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| Algoma DSB | <p>In Phase II of the project, we intend to analyze the effectiveness of our Life Skills program.</p> <p>How did our Life Skills program from 2010-2011 affect the attendance of female students and the graduation rate of our female student population?</p> <p>Did students enrolled in the Life Skills program benefit from the knowledge gained in the following areas?</p> <ul style="list-style-type: none"> • parenting • money and resource management • health and nutrition • community programs available to them • skills like sewing, home maintenance, first aid, etc. <p>Did the Life Skills program aid students struggling with balancing education and taking care of their family?</p> | <p>The Life Skills Program benefitted both the students and the school.</p> <ul style="list-style-type: none"> • It helped improve student attendance. • It helped improve credit accumulation and the graduation rate of female students. • It helped address the needs of students trying to balance school with taking care of their young children. • It fostered better student health by teaching practical, life skills and by reducing stress. | <p>Demand for the Life Skills class is still strong and since it did bring benefits to our students and our Adult Ed. Program, we would like to start it again once conditions make it feasible.</p> <p>Our school is looking to continue offering the Life Skills Program to students.</p> <p>A number of students enrolled in the Life Skills program are now pursuing a post-secondary education in the fields of hospitality, social work, nursing and early childhood education.</p> | <p>Continue to monitor data; attendance, credit accumulation and the graduation rate.</p> <p>We are moving our Adult Ed. Program to a new building for the 2012-13 school year. We need to ensure that we have the space, equipment and resources necessary to run a Life Skills program at our new location.</p> |

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| <p>Algonquin and Lakeshore Catholic DSB</p> | <p>Our objective was to better understand the profile of our online learners as well as challenges and facilitators of their success on Online courses. We developed the following hypothesis: If we can better understand the adult online learner and identify elements which enhance learning in the online context, then we can use this knowledge to</p> <ul style="list-style-type: none"> • strategize ways to keep the learner engaged in their learning and increase student retention, and • develop and implement best practices for our online learning courses. | <p>Overall, this collaborative inquiry process has provided us with an opportunity to better understand our student profile, why they are taking online courses, what they find challenging, and what they find helpful. We have already started incorporating information into our teaching practice and program changes. Some of our areas of focus include:</p> <ul style="list-style-type: none"> • The features of online learning that are most attractive to learners i.e., control of their learning environment (time, place, accessing teacher) are also the features that present the most challenges to their success and completion of the course. We need to find ways to help students take advantage of the flexibility but maintain enough routine that they can be successful. • Online learning forces students to learn how to manage their time and meet due dates. We can help students learn time management, and also be clear with timelines and deadlines. • Teacher interaction is fundamental to successful online learning through the use of videos, timely and helpful feedback, as well as, responding as quickly as possible to student inquiries. We will find ways to maximize students' ability to access information from teachers. • There are several gender differences with respect to reason for initiating online learning, reasons for leaving schools, and challenges faced by online students. Understanding these differences will help us to be able to ask better questions and put in place better supports for our students. • The challenges that were identified by students (e.g. format of course materials, limited access to teachers) have provided opportunities for improving student experiences in online courses. | <p>This project has already resulted in several changes, including:</p> <ul style="list-style-type: none"> • During intake, all guidance counsellors now spend more time with prospective new online students discussing time management, goal setting and online communication tools. • All online students are given a newly revised and updated online learning help guide which includes the due dates/timelines for their course. • This project has improved our team communication, resulted in many "aha moments", and identified goal setting as an important activity to undertake with students. • It has been identified that our current orientation course effectively introduces students to key tools used in online courses, but is not currently differentiated to reflect different learning styles. We will be examining how to incorporate learning styles into course orientation. | <ul style="list-style-type: none"> • Scripted sample emails need to be developed which ensure all at-risk students receive consistent messages regarding attendance, and assignment completion • A differentiated orientation course will be developed which is reflective of the individual needs of all learners • The Collaborative Inquiry Team (CIP) will continue to administer the profile and midterm surveys and will continue to meet to reflect, plan and act on finding. |

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| Avon Maitland DSB | <p>Will consistent outreach from staff increase the likelihood that students will regularly submit lessons, finish courses and increase the number of credits earned? Through positive, encouraging phone/email contact can we “re-connect” with disengaged students? How can we structure our credit program delivery to maximize the number of lessons marked? What are the student /community needs and how can we match to our ability to use staff resources effectively and optimize our service model? By responding to the needs of adult learners with continuous follow ups and introduction of instructor led credits the number of lessons and ultimately credits completed will increase resulting in improved success rates.</p> | <p>The more service the better. Our centres want to reflect the characteristics of a good service provider. Greater staff involvement predicts greater student success.</p> <p>Adult learners value regular teacher contact and knowing that assistance is available in person, by phone or email.</p> <p>We must provide a positive learning environment and establish the relationships necessary to foster increased number of lessons, credits and diplomas earned.</p> <p>Instructor led computer classes have a significant impact on the number of lessons completed and credits earned. Programming and staff attitude produce the best outcomes, improve retention rates and contribute to overall success.</p> | <p>We continue to:</p> <ul style="list-style-type: none"> • enhance outreach opportunities • value the importance of regular learner follow up • advocate for the needs of adult learners • strive for excellence in program delivery | <p>Continue to provide regular and positive feedback to learners in order to ensure lesson completion, credit achievement and learner success.</p> <p>Develop staff capacity to effectively, deliver, support and market our programs</p> <p>Provide an exit survey directly to students as they complete credits. Include a note of congratulation and encourage them to tell others about us.</p> <p>Promote our website to make it easier for adult learners to access information and resources.</p> |

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| CDSB of Eastern Ontario | <p>How can the Catholic District School Board of Eastern Ontario impact an Adult Learner seeking a high school diploma?</p> <p>What measures can be taken for our Adult Learners to achieve a high school diploma and experience workplace success?</p> | <p>42 Adult Learners engaged and were impacted by the CDSBEO 'Focus Groups'. Adult Learners each had a plan in place to improve their academic standings</p> <p>Adult Learners enrolled in our Adult and Continuing Education programs following our 'Focus Group.</p> <ul style="list-style-type: none"> • Adult and Continuing Education (12) • E-Learning (11) • OYAP (7) • Evening Cooperative Education (12) • PLAR for Mature Students assessments (on-going) (15) | <p>The survey results indicate to the CDSBEO that we do have 'Adult Learners' in our communities that would benefit from our Adult and Continuing Education Programs. As a board we have indentified Adult Learners who will achieve credits through Adult and Continuing Education, E-learning, OYAP and Evening Cooperative Education.</p> | <p>The Catholic District School Board of Eastern Ontario would recommend that we continue to have 'Focus Groups ' which would allow our Adult Learners an avenue to have their academic situation assessed.</p> |

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| CSCD des Grandes Rivières | <p>Will the change in course delivery to a non-traditional path result in more people going back to school and earning credits?</p> <p>Hypothesis: This year it is possible that we will not see a significant increase but, as time passes and changes are implemented, this new program will motivate students and result in more people returning to school and earning credits.</p> | <p>The time, effort and funds that we have invested in our new non-traditional program work for our clients. Learners appreciate the atmosphere, flexible timetable and new activities at La Clef.</p> <p>We are seeing that students want to come to the school and that they want to stay there and earn credits because we offer them a choice of various activities. This will result in a higher graduation rate.</p> | <p>We will continue with our non-traditional program next year. We will modify the terms and conditions as needed.</p> | <p>Recommendations (next steps)</p> <p>We are still looking for solutions to attendance problems and this will be our focus next year.</p> |

