

PROJET4



2025-26 ANNUAL REPORT

Projet 4

Côte-des-Neiges | Montréal Nord

Mission – Vision – Values

Mission: Projet 4 brings 21st century innovations in high school education by combining the recording arts (audio engineering, beat making, singing/songwriting, audio recording, photography, videography, and more) with a personalized, student-centered, cross-disciplinary, liberal arts high school education on behalf of professional artists aged 16-24 seeking a high school diploma.

Vision: We envision a world where education institutions respect and reflect the diversity of the young people they serve in all manners of social location and identity; where adults support young people in developing knowledge of themselves rooted in their strengths, talents and unique bent of genius; and where each young person is seen as a phenomenon with gifts to offer their community.

Values: Projet 4's values are family, respect, community, and education. These values come through a lineage of youth-centered school transformation work taking root in Montréal through Studio 4 MTL. They guide a simple commitment: put people first, respect difference, build through community, and use education as a catalyst for personal and collective change.



A Message from Leadership

The 2025-26 year marked a significant step in Projet 4's development as a Québec-based community organization. Studio 4 MTL moved from proof of concept toward a more rooted, more accountable, and more community-shaped program model. The work continued in Côte-des-Neiges and Montréal Nord, two neighborhoods with distinct histories, needs, strengths, languages, and youth cultures. Across both sites, young people used recording studios, academic support, meals, transit assistance, psychosocial support, and relationships with trusted adults to reconnect with learning and imagine next steps for themselves.

This report tells that story as more than a program recap. It documents how Projet 4 is becoming an organization shaped by the communities it serves: young people, families, educators, teaching artists, site partners, board members, members, volunteers, and community allies. It also reflects the organization's continued work to strengthen its associative life, democratic governance, autonomy, community roots, and public benefit in ways that align with Québec's focus on community action.

The year confirmed a central lesson: recording arts are not an add-on. In our Studio 4 MTL programs, music is a culturally rooted learning architecture. It gives students a reason to return, a language for identity and belonging, a pathway into literacy and numeracy, and a public stage on which their learning becomes visible. The studio opens the door. The community keeps young people walking through it.

- Michael Lipset, Ph.D. | Founder, Projet 4

A Message from Projet 4's Board President

A Message from Projet 4's Board President:

This year marked tremendous progress for Projet 4. What began as a bold vision for combining high school education, recording arts, and youth-centered support is becoming a living community: students, families, educators, artists, interns, board members, partners, and volunteers all contributing to a shared belief that young people deserve learning environments where they are seen, respected, challenged, and supported.



Across Côte-des-Neiges and Montréal Nord, our Studio 4 MTL programs showed what becomes possible when education starts with relationship, culture, creativity, and trust. Our artist-students did more than attend a program. They wrote, recorded, performed, produced videos, built confidence, earned academic progress, supported one another, and helped shape Projet 4's public voice. Their work reminds us that school can be a place where young people reclaim possibility, not simply complete requirements.

As a Board, we are especially proud of the ways Projet 4 has continued to strengthen its community roots and associative life. This year, we expanded our membership, welcomed new voices connected to the communities we serve, deepened our partnerships, and continued building the governance needed for Projet 4 to stand as an independent, accountable, and community-led organization.

This work matters because Projet 4's future must be shaped not only for young people, but with them and alongside the communities that know them best.

We are grateful to every student, staff member, intern, partner, donor, volunteer, and community member who helped carry this work forward. The year ahead will require continued care, structure, resources, and imagination. But this year has made one thing clear: Projet 4 is becoming what it was created to be, a place where young artists seeking a high school diploma can build skills, belonging, confidence, and a future they have the right to shape.

Sincerely,

Nantali Indongo

Nantali Indongo

Outgoing Board President

Organizational History and Public Purpose

Projet 4 grew out of a long-standing relationship between Montréal educators, community partners, and the High School for Recording Arts model developed in St. Paul, Minnesota. HSRA first connected with Montréal through student-centred Keepin' It Wheel cycling trips from Montréal to Québec, where students and staff built relationships with NBS Studios at Chalet Kent and with Dr. Bronwen Low, a McGill scholar whose work has focused on hip hop, spoken word, and school transformation.

In 2013, Michael Lipset, then an HSRA volunteer, hip hop artist, and educator, travelled to Montréal to meet Dr. Low and discuss her book *Slam School: Teaching High School English through Spoken Word*. That meeting led to doctoral research at McGill on the HSRA model and its relevance for public education in Montréal. The research helped clarify a central premise for Projet 4: recording arts can support meaningful educational re-engagement when it is rooted in community, connected to credit-bearing pathways, and guided by the people closest to the young people being served.

