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School Board	Research Question Hypothesis	Conclusions	Resulting Impact or Change in Program Delivery	Recommendations Next Steps
Algoma DSB	<p>Graduation is not necessarily the goal of a percentage of our female students.</p> <p>A number of the female students are attending our programs for reasons other than obtaining credits.</p> <p>If obtaining credits is not the primary reason why students attend, then what is?</p> <p>What can we do to help meet the needs of these students and increase our graduation rate, especially with female students?</p> <p>What can we do to provide our students with the necessary life skills so that they can be productive citizens and good parents? Can we do this in such a manner that would increase the graduation rate?</p>	<p>Students that must be in school to access financial aid and services, such as daycare, are likely female. Many female students are only here for these services and not to obtain credits. For many of them, graduation is not a goal.</p> <p>We have students that lack the most basic of life skills. Their parents did not pass down the life skills to them. These students, in turn, will not be able to pass down life skills to their own children. We need to break this cycle.</p> <p>The lack of basic life skills among adult learners may indicate an issue with curriculum offered in the high schools. Family study courses may not have been readily available to many of these students when they attended high school.</p> <p>Adult students that have been formally identified and have an IEP are accommodated accordingly. However, special accommodations for adults that are not formally identified may not take place or accommodations are tried on a trial-and-error basis. It is our belief that many adult learners are coping with learning disabilities. There is currently, no formal process for identification and placement of adult students with learning disabilities. Unfortunately, our staff lacks the time, resources and expertise to deal with this very serious problem.</p>	<p><i>Reaching out to Community Partners:</i> We will work to establish a dialogue with agencies that are providing financial aid and benefits to students enrolled in our programs. We must address the issues that we have found through this study and work to improve the situation.</p> <p><i>Our new Life Skills Program:</i> We established new Life Skills program adding an additional teacher to our staff. The Life Skills program is organized in a manner that will allow students obtain a package of credits while attending a single class. Parenting (HPC30) and Managing Personal Resources (HIP3E) to start. Credits in Hospitality and Tourism (TFJ3E) and Health for Life (PPZ30) and other courses will likely be incorporated in the near future. This allows students to gain necessary Life Skills while gaining credits toward their high school diploma. A community kitchen is part of the program, which will allow students to gain knowledge of nutrition and how to plan meals. It also allows students time during school hours to shop and cook meals to take home to their families. Guest speakers from our community partners are brought in regularly to cover topics such as money management, conflict resolution, drug and alcohol abuse, job searching, etc. Students also gain valuable knowledge about the various community programs available to them. Many of our students are hands-on learners and the Life Skills program will be appealing to them. For such students, it will offer a break from the usual book-work that they are accustomed to in their other classes.</p> <p><i>Changes to our Current Day-School and Home-Study Courses:</i> We are analysing our day-school and home-study courses and investigating possible changes to improve student success. So far, we have added a number of Grade 9 and 10 courses at the locally developed level. We also started delivering courses through e-Learning. Changes are being made to courses to ease our students transition back to school and to keep the curriculum up to date. We are considering a program to ease student transition back to school with possible ties to GPP30 and GLS40 credits.</p> <p><i>Tech Courses:</i> We partnered with a high-school to offer technology courses to our adult students. We currently have two adult students participating in a Construction Technology (TCJ3E) course. This is an excellent option for hands-on learners. It is also an excellent way for adults to gains skills prior to taking a Co-op placement in a technology-related field.</p>	<p>We ought to continue this study on a long-term basis. We need to assess the changes that we have made to our programs.</p> <p>We ought to consider a new project aimed at addressing the identification and placement of adult learners with learning disabilities.</p>