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| CSC du Nouvel-Ontario | <p>In light of the highly diversified learner population in our programs, we want to identify the profile of our learners more precisely so that we can better meet their needs.</p> | <p>We are pleased to note that most of our clients prefer direct, in-person service for the support they need in order to successfully complete their courses. We were surprised by the fact that only 19% of respondents have already taken at least one online course and that only 33% have taken CO-OP courses. Certain miscellaneous means of course delivery do not meet the specific needs of all people.</p> <p>The responses concerning the learners' reasons for enrolling yielded results that were varied and limited in their interpretation. We suspect that the respondents might possibly have been confused by how the question was worded, by the possible responses or by the vocabulary used.</p> <p>One thing is certain: The need to work is a major obstacle that affects more than 25% of the people who completed the survey, while slightly less than 25% lack motivation. Another 17% of our population are affected by family or personal challenges. This suggests to us that our clients have to face a number of challenges that make it difficult for them to complete their courses.</p> | <p>In light of the results, we are convinced that the "in-person" service aspect of our program must be maintained at all cost. The profile of our clients clearly indicates a need for individualized support if they are to succeed.</p> <p>We realize that the transition to virtual course delivery is inevitable because the materials we are currently using will soon cease to be available in hard copy. This reality is of concern to us because the clients whom we serve usually require a great deal of ongoing support and, sooner or later, they will have to consider making the transition to hybrid courses. Although no respondent indicated a preference for online courses, we have begun to take the steps required to adjust to and prepare ourselves for this new mode of service delivery.</p> <p>The data we currently have from our data management system (Trillium) confirms that, so far this year, we have awarded more than 120 credits to a wide range of learners.</p> <p>It should be noted that one of our service components was not included in the survey objective, i.e., the "Options Initiative" Program, which is a support program offering correspondence courses to students enrolled in other schools within the Board. This program also [offers] a large number of credits that are included in the credits of other schools and do not appear in this data.</p> | <p>In the first place, we recommend maintaining the existing programs and continuing to develop the process for adding the virtual learning service option. It will probably be necessary to effect a similar assessment once this new service delivery mode is implemented so that we can assess learner satisfaction vis-à-vis the terms and conditions of the various programs and the course offering choice.</p> |

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| CSP du Nord-Est de l'Ontario | <p>The goal of last year's project was to find out whether the North Bay adult population was sufficiently interested in having us offer programs leading to the Ontario Secondary School Diploma (OSSD). This year we want to find out which services would best meet the needs of our adult population in Timmins and North Bay.</p> | <ul style="list-style-type: none"> • A total of 43 individuals completed the survey: 9 from Timmins and 32 from North Bay. 16 respondents were students enrolled in the CANO Learning Centre; 5 were people from the community without a diploma while 25 were people from the community with a diploma. • Observation: The learning preference for CANO students is a combination of independent learning and having a teacher. This is precisely what the Centre provides. On the other hand, people from the community preferred being taught by a teacher. It is also interesting to note that no one chose correspondence courses. • Observation re PLAR: 68% of respondents were unaware of PLAR (question 25) and 73% were unaware of PLAR before returning to school (question 26). <p>Observation re services: There is a special demand for flexible hours at the Centre, for help with students' postsecondary learning paths and for help with OSAP. There is also a demand for a financial support service.</p> | <p>The project has no direct impact on program delivery; however, the results have provided us an opportunity to make certain recommendations aimed at improving program delivery.</p> | <ul style="list-style-type: none"> • For 2012-13, plan counselling services to guide learners in (a) their postsecondary learning paths, (b) applying for OSAP financial support and (c) financial planning. • Look into the possibility of more flexible hours at the Centre. This is a challenge insofar as the collective agreements are concerned. • Increase the visibility of the Board's CANO Centres. Most people heard about the Centre from a friend or family member rather than via the Internet or Job Centre. Produce another information folder for all CANO campuses; distribute it widely in the community and register CANO on Facebook. • Continue to adapt teaching. Since people are not keen on correspondence courses, it is important to continue adapting instruction according to learner interests and to continue offering other learning activities that are recognized as being equivalent to the existing instruction. |

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| DSB Ontario North East | <ul style="list-style-type: none"> • Why did these students leave school? • What has prevented them from successfully completing their OSSD? • What has their educational experience been like? • Why have these students become re-engaged? | <p>The current program delivery mode is working well. Students respond well to the quiet, mature learning environment and the care and concern expressed by staff. Continuous intake is already a feature of the program and the use of independent learning material already allows for a lot of flexibility in the school day.</p> | <ul style="list-style-type: none"> • Students are results driven; Implement a form of teacher advisor program to help students keep their education goals fresh in their minds and keep them on track with accomplishing those goals. • Many students seem to experience personal difficulties; continue to give them access to a Child and Youth Worker and to the board’s social worker. • Some students struggle with their work and fall behind; more contact with parents and students to offer encouragement in situations where a student is falling behind and to help problem solve. As well, improve the curriculum, starting with GLS10. | <ul style="list-style-type: none"> • Mental health training for alternative education staff • Share project findings with the school board • Advocate for a meeting of the board’s alternative education teachers in order to share ideas. |

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| Dufferin Peel CDSB | <p>What summer school course offerings will best support community and school needs?</p> <p>Changes in school programs across the Board including credit recovery, SHSM and other specialized programs such as Arts and IB necessitate a review of the summer school course offering to ensure that this addresses community needs.</p> | <p>Student summer course offerings should address: course success/failure rates, pre- requisites and scheduling conflicts, including those that may arise from the demands of specialty programs</p> <p>School-based programs provide alternatives to summer school for recovering failed credits</p> <p>Qualitative feedback was mostly positive</p> <p>Highlighted challenges for summer school include transportation, technology and accessibility</p> <p>The courses that are in highest demand seem to be covered by the current course offerings</p> <p>Consideration could be given to courses that complement the needs of students in specialty programs</p> | <p>In response to needs arising for SHSM students, Dufferin-Peel C.D.S.B. piloted a 2-credit cooperative education program in summer 2011. This is being refined and continued for summer 2012.</p> <p>The courses offered and their distribution between our various summer school sites will be reviewed to reflect community needs.</p> | <p>Review enrolment patterns at summer school 2012 to verify that the results of the survey are reflected in actual registrations</p> <p>Consider courses which will complement the needs of a growing number of specialty programs in our schools</p> |

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| Durham DSB | An Adult Day School program of 4 terms in 9 weeks is more effective than a program of 5 terms in 9 weeks as it will allow: increased student retention, increased graduation rates and increased effectiveness of staff and resource allocation. | All indications are that the 4 term model will result in increased credit accumulation, graduation rates, retention rates, and more effective deployment of staff and resources with little or no financial impact. Furthermore, planning for a re-structuring that is expected to improve retention has resulted in programming innovations during the current school year. Statistics will be monitored during the 2012-13 school year to determine the effects of the 4 term model. | <p>Since beginning this project:</p> <ul style="list-style-type: none"> • student retention has improved by 4-6% • Credit accumulation per term has increased by 3-4% • new courses to address specific trends have been addressed • focus on communication with community partners has been on factors that affect retention | Decision has been made that four term per year model be implemented, and that the additional innovations begun this year (as described in findings above), continue. |