In 2023, a Montréal philanthropic partner supported a feasibility process to explore whether a recording arts-based high school re-engagement program could be developed in Québec. The founding team consulted educational organizations, community leaders, artists, activists, and scholars across Montréal and Québec. These conversations tested whether the model was needed, where it might fit, and what partnerships would be required to serve out-of-school youth ages 16 to 24.

That process pointed strongly to Côte-des-Neiges and Montréal-Nord. Côte-des-Neiges built on relationships with Chalet Kent and NBS Studios. Montréal-Nord emerged through Michael's

relationship-building with Hoodstock, Will Prosper, Rondo Brown, and CAUSE, Rondo's youth-facing recording arts program. CAUSE was seen as a trusted local partner with strong community relationships and a facility suited to the model, including recording studios, classrooms, and office space.

The team also reviewed Montréal data on school success and social deprivation. Materials from the [Comité de gestion de la taxe scolaire](#) and [Réseau réussite Montréal](#) showed low to very low school success and moderate to



Rondo Brown - Will Prosper - Elisa Shenkier - Nantali Indongo - Carla Kazzi - Webster - Sam Karimi - Setiz Taheri - Fabrice Vil

Figure 1: Organizations, community partners, activists, and artists consulted during the 2023 feasibility process.

high poverty in the target neighbourhoods. Together with the community consultations, this confirmed both need and local readiness. Their work to determine program feasibility in the 2023-24 academic year also identified DEAL and FADA as possible pathways for students to earn high school credit at their own pace.

Projet 4 was created to build from those findings: a Québec nonprofit designed to bring youth culture, recording arts, academic re-engagement, and wraparound support to young people who have been pushed away from traditional schooling but remain full of talent, intelligence, ambition, and creative possibility. Early private philanthropic support made it possible to plan pilot programming with partners in Côte-des-Neiges and Montréal-Nord.

During Projet 4's earliest phase, 4 Learning provided administrative and program development support. Projet 4 has since separated from 4 Learning and moved into a more independent phase, with its own Québec-based governance, membership, board participation, community accountability, and program identity. Its purpose is to function as a locally rooted organization, led in service of Montréal youth and accountable to the communities where its programs take place.

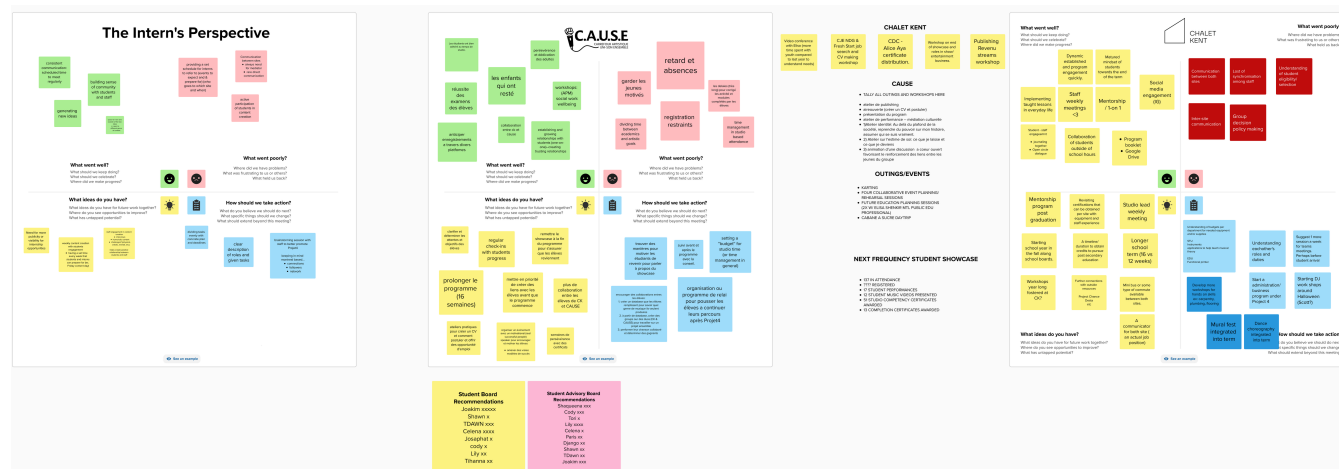
The 2025-26 Program Year

Studio 4 MTL operated through two partner sites during the 2025-26 cycle: CAUSE in Montréal Nord and Chalet Kent/NBS in Côte-des-Neiges. Each site brought together academic support, recording arts instruction, psychosocial care, meals, transportation supports, and career-connected learning. The program continued to serve young people for whom traditional school settings had not provided the right combination of safety, flexibility, relevance, relationship, and creative purpose.