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<p>CDSB of Eastern Ontario</p>	<p>What are the needs of adult learners in Eastern Ontario? How can the Catholic District School Board of Eastern Ontario help adult learners achieve their high school diploma?</p>	<p>Some of the statistical findings identified by both focus groups were:</p> <ul style="list-style-type: none"> a) Significantly more females attended than males. b) Largest number of participants surveyed were; 18-25 or 42-48 years of age. c) 33.3% of females that completed the survey have a high school diploma. d) 60% of males that completed the survey have a high school diploma. e) 87% of the females that completed the survey thought they would benefit from one of our e-learning courses. f) 80% of the males that completed the survey thought they would benefit from one of our e-learning courses. g) 46% of the females that completed the survey were open to the CDSBEO exploring MPLAR. h) 40% of the males that completed the survey were open to the CDSBEO exploring MPLAR. i) A significant number of the adults surveyed were either in the retail, manufacturing, foods or service industries. j) In Cornwall, many individuals worked specifically at two locations within their working lives. One location was a manufacturing plant and the other a telemarketing company. <p>The conclusion from our focus groups survey/questionnaire identify that there are adult learners in need of their high school diploma. We have identified, specifically in two locations, the need to reach out to adult learners regarding credit accumulation and MPLAR assessments. Adult learners have stated in the survey, regardless of whether they hold a high school diploma or not, that they are willing to update their high school transcript by way of our e-learning model.</p>	<p>The impact of our two focus groups allows the Catholic District School Board of Eastern Ontario to recognize that we are meeting the needs of some adult learners. The focus groups also identified that there are students still in need of further learning to attain their high school diploma. By completing this project, we as a board may use this method annually to help identify adult learners in Eastern Ontario. The Adult and Continuing Education department could identify the student's needs and also begin the MPLAR process, once the student has registered in our E-Learning program.</p>	<p>The recommended next steps for the Catholic District School Board of Eastern Ontario would be;</p> <ul style="list-style-type: none"> a) Work with our E-learning department, to identify adult learners and assure the students in need of MPLAR are assessed. b) Continue advertising on an annual basis to have adult learners in our communities identify their educational needs. After a review of their needs, guide the adult learners to our E-Learning model. c) Identify adult learners that could/would benefit from our evening cooperative education programs.

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Conseil des écoles publiques de l'Est de l'Ontario	<p>What services are essential? What services are expendable?</p> <p>Hypothesis : The collected data will permit us to define SMART objectives that will lead toward significant improvement measures.</p>	<p>We will revise our improvement plan following our discoveries.</p> <p>We must offer more teacher taught courses, more on-line courses and more fast-track programs in order for students to gain access to employment at the same time as they complete the diploma.</p> <p>We must pay more attention to students who come from another country with a higher level of education.</p>	<p>Impact on our improvement plan Impact on our course offering Impact on the type of courses offered.</p>	<p>Upgrade to FileMaker Pro 11 Revise our improvement plan Take time to do a thorough analysis of the qualitative data collected.</p>

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Conseil scolaire public du Nord-Est de l'Ontario	<p>There are several adults in North Bay who do not have their Ontario Secondary School Diploma. There are also several adults in North Bay who would like to learn French as a Second Language. It is a need of new arrivals to North Bay, of immigrants and of Anglophone parents whose children attend a French elementary school. We expect to be able to offer a French as a Second Language class for the first time at our Board with 7 to 10 adult learners. From now until the end of June, we foresee between 5 and 10 adults applying for courses towards obtaining their OSSD.</p>	<p>There is interest in establishing an FSL class. Of the respondents, 73 anglophones answered yes, 43 Anglophones were not sure, it depends, 3 francophone's answered yes and 5 francophone's were not sure, it depends. However, there does not seem to be a large number of people whose first language is neither French nor English. We therefore need to plan a class for people whose first language is English or French. Unfortunately, these people are not subsidized by MCI (Ministry of Citizenship and Immigration) funds and thus that they will need to incur the costs of the instructor.</p> <p>There has not been a great deal of interest for the French DESO (OSSD) since the majority of people indicated that they had already obtained their diploma or they did not speak French. We have to seek out that segment of the population in North Bay if we want to further develop our program which allows adults to obtain their diploma.</p>	<p>In response to the survey, we have attracted 5 adult immigrants who have registered for our French Second Language class. Furthermore, we have registered 3 adult students who are currently taking courses towards their OSSD.</p> <p>Based on the survey, only 6 people, whose first language is not French or English, are interested in an FSL course. Thus, the MCI grants will not help a lot. However, there is interest in an FSL class from those people whose first language is French or English.</p>	<p>Communicate with all the people who gave their contact information for either the FSL class or for obtaining their diploma.</p> <p>Post the results for the draw in the school newsletter and in the North Bay paper, «The Nugget ». Include certain results from the project.</p> <p>In light of the responses gathered from the survey, review our programming and scheduling in order to attract more adults.</p> <p>Offer a French as a Second Language class to people whose first language is English or French.</p>