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| Greater Essex County DSB | <p>What is the profile of the learner that we serve at Night School?</p> <p>Why do our students attend night school, what are their pathways, and what are their needs?</p> | <p>The students that we surveyed were very willing and receptive to completing the survey and took the time to complete the survey. Many identified themselves on the survey which speaks to their connection and trust with our school.</p> <p>The majority of students are engaged and pleased with the process; have a positive attitude; want to be successful, and believe they will be.</p> <p>A large portion of students are unaware of:</p> <ul style="list-style-type: none"> • general requirements for a Secondary School diploma. • specifics regarding what they personally need to meet the requirements for an OSSD. <p>Increased counselling services need to be made available for students.</p> <p>Information needs to be easily accessible to students.</p> <p>Students drop courses due to a variety of unmet needs and challenges</p> | <p>As administrators, we have gained a better understanding of our students and confirmed some of our perceptions of them. The data from this survey allows us to support the current needs of our students and address some of the challenges and difficulties they face.</p> <p>Present information to night school staff to increase understanding of the needs/challenges of students.</p> <p>Improve the flow of information by:</p> <ul style="list-style-type: none"> • develop and distribute pamphlets (e.g.: graduation requirements, PLAR for Mature Students, etc.) • update Board website links • create counselling checklists to help students gain an understanding of what we offer, what they need, and how we can help them in achieving their educational goals <p>Continue to improve the counseling services and registration processes to enable students to meet their educational goals.</p> <p>The data presents a compelling case for continuing with and even expanding programs at Night School.</p> | <p>Review the process used to determine course offering to ensure a process is in place to ensure efficient delivery of courses while meeting student needs.</p> <p>Review registration process models, survey comments, and registration data to develop an effective intake model.</p> <p>Survey or check with students near the end of the term to ensure that we meet their course requirements for either a diploma or post-secondary education.</p> <p>Identify strategies that address the needs and challenges of adults returning to school to improve completion rates.</p> <p>Determine what elements are manageable and will support further success for students. Reaching out into the adult community through employers. For example: flyers, visits to major employers, open houses, question and answer evening sessions.</p> |

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| Halton Catholic DSB | <p>What is the profile of the Thomas Merton student?</p> <p>Does the profile of the Thomas Merton student change from the beginning of the school year (module 2) to the end of the school year (module 5)?</p> <p>Has there been a change in the profile of the student who attended in 2010-2011 (module 5) compared to 2011 - 2012 (module 5)?</p> | <p>The administration of the online survey facilitated an excellent method by which to more closely understand the demographics that make up our school community. As expected, almost one half of the students at Thomas Merton Catholic secondary school are between the ages of 17 to 19 while almost 30% are either 20 or 21 and 21% are over 22 years of age. One-third of respondents did not have a high school diploma when they began their studies at Thomas Merton and therefore the school plays a very important role in the graduation rates in the Board and should be included in its graduation statistics. Females are more likely to be upgrading courses and to have graduated prior to attending Thomas Merton while males are more likely working towards achieving their diploma. The overwhelming reason that students chose to attend our school is the ability to achieve credits in a very short period of time. Students are able to achieve a maximum of two credits in each six week module and therefore can achieve up to 12 credits in a traditional school year. It seems clear that students who attend our school do so with definite pathway goals in mind.</p> <p>Thomas Merton must continue to offer courses at both the college and university level in order to satisfy the demand for those who need to upgrade English, mathematics and science programs to attain entry to colleges and universities. At the same time, the school must continue to offer a broad range of open and elective courses to satisfy the needs of those students who wish to graduate from secondary school and move on to the workplace. The new face of Adult education in our experience at Thomas Merton appears to be that of "two solitudes". On the one hand the academic student who wants to upgrade for college or university and the other, who is struggling to obtain a high school diploma. In our experience, like a doughnut, it seems that the middle doesn't exist.</p> <p>The team believes that we should continue to develop our PLAR programs to better serve the needs of those students who are significantly credit deficit and better provide a smooth pathway from Academic Upgrading (LBS) to credit programs and eventually secondary school graduation.</p> <p>It is very reassuring to the project team that there continues to be such a high approval rating for the school and that fully 95% of respondents would recommend it to family or friends. That was down from 97% the previous year. It is also very clear to us that we must continue to reach out to the staff of the traditional schools for referrals and to share with them the successes of their former students.</p> | <p>The project team believes that we should stay the course regarding the types of programs that are offered at Thomas Merton. It is obvious to us that we continue to meet the needs of our students.</p> <p>It is equally as obvious that the vast majority of our students reside in the same community as the school. It begs the question whether we should extend similar services to Burlington and the north of Halton Region.</p> <p>The continued success of the Oakville campus over many years and the obvious lack of such a facility in Burlington and Milton should it make that question a moot point.</p> | <p>The project team believes that a modified version of this survey should be extended to the other programs at The Thomas Merton Centre for Continuing Education.</p> <p>Last year, the project team also recommended that the survey be completed annually during the two largest modules, 2 and 5, to capture a larger sample and determine if results differ significantly and to develop a data base line for future research. That we did in the current version and we plan to continue the pattern into the future.</p> |

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| Halton DSB | For alternative education students, engagement improves with improved attendance. Attendance improves with close monitoring and tracking. | <p>We believe we are well positioned to track, with much improved accuracy, our attendance in alternative for 2012-13 as a result of consistent practices across sites and programs and the improvements in the student administration system.</p> <p>Conclusions are difficult to draw. Our systems for tracking attendance remained unreliable through the year. Attendance did improve in some programs and sites but not in others. The factors contributing to success at one site and not at another are difficult to isolate.</p> | Teachers having more direct responsibility for tracking and following up on absent and late teachers are in our plans for 2012-13. The attendance tracking capabilities have improved greatly and will allow teachers to do their own data entry and daily follow up. | The web based attendance module for Trillium will be available in all alternative programs and sites by September 2012. We have consolidated our programs in Milton and have developed a partnership with the Skills Development Center in Oakville to provide a wider range of supports and increase the presents of community partners. |

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| Hamilton Wentworth CDSB | <p>Is the blended teacher taught/teacher assisted method of curriculum delivery better allowing our students to achieve their educational goals? Would enhancing school to work transition programs by adding cooperative education benefit our students? The addition of teacher taught courses is beneficial to those students who don't have the discipline for Independent Study. Maintaining the flexibility of Independent Study allows adult learners to complete their high school diploma; incorporating education with daily needs. With the varied needs of the adult learner, the more options provided the greater their chances for success.</p> | <ul style="list-style-type: none"> • There are two distinct types of learners presented with very different needs. While many need the flexibility of a teacher facilitated program in order to meet the demands of their everyday lives; others require the structure of stricter deadlines within a teacher taught setting. • With the growth of our Personal Support Worker and Chef Training programs coupled with responses to the possibility of cooperative education, it is evident that enhancing our school to work programming would be beneficial to our students. • Word of Mouth is the #1 method bringing new adult learners to St. Charles. Continuing to meet the varied needs of our learners will ensure success. | <ul style="list-style-type: none"> • Teacher taught courses have been introduced in ENG3C, ENG4C and most recently OLC • Stricter attendance rules and guidelines for lesson submission for teacher assisted courses have been implemented to ensure learners realize their goals. • Changing term dates for teacher taught English to coincide with the start of semester II for our ESL credit students to ease their transition to regular high school credit. | <ul style="list-style-type: none"> • Investigation into the possibility of offering teacher taught science to assist the growing number of learners wishing to enter post secondary health care • Look into introducing cooperative education and work for credit programs which would give the adult learner more hands on experience to assist them in entering or re-entering the work force. |