The program's goals for the year were clear: sustain continuity of programming, improve onboarding, increase academic and artistic progress, strengthen psychosocial and wraparound

supports, support collaboration between sites, increase student ownership over the showcase, and continue preparing the organization for future accreditation and recognition processes.

The End-of-Cycle debrief documented meaningful progress across most of these areas. Students earned studio certificates, completed academic work through FADA and ChallengeU pathways, built public performance confidence, participated in workshops and outings, gave direct feedback on the program, and helped shape recommendations for future programming. Staff identified stronger team cohesion, more student ownership, deeper trust, and clearer evidence that the program is functioning as both an educational intervention and a stabilizing community space. Our community produced an analysis of Projet 4's strengths, weaknesses, opportunities, and immediate tasks documenting this work.



Program Outcomes at-a-Glance

Indicator	Côte-des-Neiges	Montréal Nord
Average daily attendance after 11 weeks	71%	68%
Stick rate	80%	80%
Average amount of one year of academic work completed in 12 weeks	86%	53%
Artistic goals accomplished	80%	80%
Personal goals accomplished	80%	80%
Studio certification activity	8 students earned studio certificates; 27 certificates across 7 domains	8 students earned studio certificates; 24 certificates across 6 domains

The data above show a program capable of producing meaningful academic and artistic progress in a compressed period of time. Just as importantly, the qualitative record shows why the numbers matter. Students described the program as a place of motivation, care, creativity, opportunity, and safety. Staff described growth in confidence, consistency, emotional expression, DAW literacy, writing, communication, leadership, and artistic direction.

Student Voice and Experience

Student feedback from the 2025-26 cycle points to a consistent experience across language and site: Studio 4 MTL mattered because it paired learning with belonging. Across 16 English and French student feedback responses, every student who answered the support question reported feeling well supported by the program team. Students described Projet 4 as “encouraging and supportive,” “opportunity and learning,” “motivation,” “home,” and “a place of creativity and recentering.”

Student and Staff Reflections on 2025-26 Program Impact

Student ENG

“This program was like a breath of fresh air and it allowed me to learn a lot musically and academically.”

“It was very important for me. I learned so much from everyone just by being there and I learned to believe in myself again. This program had such a huge and positive impact on me. I would absolutely love the opportunity to come back again next year.”

Student FR

“Une motivation, une maison et un endroit de créativité et de recentrement ou on apprend toujours plus en parlant de la vie et autre on a beaucoup appris.”

“M’évite d’être dans la rue ou rester coincer à la maison, permet d’évoluer et d’avancer dans différents domaines comme ma musique et mes études.”

Staff ENG

“Shattering old beliefs, building self-confidence and achieving successes in academics. The peer network and group camaraderie amongst participants. The transformative and empowering experience of performing at the showcase.”

Staff FR

“Pour plusieurs jeunes, ce type de cadre n’existait pas ailleurs. Le programme a donc joué un rôle de point d’ancrage : un espace où ils pouvaient reconstruire leur confiance, développer des compétences personnelles et professionnelles, et commencer à se projeter dans un avenir plus structuré.”

At Côte-des-Neiges, six of nine respondents rated their overall experience 5 out of 5 and three rated it 4 out of 5. Students named community, care, comfort, encouragement, emotional growth, creative process, and the recording studio as the most valuable parts of the program. Several students said they would have attended school much less, or not at all, without the studio. At Montréal Nord, all seven French-language respondents rated the experience either 4 or 5 out of 5. Students named teamwork, structure, positive adult energy, perseverance, academic motivation, and opportunities in music and school as central to the experience.

The feedback also names clear areas for improvement. Students asked for more time, more organized studio scheduling, more opportunities to record and perform, more beatmaking support, help with employment and career planning, and stronger structure around recording time. These requests are not separate from the program’s strengths. They show that students are invested enough to ask for a more stable, more intensive, and more future-facing version of the model.

Obstacles to Student Success and Program Role

The student support summaries show the complexity of the work. Across both sites, financial instability, housing instability, mental health needs, family instability, language barriers, racial and systemic discrimination, justice system involvement, substance use, and social isolation

shaped students' ability to stay connected to school. These were not occasional barriers. They were core program design realities.

At Montréal Nord, 100% of profiled students had experienced disengagement from, expulsion from, or dropout from traditional schooling before entering the program. Seventy-six percent presented with confirmed low income or poverty, 85% had experienced racial or systemic discrimination, 84% faced family instability or dysfunction, and 92% used the program as a primary safe space or refuge. At Côte-des-Neiges, 100% of psychosocially observed students were identified as needing emotional regulation support and 100% needed one-on-one or independent learning environments. Fifty-four percent identified as LGBTQIS2S+, making identity-affirming program design central rather than peripheral at that site.