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<p>Conseil scolaire de district des écoles catholiques du Sud-Ouest</p>	<p>What is the best and most efficient way to deliver ACE?</p> <p>What service should Adult Continuing Ed focus on?</p> <p>Who are the students who will turn to ACE and what are their needs?</p>	<p>From mailed surveys - 1400 Surveys : 250 answers</p> <ol style="list-style-type: none"> 1. University oriented programs are favoured (65% vs. 35%). Students who graduated from our High Schools went to university. 2. 2% of the students who responded have no diplomas. We tried to reach them by phone to understand more their specific situation. We found that they were very hard to reach and in many cases had no long term plans or no plans at all. 3. 9% reported that they were not happy with their choice of career. Most of them reported that they did not have the prerequisite to enter the college and/or need to improve their marks. 4. These students are ready to take more courses but reported <ol style="list-style-type: none"> a. Financial difficulties b. Time management issues c. Transportation issues 5. In general 24% of the students were interested in taking other courses in order to reach their objectives but not necessarily in an ACE program. <p>From Interviews with our selected students in our different high schools, Student Success Teachers reported the following;</p> <ol style="list-style-type: none"> 1. students are aware that it is in their best interest to graduate; 2. some students think that they can “beat” the system and will survive no matter what; 3. students seem to be well aware of their issues and challenges; they know what to do about it, but do not know where to start. <p><u>Data by region</u></p> <p>On average 25% of the respondents are interested in taking more courses. When sorted by region, we discovered that results do not differ from region to region. We also discovered that the size of the local high school or the size of the Francophone community does not have any impact on the results. The needs are the same in every region of the Board.</p> <ul style="list-style-type: none"> • We need to make our student aware of our program. • We also need to associate our program with a positive outlook. Continuing Education is not only a school for drop-outs. It has to be known for a different way of reaching one’s own educational objectives. • Programs in the field of sciences are in need. • We could not establish what format would answer the needs of the students • It is difficult to create the profile of an adult student who will go to one of our ACE 	<p>We found that this initiative was a very good opportunity to inform the community about our existence and program. We know that advertisement in local newspapers does not work as the population we are targeting probably does not read them.</p> <p>We could not establish a difference in terms of needs among the regions nor within a region (city vs. non-urban area). As a result we can replicate the same format in every region. This will allow us to make some major savings.</p> <p>We will further our effort to advertise our schools as “centers” for the student growth vs. “Alternative Schools” or remedial programs. We will adapt all of our brochures and information documents to reflect this.</p>	<p>As we could not identify a more obvious need for a specific way to deliver our services we will further our effort in :</p> <ul style="list-style-type: none"> • providing an individual support for every student; • help students to become independent learners; • collect more data from students and former students in order to find some indicators that will allow us to make better school improvement plans; • design our courses so that students can work at their own pace from home occasionally, but without being totally “on-line” as we do not want them to fall behind nor that they have too much freedom in their organization. <p>Develop partnerships with post secondary organizations, colleges and universities, so that a natural and seamless transition between institutions can be created with a minimum disruption.</p>

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		<p>program. They are not necessarily identified "At-risk" students from high school.</p> <ul style="list-style-type: none">• The adult day school program seems to take over where the student success program of our Secondary schools stops. We need to stay away from a format used in regular school as students seem to be looking for a different way to approach education: Going to school, is going to work.		