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| Hamilton Wentworth DSB | <p>Research Question: What enables over age 21 students to enroll with CCE? What barriers exist?</p> <p>Hypothesis: Over age 21 adult learners must overcome several barriers in order to enroll with CCE.</p> | <p>-it is important to note that very few adults report no barriers to returning to school, our students left school once before and even though have returned, they still have obstacles which can make coming to school difficult for them</p> <p>-students do report that the CCE admission processes and programs are looked upon very favourably with transportation being a very important item for consideration</p> <p>-adult students believe that they have learning needs different from the adolescent day school learner, these students want their different learning styles to be recognized and they have a very clear idea of what their ideal learning environment looks like</p> <p>-as is often the case with day school students, the single most important factor to encourage attendance and achievement in school is a good relationship with an effective teacher</p> <p>-adult students want assistance with their post-secondary pathways in the form of guidance services or resume and job interview skills</p> | <p>-given the support for the current program and delivery of CCE, it is important to ensure that future decisions about program do not change what is working well</p> <p>-the future location of any programs must be seriously considered to address the student concerns with transportation</p> <p>-CCE must consider ways to provide more assistance with guidance services for adult students in order to assist them with post-secondary education and resume and job interview skills</p> <p>-Teacher Capacity with the adult learner will be built</p> | <p>-create a CCE Program Strategy</p> <p>-carefully research future locations of programs</p> <p>-build Teacher Capacity with the Malcolm Knowles model of the Adult Learner</p> <p>-create opportunities for guidance councillors, job interview and resume skills to be delivered to the students</p> |

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| <p>Hastings & Prince Edward DSB (OSSLC)</p> | <p><u>Program Delivery To Meet The Needs Of Adult Students</u> This research project will be designed to determine the profile of the typical Quinte Adult Education adult student taking part in our new eLearning Program, as well as to determine if that program is meeting the needs of our adult students who are pursuing their OSSD, pre-requisites for post secondary education, upgrading previous marks, etc.</p> | <p>The administration of the on-line survey was an excellent method of determining the profile of the adult student taking part in our eLearning Program as well as whether or not that program was meeting the needs of our adult learners.</p> <p>We were surprised that more women than men were taking part in on-line courses, as well as that more learners were over the age of 30 than under the age of 30.</p> <p>As expected, 76% of our adult students were taking on-line courses in order to complete their Diploma, which is having a direct effect on our number of graduates per year, which has double since we introduced our eLearning Program.</p> <p>We were pleased that 93% of respondents said that the course they needed the most was available on-line.</p> <p>It was very reassuring to hear that 91% of respondents were more satisfied with their on-line course than with their previous education experiences such as correspondence, high school, night school, etc. and that 98% would recommend their on-line course to a friend or family member. They were particularly happy with the fact that they could complete their credits at home at their own pace and still have quick access to their teacher and the staff at Quinte Adult Education.</p> <p>Quinte Adult Education will continue to offer on-line courses at all levels/pathways in order to meet the needs of our learners. We will add some new “higher-end” courses to meet the needs of the growing number of adults seeking entrance into post-secondary education.</p> | <p>We believe we should “stay the course” regarding the types of programs we are offering at Quinte Adult Education and continue to add even more on-line courses, as we continue to meet the needs of our students.</p> <p>This program is having a very positive impact on the number of adults graduating each year.</p> | <p>Continue to add more on-line courses each year, particularly the “higher end” courses required for the growing number of adults seeking entrance into Post-Secondary Education.</p> <p>Continue advertising our eLearning Program, stressing its high success rates & excellent “customer satisfaction” rating.</p> <p>Administer a similar survey in another couple of years to make sure we are still meeting the needs of our students. Share the results of this survey with SR Admin at the Board Office.</p> |

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| Huron-Superior CDSB | <p>Student success rates (as measured through successful ILC lesson/course completion and improved attendance) will improve/increase over time through the creation and use of a general alternative education learner profile, increased and ongoing student-teacher (caring adult) engagement, the identification, documentation and regular follow-up of short and long term learner goals and regular staff professional learning community and student success team meetings.</p> | <p>Increased and purposeful student/teacher and student/staff (i.e. school support staff, principal, other) conferencing has resulted in improved student attendance and increased student effort in school (as demonstrated in the successful completion of ILC lessons).</p> <p>The development of a typical alternative education learner profile has helped guide and direct school decisions and efforts to better support, encourage and engage our learners.</p> <p>Additional staff professional development, student and staff support and resources are required to increase alternative education student success rates.</p> <p>Increased collaboration among the various agencies that work with and support our learners (i.e. Correctional Services, Ontario Works, Ontario Disability Program, Algoma Family Services, Credit Counselling Services, etc.) is necessary to improve student retention and school success rates.</p> | <p>Regular informal (but purposeful) student/teacher conferencing will happen throughout the entire school year.</p> <p>Student Success Team meetings (with a focus on struggling and frequently absent students) will continue on a regular and frequent schedule.</p> <p>Regular student presentations in identified areas of need (i.e. nutrition, addictions counselling, budgeting, etc.) will be scheduled each school year.</p> <p>We are considering blended learning (using the provincial LMS) as an option for the delivery of some courses/course content.</p> <p>Our school day structure and program delivery model will be reviewed annually to ensure it meets the needs of the majority of our students.</p> <p>Increased use of cooperative education placements to earn secondary school credits for our adult alternative learners will be considered. Logistical problems exist with this possibility.</p> | <p>Increased and improved partnerships with social service agencies and institutions that work directly with our learners needs to be established.</p> <p>All school staff must advocate strongly for increased supports and resources to better meet the needs of our alternative learners.</p> <p>Efforts to better engage and encourage our students must extend beyond the classroom walls. Many of our learners are kinesthetic learners and, as a result, we need to engage our learners more in "hands on" learning opportunities. Differentiating instruction is critical if we want to better meet the needs of our diverse range of learners.</p> |

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| Keewatin-Patricia DSB | <ol style="list-style-type: none"> 1. What are the best practices for student success in Aboriginal Adult Education programming? 2. To what degree and frequency are the best practices employed at a sampling of Aboriginal Adult Education programs? 3. How relevant and applicable are these best practices to the Keewatin Patricia District School Board, and its current and potential partners, in Aboriginal adult education delivery? | <p>Aboriginal Adult Education successes are consistently characterized, both in the literature and in the program survey, by an indigenous pedagogy, a relevant and responsive curriculum, cultural and academic student supports and community ownership/engagement in the education process. PLAR has been successfully expanded to a Portfolio Development course, in some institutions, to provide Aboriginal learners with a tool for cultural awareness, self-esteem building and workplace readiness. E-learning programs can be more successful than classroom based methods for Aboriginal adult learners, given appropriate community supports.</p> | <p>Expanded use of protocols for assessment and recognition of prior learning to incorporate culture and life skills learning, and link to employment preparation E-learning platforms are being researched and considered as a future delivery method.</p> | <p>An Aboriginal Education Advisor, Committee, or “expert” is needed to help apply the research results and embed them into practice and supports for adult learners. The Board will explore the integration of an E-learning strategy with our Aboriginal partner.</p> |