« C'était comme une deuxième maison et l'une des plus belles expériences que j'ai pu vivre. »

These findings confirm that Studio 4 MTL is not simply an arts program and not simply an academic support program. It is a powerful combination of both that provides a stabilizing educational environment for young people whose lives require a broad, relational, trauma-aware, culturally sustaining response. The recording studio functions as the invitation. The full program infrastructure, academic, artistic, social, emotional, material, and relational, makes re-engagement possible.

Board Report: Community Roots and Associative Life

Projet 4's growth during 2025-26 reflects a deliberate effort to become more rooted in the community it serves. The organization continued to work through site partners with deep local credibility: CAUSE in Montréal Nord and Chalet Kent/NBS in Côte-des-Neiges. It also expanded the circle of students, alumni, families, educators, site partners, artists, community members, and board participants involved in shaping the organization's next stage.

The board held a capacity retreat in December 2025 with expert nonprofit consultant Taharima Habib on campus at McGill University and took steps to expand membership. At the retreat, the Board learned about the importance of, and how to, engage more actively on behalf of the organization. In June of 2026, fourteen new members were approved, and therefore made eligible for election to the Board of directors at the organization's AGM, at the organization's AGM, including six youth who participated in the 2026 cohorts, three from each program site. Of those fourteen, eight will be candidates for the Board elections at this year's AGM, scheduled for Sept 3rd at the CJENDG. This directly strengthens Projet 4's by-and-for development by centering the community served in the organization's associative and democratic life. The organization also began building youth advisory structures, including a first Youth Advisory Panel with a "Dream Big" theme, hosted in both Côte-des-Neiges and Montréal Nord in August of 2026 with structured feedback, and opportunities to influence future programming.

Additionally, Projet 4 developed an informal Development Council of experts in finance and business in order to help steer Projet 4's overall organizational effectiveness and financial health. In collaboration with the Board of Directors, the Development Council is planning a fundraising event for the end of October, 2026, featuring Grammy-winning artist, Sting, the artist-students of Projet 4, and philanthropically minded members of the Montréal community. The fundraising event will be paired with a LaRuche campaign designed to maximize donations with the possibility of a matching gift via the platform.

In relation with the broader Montréal community, Projet 4 supported the McGill Department of Integrated Studies in Education, the CJE of NDG's summer tutoring program, and W.O.R.D.'s summer artist residency in the following ways. During Studio 4 MTL programming, students from our Montréal Nord location presented on their experiences with Studio 4 MTL at the first ever Francofête festival of all things francophone going on at McGill University. They shared their relationship to Studio 4 MTL, its ability to impact their lives for the better, and their experiences working with McGill researchers to document the work of Studio 4 MTL. Projet 4 also contributed its certification processes and online platform in-kind to the CJE of NDG's tutoring program and W.O.R.D.'s summer artist residency, which allowed both programs to certify their participants in the recording arts and the business of music and media.

The Projet 4 movement matters for Québec community action alignment. Projet 4 is evidence of the ways a community-generated organization can take root with external support, pilot toward a sustainable organization with member participation, board development, youth voice, partner collaboration, and locally accountable decision-making, and grow into its own service model with outstanding results on behalf of those who need it most. We move into 2026-27 with greater community involvement, alignment, and leadership.

2026 Student Advisory Council Convenings

In August 2026, Projet 4 convened two Student Advisory Council gatherings to bring student voice directly into reflection on the 2025-26 programming year and planning for the next phase of Studio 4 MTL. One gathering was held with students connected to Studio 4 MTL Nord through a community cookout, and a second was held with Studio 4 MTL Cote-des-Neiges students through a lunch session at the youth centre. Both gatherings were promoted through site-specific flyers and designed as informal, relationship-centered spaces where students could speak candidly about what worked, what needs strengthening, and what kind of school and studio environment they want Projet 4 to build with them.

“This program was like a breath of fresh air. It allowed me to learn a lot musically and academically.”

Across both convenings, students affirmed the importance of Studio 4 MTL as a place where music, creative production, and school can be connected to a broader sense of belonging and future possibility. Students also named practical barriers that affect participation and persistence, including transportation, food timing, competing work obligations, the need for more

consistent studio access, and the importance of deeper wraparound support for young people managing family responsibilities, pregnancy, incarceration in their families, or other life pressures. Their feedback reinforced that program quality is not only about the studio itself. It depends on the daily conditions that allow students to show up, stay engaged, and trust the adults and peers around them.