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DSB of Niagara	<p>What are the barriers that prevent DSBN adult and continuing education students from the successful attainment of their individualized educational goals?</p> <p>Hypothesis: The researchers of this project expect that DSBN adult and continuing education students face barriers such as, access to daycare, transportation, financial aid/ assistance, poorly developed English language skills, family and/or personal challenges, as well as past negative educational experiences which prevent them from the successful attainment of their educational goals.</p>	<p>Based upon the results of the research, the hypothesis of the researchers has been confirmed and as a group DSBN adult and continuing education students maintain they face barriers such as, access to daycare, transportation, financial aid/assistance, poorly developed English language skills, family and/or personal challenges, as well as past negative educational experiences that prevent them from the successful attainment of their educational goals. In addition to the above finding, the researchers have established that the barriers which prevented the adult student from attaining their academic goals as a teen are essentially, the same barriers that they maintain prevent them from attaining their current academic goals.</p>	<p>The researchers propose that many of the barriers identified by the DSBN adult and continuing education students could be lessened by providing them with more access to counsellors who specialize in mental health/addiction, career/financial counselling , and by continuing education representatives (provincially) working closely with the various Ontario service agencies such as Employment Ontario and Ontario Works to facilitate a smooth transition of these individuals into the educational landscape and to assist with minimizing or altogether removing the barriers presented by the agencies, so to aid in the successful attainment of the students' current academic goal.</p>	<p>It is recommended that DSBN Continuing Education Service develop stronger community attachments with a variety of public agencies such as Canadian Mental Health, Women's shelters, regional housing programs and day cares, adult English language programs, certificate and employment training programs so to address the needs of their adult and continuing education students.</p>

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Durham CDSB	<p>The main hypothesis is that a high number of registrants in the Night School Dual Credit program will successfully complete their course thereby directly contributing to the completion of thirty credits towards their Ontario Secondary School Diploma.</p>	<p>Based on the project’s hypothesis question, the Dual Credit Night School program will lead to increased graduation rates. This is reflected in students’ responses to Question #3. <i>‘Without this night school credit, I would not be on track to graduate from high school this year’....</i></p> <p>The findings indicate that over 36% of the students strongly agree or agree with this statement. Therefore over one third of the students (18 of 50) felt this program will help them graduate. As this program is primarily focusing on ‘at-risk students’, school boards now can offer another program which will give these students a greater opportunity to graduate.</p> <p>Another significant and positive piece of data from this feedback is from Question #4a/b. <i>4a. Were you considering going to college before taking this night school course?</i></p> <p><i>4b. After taking this course, would you consider going to college?</i></p> <p>Before taking this course 84% said yes and 16% said no to going to college. After taking the Dual Credit Night School program, 90% said yes, 8% responded unsure and only 2% of the students said ‘no’ to going to college. You can conclude that by participating in this program, it has changed students’ attitude positively towards attending college.</p> <p>They may now have more confidence than when they first entered the program. They may have a better understanding of college expectations, curriculum and lifestyle.</p>	<p>The results of this project can give board administrators and educators insight into the Dual Credit Night School Program. From the data they can see the positive impact the program can have on students especially those ‘at-risk’. Schools and in particular the Student Success Teachers now have another programming opportunity to offer their students. Not only does it give students a greater chance to graduate but it gives them a preview of college curriculum expectations.</p>	<p>There are four recommendations or Next Steps for the Dual Credit Night School program:</p> <ol style="list-style-type: none"> 1. Make school personnel (Student Success Teachers, Guidance Counsellors and Administrators aware of the Night School Dual Credit program and its positive potential. 2. Identify and encourage students (especially those ‘at-risk’) to participate in the program. 3. Do a follow analysis to determine how many students actually graduated. 4. Collect province-wide data on the Dual Credit Night School program so that educators get a broader picture of its impact.