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| Lakehead Public Schools | <p>Who are our regional students?</p> <p>The hypothesis related to this inquiry is: Students require more flexibility to not only access our services, but also in the types of programming available. Specifically, location, hours of operation, guidance, increased teacher led instruction, and an expansion of electronic communication / support channels (ICTs) will surface as paramount themes.</p> | <p>The overall positive feedback received from the survey gives encouragement to staff that we are on the right track in terms of service and programming. Particular contrasts between student groups were most significant in relation to childcare, pathways, the learning environment and access to teachers.</p> | <p>Increased use of e-Learning Ontario courses developed in a 20 lesson format will enable quality programming for our growth regionally, but does not stand as the preferred delivery format for students. Regionally, students would prefer to have direct access to a teacher/classroom during the day, which is not currently the case. Providing a teacher on site must be considered to augment programming.</p> <p>The fact that a majority reported that they did not feel at the Adult Education sites in the region is an area of concern, and will need to be addressed.</p> <p>Further, students in the region appear more focused on pursuing a diploma for work purposes as opposed to entrance to post-secondary. While the absence of post-secondary institutions in most of these communities could explain this result, survey results indicate that employment is not a barrier to attendance. Given that many students would like more support in the form of career counselling and aspire to attend post-secondary school could suggest that many are un or underemployed. Further emphasis on co-op programming could help improve students' employment opportunities.</p> | <ul style="list-style-type: none"> • Data mining of the survey to determine statistical significance of reported findings through inferential statistics, particularly predictive analysis utilizing multiple regression • Sharing of information with Keewatin Patricia senior administration for future planning • Co-ordinate the sharing of data with Student Success teams |

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| Limestone DSB | What are students' reasons for disengaging from school? | <ul style="list-style-type: none"> • School program delivery model has a positive impact on student engagement/re engagement • Prior credit accumulation has an impact on the success of engagement and program continuation • Prior credit accumulation has a significant impact on student engagement/success in a particular program delivery model e.g. Correspondence vs. teacher lead classes | <ul style="list-style-type: none"> • All Alternative Centres will be required to take part in the TTFM survey (1 out of 11 alt sites completed the survey) • Implementation of Assistive Technology • The use of supports in our alternative sites (specifically LPS, Adolescent Care Worker, Student Success Teachers) • The involvement of Alternative Education staff in Collaborative Inquiry | <ul style="list-style-type: none"> • Analysis of Alternative Centres and Continuing Education program and delivery models • Analyze the TTFM survey results in our day schools and alt centre sites in order to engage students • Continue to analyse literature in relation to student intellectual, social and institutional engagement |

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| London District Catholic SB | <p>Our question/hypothesis was: If Grade 8 “Reach Ahead” students take our continuing education programs in summer school (new credit); it will support the graduation rate of high school students by enabling them to achieve credits. Furthermore, we expected to find that these students actually achieved more credits than their peers upon graduation and that a number of them used this credit accumulation pathway to make room on their timetable for other credits. Finally, we expected to see once again that a larger percentage of these students graduated in four years than did the rest of their peers in the same cohort.</p> | <p>We feel that the data further supports and validates our hypothesis in that Grade 8 “Reach Ahead” students taking our continuing education programs in summer school (new credit), support the graduation rate of high school students by enabling them to achieve credits. Furthermore, we found that these students actually achieved more credits than their peers upon graduation, that more of them graduated in four years than their peers, and that a number of them used this credit accumulation pathway to make room on their timetable for other credits that they might not have been able to take otherwise.</p> | <p>We will continue to use our findings to help dispel the following myths about summer school:</p> <ul style="list-style-type: none"> • Myth: “Summer school is only for remediation.” • In fact: Reach Ahead summer school students are taking new credits. • Myth: “Summer school negatively affects the day school program.” • In fact: The Reach Ahead students ended up taking more credits than their peers enhancing the arts, sciences, tech, and social sciences. • Myth: “Students in Grade 8 are not ready for secondary credits.” • In fact: The Reach Ahead students were very successful in summer school averaging a final mark of 78.48%. • Myth: “Summer school students take more spares in Grade 12.” • In fact: The Reach Ahead students took more credits in Grade 12 compared to their peers in the cohort (6.1 in the Reach Ahead Group compared to 5.25 in the Cohort). <p>We intend on continuing to gather more data, looking at longitudinal studies, and adding other summer school programs such as grade 7/8 literacy/numeracy and grade 9-12 improvement.</p> <p>We are also looking at offering “Reach Ahead” Summer School to gifted grade 7 students in order to support their distinctive learning needs.</p> | <ul style="list-style-type: none"> • Open “Reach Ahead” summer school to gifted grade 7 students • Need for additional data gathering for other Con. Ed. Programs • Continuing to report on this data and building an annual report • Make this part of our strategic plan for our Alternative, Adult, & Con. Ed. Program as well as our School Improvement Plan • LDSCB Graduate exit survey to include Con. Ed. involvement |

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| Near North DSB | <p>We hypothesize that we are meeting the educational needs of the vast majority of our adult learners, but have no data tracking system in place to review credits generated, community hour completion, literacy achievement, graduation numbers, post-secondary registration and employment in the community.</p> | <p>The development of the Life Long Learning Achievement Data System has empowered the teachers in regards to seeing the achievement of student success in obtaining credits, graduating high school and moving on to post-secondary education or employment in their community. Entering the data and reviewing the information has led to greater program reflection. This has led to the teachers experiencing a greater sense of achievement and satisfaction. The data system also assists in demonstrating how important the Life Long Learning Program is to the learner, the greater community at large and the role a school board plays in developing a stronger community spirit of empowerment and entitlement.</p> | <p>The resulting impact to the program was the value in creating a data system to track and review student progress. The teachers now have a greater sense of working together and sharing information. The teachers now have the necessary data to assist in planning for a new school year by way of resources needed based on the previous data of registration. The need for identifying a learner who was labelled with a learning disability in their past has led to further discussion around program delivery. The greatest impact of the teachers was recognizing the needs, achievement and numbers of learners they work with in a school year. To realize the credits earned has assisted in their drive to obtain student success for the adult learner.</p> | <p>Developing this data system and entering the information has resulted in the teachers realizing the need to expand the data system in 2012/13 to include the transcript information of each student pertaining to how many credits the student had earned before entering the Life Long Learning Program. This would include highlighting the compulsory credits still required. This added component will assist in mapping out a long term educational plan for the learner. This would be shared with the learner. The creation of another data entry point to highlight a learner identified with a learning disability. This will lead to greater modification and learning strategies implemented for student success. The teachers also recognized the need to not only enter credit achievement, but also highlight the subject area. This will be added to the data system for the 2012/13 school year. Having this data system will help to insure the longevity of the program in the school board.</p> |