Students offered concrete recommendations for program design. They asked for a longer program cycle beginning with the school year, more equitable access to recording, production, mixing, and mastering time, more facilitators and specialized guest teachers, stronger one-on-one and small-group academic support, improved communication with distance-learning teachers, and clearer student involvement in showcase planning. Students also



described the kinds of expanded learning opportunities they want to see in the future, including life-skills learning in finance, credit, taxes, social media strategy, independent music distribution, copyright and licensing, vocal coaching, AI and automation workshops, visual art, cooking, physical wellness, team-building outings, and travel connected to music, culture, festivals, conventions, and industry exposure.

The advisory process also surfaced a clear student vision for future facilities. Students described a school environment with multiple studio spaces, separate areas for recording and post-production, a computer lab, art room, kitchen, cafeteria, gathering and rehearsal spaces, gymnasium and wellness spaces, and a location that remains accessible by public transit without being placed in an overly difficult downtown commute. Taken together, these recommendations provide a student-centered design brief for Projet 4 as it continues developing Studio 4 MTL Nord and Studio 4 MTL Cote-des-Neiges and prepares for broader organizational planning.



The findings from both Student Advisory Council convenings were summarized and reported to the Projet 4 Board of Directors by email so that board members could consider student feedback during AGM preparation and governance discussions. Cortès Diaz, one of the Student members of the Board of Directors, was present at the Youth Advisory Council meetings to report student contributions back to the Board. This created a direct line from student experience to board-level reflection, helping ensure that decisions about future programming, facilities,

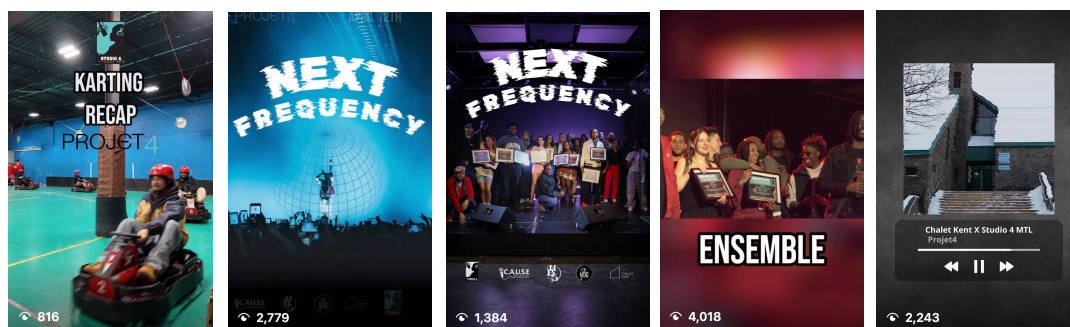
staffing, supports, and growth are grounded in what students themselves identified as necessary for success.

Community Storytelling and Digital Reach

Projet 4's growing social media presence over the past year reflects the strength of a community that wants to tell this story with us. We tripled the size of our volunteer intern team this year, receiving two interns from McGill University's B.Ed. in Global Education and one volunteer intern who, after attending an open house, chose to support the program weekly throughout the year. Our interns produced social media and general promotional materials in support of our work for the duration of our Studio 4 MTL programs. These amazing interns, Kate Suarez, Sylvia Zhang, and Axel Esso, contributed their time, creativity, and care voluntarily and without compensation from the organization.

That volunteer spirit is visible in the videos and digital materials shared in this section, many of which were created or circulated by students, interns, site partners, and community collaborators because they believed the work deserved to be seen. Together, these contributions helped Projet 4 reach over 70,000 people via social media and share the energy of Studio 4 MTL more widely: the music, the relationships, the learning, and the young people shaping the organization's public voice. Check out our progress below (**click each picture for more**), including highlights from a handful of our students that will take you behind-the-scenes for one day in the life of a Studio 4 MTL student-artist.

Studio 4 Program & Next Frequency Student Showcase Videos

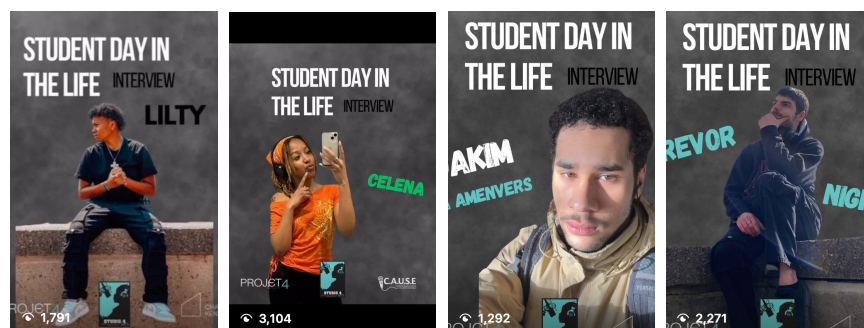


The Next Frequency Student Showcase was one of the clearest examples this year of Studio 4 MTL's commitment to supporting the further professionalization of its artist-students. More than a final event, the showcase gave young people a real opportunity to plan, manage, promote, rehearse, and present their own public show. Students helped shape the creative direction of the evening, prepared original performances and videos, and shared their work with family, peers, partners, and community members. The result was a public celebration of student talent, but also a practical learning experience in production, promotion, collaboration, confidence, and artistic leadership.