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Dufferin Peel DSB	<p>Three central research questions were explored, as follow:</p> <ul style="list-style-type: none"> • Who accessed credit-bearing courses during night school and summer school in 2009-2010? • Based on the available student achievement data, what appeared to be the motivation for accessing credit-bearing courses in night school and summer school in 2009-2010? • What was the impact of night school and summer school in 2009-2010 on student credit accumulation? 	<p>A significant number of students (14,834) students accessed Dufferin-Peel’s night and summer school programs for traditional credit-bearing courses. Very slightly more females than males enrolled in these courses and the majority of students were aged 18, 19 or 20 years. Not surprisingly, Grade 12 students comprised the largest single grade of students accessing these programs; however, roughly half of all students were in Grades 10 or 11. Relatively few diverse learners accessed night/summer school. Feedback from students attending a large night school site in Dufferin-Peel indicated that about half of the students were taking night school to upgrade a mark previously received in a course, while 29.2% were taking a prerequisite for post-secondary studies. Nearly two-thirds said the next step in their learning was post-secondary studies. In Dufferin-Peel, it appears that night school supports students: to upgrade course marks and complete prerequisites for pursuit of post-secondary studies/training.</p> <p>In terms of 2009-2010 student outcomes, night and summer school courses as a group demonstrated a high aggregate pass rate of 94.2%. Core course pass rates ranged from 81.9% (Grade 9 Applied Mathematics) to 100.0% (Grade 9 Core French, both academic and applied programs of study). The majority of night and summer school students were observed to be credit deficient for their grade; however, significant numbers of students, particularly those in Grade 9, were able to use these programs to improve credit accumulation such that they were close to being “on track” for their grade level. The high course pass rates and observed credit accumulation suggests that Dufferin-Peel’s night and summer school programs support students in recovering credits.</p> <p>However, there was also a disconnect noted between the high proportion of credit deficient (by grade) students accessing these courses in 2009-2010 and the high proportion of students in night school this semester who are focused on or are next planning post-secondary study. More study is required over time to determine if these observations are unique or part of a trend.</p>	<ul style="list-style-type: none"> • The CESBA OnSIS School Improvement Project has brought to the board’s attention the demographic breakdown, course success rates, access reasons, and overall impact of its night and summer school credit courses on student success. • The findings highlight for the board the important role of night and summer school in meeting the needs of primarily school age students and supporting their success. 	<ul style="list-style-type: none"> • The high rate of success in summer and night school programs in Dufferin-Peel clearly indicates the need to continue to offer these opportunities for learners. • The high rate of students with deficiencies in credit accumulation accessing these learning opportunities also clearly highlights the need to continue to offer such programs in Dufferin-Peel. • Further research is recommended to explore the following: <ul style="list-style-type: none"> ○ On-going study of the pass rate, credit accumulation, qualitative, and other data is recommended to identify any trends in the summer and night school data for Dufferin-Peel. Such research is necessary to determine if the observations made for 2009-2010 are unique or if they are similar across a longer historical time period. In addition, expansion of the student survey to include more sites and more cohorts would be recommended to develop broader trends regarding student perceptions and attitudes. ○ Examination of the range of courses being offered and what deletions and/or additions may be required to meet learner needs more effectively. ○ Identification of the causes of student drop-out before course completion, and the identification of further strategies to support student engagement until the end of the program. ○ Investigation of the various models of credit delivery being offered to learners over 18 years if age in other boards, with the potential of initiating a full adult credit day school in Dufferin-Peel to allow for increased opportunities for diploma completion for adult learners