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| Niagara CDSB | <p>Students</p> <ul style="list-style-type: none"> • What is the current profile of an Adult and Continuing Education Day School Credit Student? • What are the current learning preferences of Adult and Continuing Education Day School Credit Students? • What future programming options do current Adult and Continuing Education Day School Credit Students wish to see implemented? <p>Staff</p> <ul style="list-style-type: none"> • What are the current opinions of Adult and Continuing Education Day School Credit Course teachers on the successful practices that are in place? • What are the current opinions of Adult and Continuing Education Day School Credit teachers on suggestions and concerns for current / future programming and delivery of credit courses? | <ul style="list-style-type: none"> • Majority of students completing the survey are female • Majority of students completing the survey are under the age of 30 • Majority of students attend larger urban centres of St. Catharines, Welland, and Niagara Falls • Though the majority of students use their own personal vehicle to get to the campus they attend, they frequently use public transit and walk to the site • Students learn about our programs through our outdoor signs, staff communication, and word of mouth • 70% of students are currently receive financial assistance or receive employment insurance • 83% of students have a home computer; 81% have internet access • Majority of students (71%) do not have their Secondary School Diploma • Majority of students are enrolled to obtain their Secondary School Diploma • Students report that once they obtain their Secondary School Diploma they wish to attend college or the world of work • Majority of students really like: 7 wk. term; 2 courses per; 3 hr. courses • Majority of students would not prefer a solely on line course delivery model • Students have varying opinions on a mixed model of online and face-to-face course delivery model with the possibility of drop-in centres • Majority of students would like to see the Department develop post-secondary certification and/or trades programs <p>Teaching Staff believe that:</p> <ul style="list-style-type: none"> • They have a healthy working and learning environment • There is guidance and administration support • The teaching environment is teacher-based student-centred is a strong point • They have access to instructional resources • The new attendance policy is favourable <p>Teaching Staff also suggest that areas for future growth include:</p> <ul style="list-style-type: none"> • Prep Time / Turn Around Time • Collaboration/Communication • Student Policies Coordination / Adherence • Advertisement / Marketing • Student Enrollment | <p>The data collected above will provide for important feedback and direction of future program development and enhancements.</p> <p>That there will not be an immediate change to programming and delivery since students prefer the current model.</p> <p>Advertisement and marketing strategies will be aligned further to student responses to how they have become aware of program offerings</p> | <p>Development of a school improvement plan that incorporates SMART goals for the 2012-2013 school year that use the above data as part of the process.</p> |

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| Ottawa Carlton DSB | <p>Do specific support strategies make a difference to the success of students at Night School?</p> <p>Do students accurately predict the challenges they will face at Night School?</p> | <p>The Adults at Night School access the supports available to them. They find all additional support helpful. They see the individual responsiveness and attention of the teacher as the single most important factor in their success. Flexibility with due dates for evaluations is also seen as a critical factor. Students need a supportive teacher who is open to listening to their concerns and able to provide extra help. It is also important for teachers to appreciate and take into account the challenges that returning to school after a long absence brings. Professional development with teachers on assessment and evaluation, differentiation and collaborative practice will impact positively on student success.</p> | <ul style="list-style-type: none"> • Share results with Night School teachers and provide opportunities for discussion • Create pre course packages to enable adult students to review and practice skills required to be successful in Night School courses • Continue to provide tutoring services before classes at both sites • Staff the position of attendance counsellor/SST at both sites and monitor impact on attendance and dropout rate • Continue to offer professional development opportunities for teachers that support their efforts to work effectively with Adults • Repeat exit survey with a focus on supports offered • Encourage teachers to elicit direct feedback from their Adult students to deepen their understanding of the effectiveness of their classroom practices | <p>See Resulting Impact and Recommendations</p> |

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| Ottawa Catholic DSB | <p>What are the demographics, learning goals, and special needs of the population at St. Nicholas Adult High School?</p> <p>What are the motivators and barriers to success among the students at St. Nicholas High School?</p> <p>What are the programming needs of adult learners?</p> | <p>This survey allowed St. Nicholas to capture a demographic profile of their school. Students come from a variety of demographic backgrounds and arrive with a variety of academic, living, and health needs. Ultimately the students are returning to either complete their diploma so that they can feel good about themselves or because they need that diploma (or to upgrade) to pursue a dream career. Sometimes life factors derail their objectives, such as work, finances, family, and health.</p> <p>Overall, students have positive comments on their experience at St. Nicholas Adult High School. They do not have a lot of negative comments and most accept responsibility for their own challenges. Some indicate that they would like to see more specialized support for academic counselling (e.g. guidance) because they report their ability to navigate the education system to achieve future goals as somewhat overwhelming.</p> | <p>While many of the suggested ideas resulting from the study will take time to implement, several ideas for consideration came out of the current study, including:</p> <ol style="list-style-type: none"> 1. Continued need to provide students with the opportunity to participate in the following areas of current programming: PLAR assessments and evaluations, Mature Student Evaluations, Online Learning, Credits@Work /Cooperative Education Credits, and Specialty Programs (e.g. Hairstyling). 2. Continued need to implement the Individualized Student Learning Plans that have been piloted this year. The learning plans are useful to students to tailor their course to meet their needs and to establish realistic goals and timelines for assignment completion. Explore further ways of building in flexibility for students. 3. Further explore options for supporting students with Mental Health Issues and/or Substance Addictions. 4. Further explore options for supporting students with special learning needs (e.g. Learning Disabilities, ADHD). 5. Provide more opportunity for students to research and explore career and educational pathways through course work and workshops. | <p>The current study has been an invaluable experience in helping us to better understand our students and their needs:</p> <ol style="list-style-type: none"> 1. Repeating the same survey in April to ensure our data is representative. 2. Review ideas for consideration with the school team and identify goals for implementation. 3. Include goals in School Improvement Plan. 4. Review data gathered in school's annual report to determine accuracy, consistency and any new statistical information that should be included. 5. Review data collection methods and definitions to ensure helpful and accurate data is gathered. |

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| Peel DSB | <p>Our research question asked: How can we obtain more detailed information about our adult credit students' perceptions about improving our programs and practices, particularly as they apply to instructional aspects of our program, counselling services and modes of course delivery? We hypothesized that more detailed information would suggest the need for improvements/change in these areas, particularly as they apply to the instructional aspects of the program. These insights can then be used to generate specific strategies that we can use to improve successful course completion rates.</p> | <p>Our hypothesis that more detailed information coming from our students in the Adult Credit Program would suggest a need for change/improvements in the instructional aspects of our program, counselling services and modes of course delivery proved correct. With respect to the instructional aspects of our program, the survey data suggested a need for change and improvement to teacher practices in the areas of: Teaching and Learning, Assessment/Evaluation and Grading, and Classroom Climate. Counselling services were identified as another area needing improvement. Student responses indicated a need for more access to counselling services as well as a need for those services to provide more information and guidance on transitions to post-secondary programs and completion of the OSSD. The information on alternate modes of course delivery other than face-to face classroom delivery revealed that our students prefer some form of blended delivery model to pure online courses. There was no attempt to further delineate the specific details of what form a 'blended delivery model' would take in the student survey. The open-ended questions corroborated the information derived from the Leichardt Scale questions in that they focussed on the need to improve/change specific teaching behaviours and practices and counselling services.</p> | <p>These results will impact the Adult Credit Program in the following ways:</p> <ol style="list-style-type: none"> Instructional Program and Practices: a) targeted staff development in the areas identified. Instructional practices that have a strong research base will be introduced to staff. Specifically, research-based practices in the areas of <i>Differentiated Instruction, Integrating Digital Technology</i> into teaching practice, <i>Assessment For, As, and Of Learning</i>, building <i>Inclusive and Democratic Classroom Communities</i> with an emphasis on <i>student/teacher relationships</i>, will all be major focuses. This work will be done with an emphasis on the adult learning context. b) Lunch and Learns and Classroom Walkthroughs with regular follow-up coaching sessions will be important instructional leadership strategies employed by administrators to support and monitor this work. The board's instructional resource teacher will also be called upon to help teachers with integrating various digital/computer technology tools into their teaching practice. Counselling Services: We will change the way we organize our counsellors to bring more continuity and consistency to our counselling services. A smaller number of counsellors will now be employed on a regular rotation throughout the week, with each counsellor being available on one pre-determined day of the week. Counsellors' schedules will be made available to students who can then make appointments to see certain counsellors. This will allow our counsellors the opportunity to get to know students better and provide more guidance with respect to pathway planning and transitioning to post-secondary programs. Modes of Course Delivery: Students clearly prefer some form blended elearning model that would incorporate a combination of face-to face classroom experience with online learning away from the classroom. We will be experimenting with a pilot program that is blended in nature in the 2012 Fall or Winter session. Tutoring Program: We have already initiated a tutoring program which began in the last two weeks of the 2012 Spring session and will continue on a much larger scale in the Fall 2012 session. The tutors in the program are all students currently registered in the Adult Credit Program; Math, Science and Social Science are the subjects which students can receive tutoring in. Tutors receive hours toward the Community Service requirement for their OSSD and will also receive a <i>letter of recognition</i> and <i>certificate</i> from the school for the tutoring services which they provided to their fellow students. | <p>We will be implementing the aforementioned action steps beginning in the 2012-2013 school year and will monitor their execution. Adjustments will be made as qualitative and quantitative data become available. Ultimately we will gauge our success against our progress toward achieving our program's SMART goal of improving the Average Overall Successful Course Completion rate in our Adult Credit Program by 10% by June 2013.</p> |