Showcase metrics:

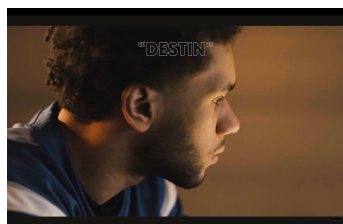
- 137 people attended the showcase.
- 325 people registered via Eventbrite.
- 17 student performances were presented.
- 12 student-produced music videos were screened.
- 51 studio competency certificates were awarded across multiple skill domains.
- 13 students received completion certificates recognizing their participation and progress.

Artist-Student Day-in-the-Life Videos



The student day-in-the-life videos were conceived and produced by Projet 4's interns as a way to highlight students not only as participants in a program, but as unique, valued beings with their own voices, rhythms, interests, and stories. Our interns' work helped uplift the individuality of Studio 4 MTL's artist-students while showing the care, creativity, and everyday humanity that shape the Projet 4 community.

Artist-Student Music Videos



The artist-student music videos also created a practical opportunity for participants to develop as artists by moving through the full process of producing their own visual work, from concept and performance to filming and final presentation. Directed by Hugh Durnford-Dionne, an NBS alum, the videos above offer a look behind the scenes of the music video production process as well as a sample of three such music videos produced throughout the program.

2025-26 Activities Report

The following activities are organized according to the activity categories used in the previous annual report and aligned with the education, re-engagement, psychosocial, employability, community education, and continuing education dimensions most relevant to Projet 4's work. The section is designed to support further expansion as final attendance records, workshop lists, photos, and partner confirmations are consolidated.

Activity Area	2025-26 Activities and Evidence
Literacy and academic learning	Targeted academic support in French, English, and mathematics through FADA, ChallengeU, DEAL-related pathways, tutoring, individualized academic planning, and course/module completion. French tutoring records show students completing assignments, exam preparation, oral presentation work, reading comprehension, writing, syntax, and text analysis.
Fight against dropping out	Studio 4 MTL provided alternative schooling support for young people aged 16 and older who had experienced school disengagement, expulsion, dropout, or interruption. The model linked academic credit work to recording arts, creative identity, and personal goals.
Street school and basic-needs support	Both sites addressed barriers that affect attendance and learning, including meals, transit support, psychosocial intervention, referrals, individualized support, and safe-space infrastructure. Student obstacle data show that the program functioned as a refuge for many participants.
Psychosocial intervention and personal development	Staff provided listening, support, guidance, one-on-one accompaniment, emotional regulation support, group reflection, identity conversations, and referrals. Montréal Nord and Côte-des-Neiges data show significant mental health, family, housing, language, and identity-related needs.
Employability and socio-professional integration	CJE NDG and W.O.R.D. facilitated career and CV workshops, including artistic CVs, job CVs, cover letters, soft and hard skills, reinsertion programs, vocational options, job fairs, and community employment resources. Students explored trades, creative-sector jobs, and post-program education options.

Popular education and cultural learning	Students participated in workshops and discussions connected to identity, confidence, performance, music business, publishing, creative ownership, language, employment rights, and community resources. The studio model translated complex educational and career pathways into accessible, youth-centered learning.
Collective activities and community building	The program included collaborative event planning, rehearsals, inter-site exchange, outings, karting, showcase preparation, group meals, youth feedback sessions, and youth advisory meetings. These activities strengthened peer relationships and site-to-site connection.
Dissemination and public presentation	The Next Frequency Student Showcase brought together both sites and documented student work publicly: 137 people in attendance, 17 student performances, 12 student music videos presented, 51 studio competency certificates awarded, and 13 completion certificates awarded.
Research, evaluation, and organizational learning	Projet 4 gathered student feedback, staff feedback, psychosocial observations, academic outcome data, demographic summaries, site debrief materials, and cross-site SWOT analysis. These materials now inform program development, board planning, and annual reporting.
Training and capacity building	Staff debriefs, team reflection, site planning, leadership consultation, partner workshops, and board/member development activities helped Projet 4 strengthen its internal infrastructure and prepare for future program cycles.