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Grand Erie DSB	<p>Research Questions</p> <ul style="list-style-type: none"> • <i>What do we know about the students who enrolled in GELA summer/night school, GELA Day School and GELA Adult Day School between 2006-2007 to the present?</i> • <i>How did these students come to take courses at night or during the summer?</i> • <i>What is the contribution of Continuing Education to the Board's goal of credit accumulation and an increased graduation rate</i> • <i>What are students' reasons for choosing to take courses through Continuing Education?</i> <p>Hypotheses</p> <ul style="list-style-type: none"> • <i>Students from regular daytime secondary schools access GELA for remedial purposes but also to create more flexible pathways.</i> • <i>GELA augments the graduation rates in our regular secondary schools.</i> • <i>With better communication and collaboration, more students from regular secondary schools would take courses at night and during the summer.</i> 	<p>The reasons students gave for attending a night school course are:</p> <ul style="list-style-type: none"> • <i>I have a high school diploma but need to upgrade for college/university or work</i> • <i>I couldn't fit what I wanted into my timetable at my high school</i> • <i>I missed a credit at my school and am making it up at night school</i> • <i>The course I wanted wasn't offered at my high school</i> • <i>I am out of school but am working toward my high school diploma</i> • <i>I am fast tracking to graduate sooner</i> • <i>I am preparing myself for the OSSLT</i> • <i>I am taking a course over again to improve my mark</i> • <i>I am padding my transcript to better position me for university acceptance</i> 	<ul style="list-style-type: none"> • <i>Based on the analysis of night school students alone, we know that Adult and Continuing Education Programs have a significant positive impact on the board's credit accumulation rate and graduation rate since many of our students attend regular secondary schools and many others are early leavers who are working toward their diploma.</i> • <i>Students' reasons for attending vary. Therefore it is possible that collaborating more closely with secondary schools would result in a better fit between student needs and GELA offerings.</i> 	<ul style="list-style-type: none"> • <i>Once analysis is complete and we have looked at Summer School data, the results will be communicated with our Board.</i> • <i>We will definitely be looking for solutions to tracking Summer School and Night School students in our Student Management System as well as data cleansing to produce more accurate records and counts.</i>

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Halton Catholic DSB	<p>What is the profile of the Thomas Merton student?</p> <p>Using this information how can we better meet the needs of our students?</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, roughly two thirds of the students at Thomas Merton Catholic secondary school are between the ages of 18 to 21 while one third are over 21 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.</p> <p>It is very reassuring to the project team that there is such a high approval rating for the school and that fully 97% of respondents would recommend it to family or friends. 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. 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. 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>	<ul style="list-style-type: none"> • 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. • The project team also recommends 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.

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Hamilton Wentworth CDSB	<p>Is the current delivery of curriculum via Independent Study in a teacher facilitated classroom providing the learner the support they need to achieve their OSSD or to attain their Post Secondary destination goals?</p> <p>Adult learners come from a variety of backgrounds, age groups and socio-economic influences. The flexibility of an Independent Study program allows a great number of adult learners to return to school; incorporating education with their daily needs of child care, employment, etc.</p>	<p>Independent Learning in a teacher facilitated classroom offers adult learners the opportunity and flexibility they need to be successful in their Post Secondary destination goals.</p> <p>While the programming is very beneficial to the adult learner, due to the variety of backgrounds, ages and socio-economic influences, some teacher taught lessons would assist students in achieving their goals in a more timely fashion.</p>	<p>A one hour per day teacher taught lesson that focuses on key learning skills and tools is being incorporated into the classroom for the benefit of those who need more structure.</p> <p>A mid term exam has been implemented to better allow the student to self assess progress.</p> <p>Smartboards are being installed in each classroom which will allow for access to more varied resources; i.e. digital chemistry labs.</p>	<p>Further research will determine if the introduction of teacher taught lessons enhances the adult learner's ability to achieve their goals.</p> <p>Investigation into e-learning courses being incorporated into the program to give students more access to supplementary materials and allow for more interaction between the learner, the teacher, and peers.</p>