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| <p>Peterborough Victoria Northumberland Clarington DSB</p> | <p>I believe that, by making changes to these programs and practices, the success rate of Summer School Math courses will remain high, and the success rate of Semester 1 Math courses will improve.</p> | <p>Reducing blended classrooms, providing more resources, and offering training opportunities for Summer School teachers should reduce the gap in achievement between Summer School Math courses and Day School Math courses.</p> | <p>In order to avoid blending courses: Full course face-to-face offerings will be reduced to reflect only the courses that have, in the last five years, run with full or almost full enrolment. This will mean that full Grade 12 University Math courses will not be offered face-to-face. Full Grade 12 University Math courses will be offered as e-learning courses, so that students from all four Summer School sites can join the course. Credit Recovery Course offerings will be assigned to Session 1 or 2 dates before online registration begins. This should reduce student withdrawals and/or a last-minute hiring scramble. Credit Recovery Course Classes will not be blended with Full Course Classes. When possible, Credit Recovery Course Classes will be limited to three different credit codes</p> <p>In order to equip teachers to teach: Course-specific student resources (consumable workbooks) have been reviewed by Summer School Math teachers, approved, and ordered for the upcoming summer. Online resources will be made available on a Summer School SharePoint. Summer School Math teachers will have access to SharePoint. Summer School Math teachers will be hired earlier (March instead of June) to allow for collaborative planning meetings, training sessions, etc. Summer School Math teachers will receive training on the use of collaborative and inquiry-based Math teaching, three-part Math problems, and differentiated instruction.</p> | <p>Further research will be required to determine if the changes in Summer School Math program delivery have had an impact on teacher feedback and/or on Math Success Rates in Summer School 2012 and in Semester 1 of 2012. Student feedback will be requested and analyzed during Summer School 2012 and Semester 1 of 2012.</p> |

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| Rainbow DSB | <p>Research Question What are the unique program factors and practices that motivate early leavers to a) return to Barrydowne College b) earn credits and c) to graduate with their OSSD?</p> <p>Hypothesis Students will identify program factors and instructional practices that personally and socially increase their motivation and confidence to persevere in their learning to graduation.</p> | <p>We have made positive gains in re-engaging students and helping them to connect to their future. Compulsory Courses are the biggest challenge in our delivery model. We have to increase differentiation in our delivery, increase student engagement in ILCs and increase access to 21st Century Skills and Technology to motivate and inspire our students. We also need to support our students in areas of access to housing, financial supports and daycare.</p> | <ul style="list-style-type: none"> • Increased PD for Staff on Blended Learning • Supports for teachers on Differentiation in an ILC format • Access for teachers to 21st Century Technology in the classroom – iPADS, SMARTboards, whiteboards etc. • Supports for teachers to access engaging curriculum websites | <p>ILC/Teacher Facilitated Courses – Plan for Increase in Pass Rates</p> <ul style="list-style-type: none"> • Change in Timetable – Block Scheduling vs. Semester • Increase Blended Learning • Increase Elective Offerings <p>Increase in OSSLT Participation and Pass Rates</p> <ul style="list-style-type: none"> • Make the event a social event to follow with food. • Have all students writing spend some time planning and organizing the food/social celebration <p>Attendance Regularity</p> <ul style="list-style-type: none"> • Quicker to Re-timetable if student is not submitting work <p>Access to Daycare Facilities – Partner with Integrated Social Services</p> <p>Supports for OW – Partner with Ontario Works</p> |

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| Renfrew County DSB | If teachers and students work collaboratively in developing learning goals and success criteria then student engagement will increase. | <p>Students will become more engaged in their learning when they are provided opportunities to engage in assessment as learning.</p> <p>Teachers need more opportunities to work together in developing assessment as learning strategies.</p> <p>We will need to continue to develop strategies to improve student attendance.</p> | The use of learning goals by teachers and the practice of developing learning goals with students has increased. While it cannot be said the practice is now "job embedded" there is awareness and a significant degree of acceptance by teachers. | Continue to bring teachers together to improve their skills in the area of developing learning goals. Increase focus on the use of success criteria and support teachers in the use of assessment as learning with their students. |

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| Sudbury CDSB | <p>The research objectives were:</p> <ul style="list-style-type: none"> • To develop a profile of students attending St. Albert Adult Learning Centre • To learn the reasons students left high school in the first place • To understand students' motivations, challenges, and barriers in returning to school | <p>Demographics:</p> <ul style="list-style-type: none"> • Four out of five respondents are female. • Two thirds are 21 years and older. • Four out of five respondents do not have an OSSD. • Approximately one third state they are of Aboriginal descent. • The most common language spoken at home is English. <p>Student Profile:</p> <ul style="list-style-type: none"> • Personal/family reasons are the leading reasons for students to drop out of high school. • Maturity and sense of responsibility enable students to return to school. • Two thirds of respondents must complete ten or fewer credits to obtain their OSSD. • The primary goal for most is to complete their OSSD. • Substantial proportion of students are supported through Ontario Works (39%), and 13% hear about St. Albert through Ontario Works. • Students make multiple attempts to return to school. <p>Adult Learning Environment:</p> <ul style="list-style-type: none"> • Feedback is very positive about St. Albert, especially supportive teachers and unpressured environment. • Students like to work on their own with teacher support. Some would like more teacher-led classes. • When considering returning to school, adults are often afraid of failure, and may feel too old or too far behind. • Mature students face various challenges, primarily relating to family issues and finances. • Students would like additional support across a range of issues: drug/alcohol addiction, anxiety, depression, housing, legal advice, financial planning, anger management, learning disability testing. <p>PLAR/MSE</p> <ul style="list-style-type: none"> • PLAR for mature students/MSE is fairly well recognized and utilized. | N/A | <ol style="list-style-type: none"> 1. Explore the possibility of providing counselling services to learners re: addictions, mental health etc. 2. Offer a Financial Planning credit bearing course. 3. Provide psychometric testing services to assist students with learning disabilities. 4. Use the findings from this report to inform future advertising. Emphasize stories/experiences of students returning, for instance the challenges or worries they faced (being too old, etc.), and their discovery of a supportive and mature environment at St. Albert Adult Learning Centre. Emphasize the difference between the adult learning experience and high school (flexibility, independent learning with teacher support as needed, etc.). |