Field Trips and Workshops by Studio 4 MTL Site

Montreal Nord	Cote-des-Neiges
- Open publishing workshop (create a CV and apply) - Clinique Béatitude psychosocial counseling - Identity Workshop: Beyond societal expectations, reclaiming control of my story, embracing who I truly am. - Self-esteem Workshop: What I leave behind and what I become. - Facilitating an open discussion to strengthen bonds among the young people in the group.	- CJE NDG & Fresh Start job search and CV making workshop - CDC - Alice Aya certificate distribution. - Workshop on end of showcase and roles in show/entertainment business. - Publishing Revenue streams workshop

Field Trips and Workshops - Studio 4 MTL Both Sites Together

Artistic/Professional	Academic
- Student showcase planning and preparations (x4) - Collaborative rehearsal and performance preparation (x4) - Karting and gaming for teambuilding	- Program presentation - Education transition planning – identifying future school for each participant w/ Elisa Shenkir, Education Professional & Public School Teacher (3x per site)

Program Learning: Team Takeaways & Community Reflections

Across the staff debrief, student feedback, SWOT work, psychosocial summaries, and program outcome materials, five findings stand out. Together, they show that Projet 4 has moved beyond a short-term program model. The next stage is to consolidate its learning

architecture into year-round educational programming that can operate with greater continuity, clearer systems, and less dependence on external enrollment and registration cycles.

1. The model works because it is flexible and relational.

Staff repeatedly identified flexibility, pacing, trust, one-on-one relationships, shared meals, and supportive adult presence as central strengths. The program was strongest when it adapted to student realities rather than forcing students through a rigid linear structure. This is consistent with student feedback: participants valued comfort, community, support, and the feeling that adults cared enough to show up.

2. The studio is the motivational anchor, but continuity is what deepens the learning.

Students came for music, but the program's impact came from the combination of studio practice, academic support, meals, transit, psychosocial care, peer belonging, and public recognition. The studio gave relevance to schoolwork and made attendance feel meaningful. Students' desire for longer and more continuous service offerings points to the importance of programming that does not end just as trust, momentum, and learning habits begin to take hold.

3. Psychosocial support must be designed as core infrastructure.

The student obstacle data make clear that psychosocial support cannot be treated as an occasional add-on. At Côte-des-Neiges, emotional regulation support and one-on-one learning needs were universal among observed students. At Montréal Nord, the program functioned as a refuge for 92% of students. Future staffing, scheduling, intake, and partner coordination should reflect this level of need and be built into the program model from the beginning.

4. Year-round educational capacity would strengthen the model and reduce avoidable disruption.

Many of the operational challenges named by staff, including enrollment delays, registration barriers, procurement issues, unclear role boundaries, communication gaps, and uneven coordination between sites, are best understood as signs that the program has outgrown a cycle-based delivery structure. A year-round Projet 4 educational institution, with its own program calendar, intake rhythms, learner records, and internal coordination systems, would reduce dependence on external enrollment and registration processes currently accessed through DEAL and FADA. This would allow students to continue learning without disruption when program cycles shift or administrative timelines slow down.

5. Youth voice is becoming governance and institutional capacity.

The addition of student members, the launch of youth advisory meetings, student feedback forms, student showcase leadership, and recommendations for future student board or advisory participation all point in the same direction: Projet 4's next stage should be shaped with young people, not merely for them. This strengthens both program quality and the organization's community-action profile, while giving students a meaningful role in the annual direction of the organization they are helping to build.

Consolidated SWOT Summary

Strengths	Weaknesses	Opportunities	Threats
Flexible, learner-centered model; strong peer culture; trusted	Enrollment and onboarding bottlenecks; uneven cross-site	Week 0 onboarding; 16-week cycle; stronger student advisory	Complex student life barriers; dependence on external enrollment

adults; recording arts as motivation; public showcase as authentic evidence of learning; strong site partnerships.	coordination; unclear role boundaries; communication scattered across platforms; limited dedicated studio and administrative infrastructure.	structure; more inter-site collaboration; job and post-secondary pathways; music business workshops; more formal partner network.	systems; funding uncertainty
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The consolidated SWOT does not suggest a weak program. It suggests a strong, trusted, high-demand model that now needs institutional form equal to its promise. Projet 4's strengths are relational practice, culturally relevant studio learning, student trust, psychosocial responsiveness, public performance opportunities, and an emerging culture of youth leadership. Its opportunities are equally clear: students want longer service offerings, staff want stronger coordination systems, and the organization is positioned to become a more continuous educational home for young artists.

