
- Patience is necessary to achieve desired outcomes. While CCEP has exhibited early success in increasing teacher collaboration with a focus on improving student achievement academic achievement has yet to improve markedly.
- To succeed, CCEP must continue to champion its examples of effective organization and continue to learn from it.
- Innovation is a key to the success of CCEP through the teacher collaborative work.
- At Norwood we have seen through the work of CCEP the development of a positive identity and understanding of one’s own ability to be an active parent in their child’s school. This increasing desire to be involved in these empowering experiences is a sharp contrast to the deep alienation that previous to CCEP many inner city parents felt when confronted with the invitation to be involved in the school related activities. This humanizing approach has been working to create a variety of spaces for parents to be involved from attending a Christmas breakfast with Santa to establishing a seven school parent council to focus on more global issues facing public education.

PARTNERS IN CCEP

Although this is an extensive list, it does not include all the groups or individuals who have provided on-going or one-time support to one or more schools in the City Centre Education Project. There are many individuals and entire families who support a school on an on-going basis.

Aboriginal Youth and Family	Family Centre
Adults for Kid's Society	Girl Guides
Alberta Aboriginal Affairs and Northern Development	GlaxoKlineSmith
Alberta Children's Services	Grant MacEwan Community College
Alberta Union of Public Employees (AUPE)	GWL Reality Advisors
Anonymous Donor	Health Canada
Avenue of Nations Rotary	Heart of the City Piano Program
Bank of Montreal	IBM
Bear Children's Foundation	IKEA
Big Brothers and Big Sisters	Indigo.Chapters.Coles
Binder Construction	Lafarge Canada Inc.
Black Cat Blades	Lions Club
Boy Scouts	Merck Frosst Canada
Capital Health	Minerva Foundation
Castle Rock Research	Morgex Insurance
Centre for Family Literacy	Northern Alberta Institute of Technology (NAIT)
Clifford E. Lee Foundation	Neighbourhood Immigrant Coalition
College St. Jean	Petro Canada
Community Action Coalition	Pro Coro Canada
Concordia University College of Alberta	Riverview Rotary
Cool Schools – Metro Community College	Roots of Empathy
Crosstown Motors	Sandy's Catering
Canadian Union of Public Employees (CUPE)	Sawmill
Driving Force	Sports Central
Ecomark	Spruce Wood Library
Edmonton City Centre Church Corporation	Stollery Foundation
Edmonton Community Foundation	Strings Program – Edmonton Public Schools
Edmonton Community Services	Success By 6
Edmonton Heritage Foundation	United Way
Edmonton Inner City Children's Project	University of Alberta
Edmonton Police Services	Urban Aboriginal Strategy Projects
Edmonton School Lunch Program	Witten LLP
ESSO	Young Men's Christian Association of Edmonton (YMCA)