

## Criteria for Inclusion of Partner Programs and Services in a Neighbourhood Learning Centre

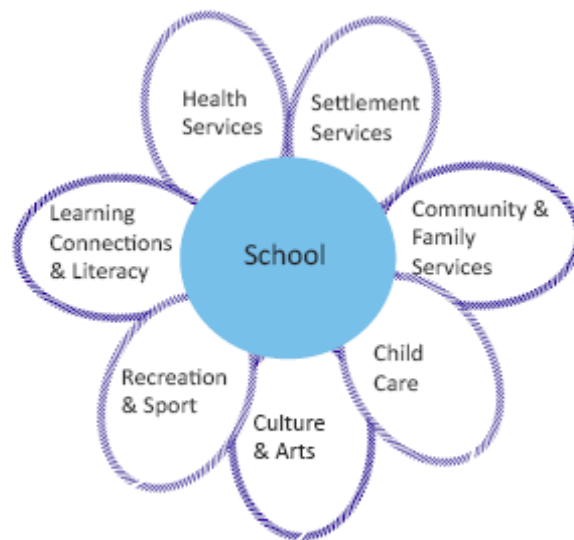
*Neighbourhood Learning Centres* typically include a mix of student-support services and family-oriented or community-oriented programs. The specifics of their design—and the decisions made about which partner programs and services to include—reflect the communities' unique needs and priorities. For example, one NLC in Richmond chose to offer services that all related to the theme of literacy, particularly cultural literacy for new immigrants, mostly from Asia.

NLC projects typically begin by identifying their communities' priorities and establishing some criteria for decision-making around acceptable uses and highest-priority partnerships.

In general, services provided at Neighbourhood Learning Centres fall into one of the following categories:

- 1) recreational, educational or cultural activities that **benefit the local community**; OR
- 2) programs that assist, involve or provide **resources or facilities for young people**.

The following model illustrates some of the kinds of programs and services that an NLC could include.



Source:

Abe Fenandez, Deputy Director of the National Center for Community Schools in the US, suggests using the Children’s Aid “Developmental Triangle” to categorize and consider the types of services an NLC might provide. The foundational service is, of course, the instructional program offered by the school itself. On either side of that are services that provide ***educational or cultural enrichment***, or that ***remove barriers to learning*** - for students, their families, or the whole community. [emphasis added]



Source: National Center for Community Schools

<http://nationalcenterforcommunityschools.childrengovernment.org/faqs/on-community-schools>

The following are additional guidelines established by various organizations for use in selecting partners for the NLC.

### Example 1

The Department of Education and Training in the State of Victoria, Australia, suggests that partner organizations and services must meet the following criteria<sup>1</sup>:

- meet an **identified need** in the local community [emphasis added]

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1 “Schools as Community Facilities: Policy Framework and Guidelines” School Resources Division and Strategic Policy and Planning Division, Department of Education & Training, Melbourne, Australia, November 2005

- offer benefits to *both* the school and the community
- make the most of school and community resources
- strengthen relationships and social networks between schools and communities.

### Example 2

The three Vancouver schools that piloted the NCLD<sup>2</sup> model determined that programs and services selected for inclusion should do the following:

- Support the lifelong learning and development of young people, their families and community without compromising the educational programming, safety and functional space requirements for young people;
- Engage school and community partners and government in the development of the NCLD program;
- Provide for the direct involvement of agency partners in offering the programs, services and activities that serve the program of the NCLD;
- Strive for sustainability (economic, environmental, social) by efficiently using resources and taking advantage of opportunities to support the current and future well - being of young people, their families and the community over time.

### Example 3

SD19 (Revelstoke) adopted some very specific and pragmatic Guiding Principles:

- Meets Ministry vision for Neighbourhoods of Learning
- Suitable for co-location in a school
- Enhances educational programs & services
- Can operate independently outside of school hours
- Program capable of funding incremental operating costs
- Program provides additional community benefits
- Program enhances livability – [makes community] more attractive as place to live
- Program may be in jeopardy due to current facility arrangements
- Program has record of success
- Program can function in multi-use space

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<sup>2</sup> NCLD was a precursor acronym to NLC. It stands for Neighbourhood Centres for Learning and Development.