« Ça m'a montré que je pouvais me sentir à ma place dans n'importe quel espace, avec les bonnes personnes. »

The challenges and threats are therefore less about program quality than about continuity. When enrollment, registration, scheduling, and documentation depend too heavily on external cycles or partner systems, students experience

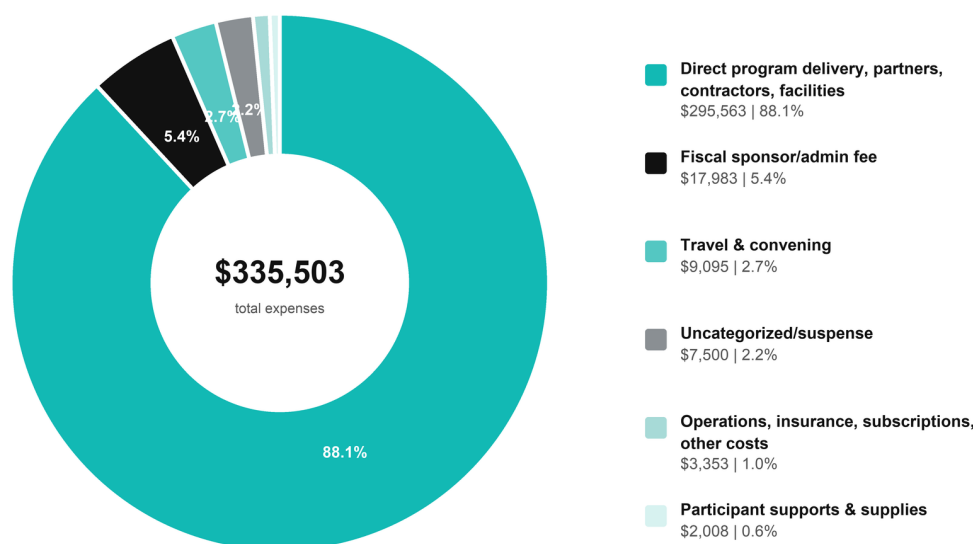
interruptions in learning just as the program begins to work. Reframing these pressures points to the central strategic priority for the next stage: Projet 4 should develop the capacity to offer year-round programming as its own educational institution, with stable systems that protect student momentum and make the program feel like something young people can keep coming back to, not something that ends.

Annual Budget Summary

Projet 4 2025-26 Annual Spending

General expense categories from CJENDG P51 detail report, 05/27/2025 to 07/31/2026

PROJET4



Governance, Membership, and Organizational Development

Projet 4 used the 2025-26 year to strengthen more than program delivery. The organization also began addressing the associative and democratic structures required for durable community-rooted work. Board and leadership conversations focused on expanding membership, adding board capacity, engaging youth and alumni, concluding the organization's relationship to 4 Learning, and deepening Projet 4's ability to respond to the young people it exists to serve.

The cultivation of new members, including former students, interns, partner representatives, and community members, creates a stronger foundation for an AGM, member ratification, board renewal, and more visible community participation. The Youth Advisory Panel offers a complementary mechanism for young people to shape program design outside formal board structures. Together, these developments show progress toward a more associative organization whose participants' voices and opinions are at the center of reflection, planning, and decision-making.

2026-27 Priorities

- Lengthen and stabilize the program cycle, with serious consideration of a 16-week model, a structured Week 0 onboarding period, staggered programming between sites, and separate student showcases to highlight the unique qualities and skills represented by each.

- Clarify staff roles, communication channels, shared calendars, decision processes, and data collection responsibilities before program launch.
- Strengthen psychosocial support as a core staffing and referral function at both sites, with special attention to emotional regulation, housing instability, LGBTQIS2S+ support, racial discrimination, and justice-system barriers.
- Formalize student transition planning, including employment, vocational training, post-secondary options, credit pathways, and creative-industry opportunities.
- Increase collaboration between Côte-des-Neiges and Montréal Nord through joint recording projects, shared showcases, site visits, collaborative songwriting, and cross-site youth leadership.
- Continue expanding Projet 4's membership, board, youth advisory, volunteer base, and community accountability structures.
- Improve public dissemination of student work and program learning through annual reports, showcases, videos, creative releases, and community presentations.

Conclusion

The 2025-26 year confirmed that Projet 4 is building more than a program. It is building a community-based educational response for young people whose gifts have too often been missed by traditional systems. Studio 4 MTL makes learning visible through music, performance, certification, academic progress, and public celebration. It also makes community visible through meals, mentorship, membership, feedback, youth voice, and the slow work of trust.

The next challenge is not to prove that the model matters. The evidence already points there. The next challenge is to strengthen the organization around the model: ongoing, engaged community governance, youth and member participation, stronger operating systems, better data, more durable partnerships, and the resources required to keep the doors open throughout an entire academic year. Projet 4 enters the next year with a clearer sense of what it is: a Montréal-rooted organization where young people can reclaim school, creativity, community, and a future they have the right to shape.

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