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| Toronto CDSB | <p>A good portion of our mature students (Population A) are not actively accessing opportunities to participate in a PLAR/PLE process to obtain equivalent credit allowances to graduate sooner. Students who have had most of their education in Canada and have been out of work for at least a year (Population A) may not be capitalizing on an opportunity to access the PLAR/PLE strategy if it applies to them.</p> | <ul style="list-style-type: none"> • The data supports our hypothesis that a higher number of students could be accessing the PLAR for Mature Students strategy more successfully. • The staff is interested in accessing additional resources to support the provision of PLAR for Mature Students assessments for students. • To continue to build capacity to increase the accessibility of PLAR for Mature Students for all students through effective communication and collaborative networks. • The PLAR for Mature Students process as it applies to our Population B students is implemented more consistently because the assessment is based on official educational documents (i.e.: transcripts). • A clear and consistent process needs to be developed for aligning student work experience with specific curriculum expectations to support our Population A students. • Students who are under 18 years of age and have been out school for at least one year will also benefit from receiving guidance and support in their pathway planning if PLAR for Mature Students assessments may be utilized as a potential strategy for students to stay in school. • PLAR for Mature Students is a guiding principle that can be incorporated when developing programs for adults while at the same time reducing the number of drop outs in the school. • PLAR for Mature Students is not only a means of identifying learning that has taken place, but also may be used by school staff as a guiding principle to identify the kinds of learning (knowledge and skills) needed for the adults to be successful in their programs and future goals. • Not all adults have the same PLAR for Mature Students opportunities. There are clearly many variations in both philosophy and practice. There are distinct differences amongst boards of education, as to how and when adult learners prior experience is assessed, the resources used in assessment, the acceptance of PLAR for Mature Students credits, and the participation of the learner in the process. • The PLAR for Mature Students process has been found to be an | <ul style="list-style-type: none"> • Create and support opportunities for Guidance Counsellors to collaborate about additional and varied strategies and resources to analyze the needs of our students and assess appropriateness of PLAR for Mature Students where applicable. • Counsellor meetings to implement additional and varied strategies to analyze needs of our students and assess appropriateness of PLAR for Mature Students. • Establish a consistent approach to identify those students who qualify for PLAR for Mature Students credits as well as develop a plan of action to help students acquire credits toward the graduation diploma. • Students under 18 and have been out school for at least one year will benefit from receiving guidance and support in their pathway planning if PLAR for Mature Students assessments may be utilized as a potential strategy for students to stay in school because there are more options for | <ul style="list-style-type: none"> • Establish a consistent practice and set of resources to support the assessment and implementation of PLAR for Mature Students for all eligible students. • Provide more information to teaching and support staff regarding PLAR for Mature Students throughout the year at regular intervals throughout the year. • Develop a plan that will incorporate a provision to determine suitability during student in-take meeting at the beginning of each quad. • Develop a strategy to determine which students have been out of school for one year, those that are new to Canada, as well as those that have been educated in Ontario. Many of them are new immigrants who come with documentation from home country. The students who have had most of their education in Canada and have been out of work for at least a year (Population A) may not have had the opportunity to use the PLAR/PLE if it applies to them. • Develop a database identifying the number of Population A students who qualify for PLAR for Mature Students for each campus at Msgr. Fraser College (TCDSB). • Meet with partners in other |

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| | | <p>effective means of bridging institutional and dispositional barriers that confront the returning adult learner, thereby improving their chances of graduating.</p> <ul style="list-style-type: none"> • The PLAR for Mature Students process is a key to success in Ontario's Secondary School and adult education programs. | <p>them to earn credits</p> | <p>programs (i.e.: Section programs) in our Board who work closely with similar student learner profiles and offer PLAR for Mature Students assessment support where applicable.</p> <ul style="list-style-type: none"> • Develop a specific communication plan to share relevant information for eligible students within the school community. |
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| Toronto DSB | <p>What are the unique educational histories, current goals and experiences of the adult continuing education learner?</p> <p>What process can occur for improving alignment between offered programs and students' goals, needs, and barriers to success?</p> | <p>Through Knowledge Mobilization, several activity-based processes have been identified.</p> <p>1) Internal focus: professional development; tracking students and new within year snapshots; district reviews and school improvement plans (identification of SMART goals); collaboration with all TDSB adult program providers.</p> <p>2) External focus: HEQCO Study researching non-traditional pathways for immigrant adult students, supporting the research and analyzing new findings once this project's data is aligned with a larger outcomes dataset; pilot project with OCAS and TDSB Adult and Continuing Education (post-secondary admissions and acceptances); research-driven dialogue with EDU; research advocacy for adults among employers, community and co-terminus boards</p> <p>An ongoing commitment of the Adult and Continuing Education department to work with the Research and Information Services department to ensure that data is captured for our Environmental Scan and for information that will populate presentations to senior team members such as our Academic Council.</p> | <p>Principals will review their schedules for start and end times.</p> <p>Consideration of supports to assist students with their studies (mentoring, study groups, technological assistance, skills outreach, school and community partnerships etc.)</p> <p>A lacking support that was repeated throughout Phase 1 and Phase 2 research results was a call for increased guidance counselors.</p> <p>The interest by principals into the post-secondary results for each school and strategies to increase these results will continue to be delivered.</p> | <ul style="list-style-type: none"> • Within-year information by way of 3 adult student population snapshots using data from: <ul style="list-style-type: none"> ○ October 31, 2011 (comparing with Adult Continuing Education students attending previously in 2010-11) ○ March 1, 2012, and ○ June 30, 2012 • Length of study time analyzed for different adult high school populations • What are the differences between adult students who attend for a short period of time and students that attend longer? <i>Tracking Students</i> • Using the 2010-11 adult student application information from Ontario universities and community colleges, the research department will create a full <i>three year tracking process</i> (2008-09, 2009-10, and 2010-11) • Tracking TDSB adult students as they move from the adult day schools and progress into Ontario colleges. This will be a collaborative pilot project for Ontario. • Professional outreach by the TDSB Continuing Education research team to other school boards, academics, and institutions • Promoting and highlighting the uniqueness and perseverance of the adult student • Advocating for increased school guidance support • Ensuring inclusivity and exposure to board-wide initiatives, programs, and research • Focused research and advocating for marginalized groups within the adult student population • Researching and supporting equity issues and projects connected to Adult Continuing Education within the TDSB and other school boards • Pilot program for course delivery or scheduling • Assisting and supporting the development of a pilot program stemming from the student and principal focus groups • Collaborative research and support • Maintaining and building the working relationship between Continuing Education and TDSB Research and Information Services |

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| Upper Grand DSB | <p>What is the profile of the students who enrol in the Computer Skills for the Workplace program? What factors enabled the students to be successful in the program? How long did it take students to find meaningful employment after completing the program?</p> <p>Hypothesis Did the Computer Skills for the Workplace program provide the learners with the necessary skills to gain meaningful employment within 6 months of completing the program?</p> | <p>A high percentage of women over the age of 40 enrol in the Computer Skills for the Workplace program. The majority of the students did not find employment within 6 months of completing the program however; they did find employment within one year of completing the program. Students wanted more support to bridge the gap between learning in an academic setting and transition to employment.</p> | <p>Employment Facilitators are now presenting workshops in the Computer Skills for the Workplace program in addition to the job development class already included in the program. Explore the job market to determine if more skills are necessary to find meaningful employment and determine what other programs should be offered in the Computer Skills for the Workplace program.</p> | <p>Further research is needed to determine where the Computer Skills for the Workplace students have gained meaningful employment. Further research into additional course curriculum is needed to determine if students will have increased success finding meaningful employment in a time period less than 6 months.</p> |