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<p>Kawartha Pine Ridge DSB</p>	<p>Identify the internal and external factors which have the greatest impact on <i>engagement and re-engagement</i> of adult learners following a period of time off a high school register.</p> <p>Academic readiness through LBS support, PLAR and other credit readiness strategies prior to commencing credit programming, increases the likelihood of re-engagement of adult learners returning to a high school diploma program.</p>	<p>Data collected through this study illustrates a profile of an adult learner returning to credit programming who:</p> <ul style="list-style-type: none"> • Experienced patterns of disengagement through their high school program • Duration of cumulative disengagement prior to re-engaging in adult education equal approximately 2 years • Was employed while out of school • Returns to credit programming due to maturity and a new understanding of the importance and value of a high school diploma • Experienced dissatisfaction with employment situations/experience prior to returning • Re-engagement and engagement greatly impacted by teacher-student relationships and teaching practice embedded in program delivery • Re-engagement and engagement greatly impacted by program flexibility and working at own speed <p>Hypothesis not supported:</p> <ul style="list-style-type: none"> • While academic readiness was identified as a factor in re-engagement and engagement, the teaching and learning strategies and teacher-student relationships embedded in program delivery in the alternative and adult education program has a greater impact. There is however, a correlation between and increase in the number of attempts to re-engage and PLAR and maturity credits as a contributing factor in continuing in school. 	<p>Long term considerations for program changes:</p> <p>Investigate strategies, and program development to reduce the 2 year period of disengagement following removal from a high school role and re-engaging in an alternative/adult education program. Including:</p> <ul style="list-style-type: none"> • Outreach strategies to “re-connect” with disengaged learners during this period • Examine best practices Provincially • Enhanced transition programs/guidance /next steps services • Outreach-partnerships with employment agencies and employers to provide blended model programming (beyond coop) to increase opportunities for those in employment situations <p>Further research is required to develop a correlation between success rates (credit accumulation) and the factors influencing re-engagement and engagement as revealed in this study.</p>	<p>Further data collection is required to determine correlation of credit completion to enrolment patterns.</p> <p>Collection of exit data for adult learners leaving credit programming to further gather data on contributing factors on disengagement and retention.</p> <p>Results will be presented to staff at the April 8, 2011 PD day with follow-up focus groups for CIS teachers. This information will serve as an introduction to further discussions and planning concerning changes/improvements to the Kawartha Pine Ridge DSB alternative and adult education program. Adult and continuing education to be included in the School Improvement process 2011-12.</p>

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Lakehead DSB	<p>The following research question will guide the first phase of our research: <i>Who are our clientele?</i> Specifically, we will create a learner profile of successful (work submitting / credit earning) students through an analysis of descriptive, and later inferential statistics. This phase supports the following project proposal objectives: To better understand the types of students who access Adult and Continuing Education credit programs (<i>Goal #1</i>) and Demonstrate how C.E. supports the graduation rate of high school students (<i>Goal #2</i>)</p> <p>The second phase of our project will be guided by the following research question: <i>What are the barriers to, and/or factors that enable adults to participate and then graduate?</i> To ascertain this information, we will create then administer a survey which seeks to discern the realities of our students' lives, and thus engagement / management of their education. 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. This phase supports the following project proposal objectives: To better understand the types of students who access Adult and Continuing Education credit programs (<i>Goal #1</i>)</p> <ul style="list-style-type: none"> Demonstrate how continuing 	<p>The project allowed LAEC the resources to combine and delve into data that had formerly not been accessed. This revealed how much information was available and could be analyzed for school improvement planning and thus, student success. Ongoing monitoring and data mining requires time and financial support. Regardless, based on the information gained, changes can be made to delivery methods and student supports. Areas requiring more in-depth study have been identified and follow-up can result.</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. Areas that can be improved can be addressed. For example, several students expressed exam preparation as critical in the survey, and exam completion rates confirm this.</p> <p>Information gained through statistical analysis will provide support to administration not only in addressing student success but for better fiscal management of program delivery. (Why offer programming at a site with low completion rates; conversely what issues are affecting completion rates for that site).</p> <p>Demographics showing over half of our participating students are 18-29 suggests that LAEC is providing an essential service for the community and region in helping youth meet their educational and career goals. The request for additional career guidance also confirms this.</p>	<p>Data shows a gap between completion of lesson 20 and the exam indicating that students are not writing that final exam and earning the credit. This is consistent with survey results that state students suffer from exam anxiety. Inclusion of study skill programs as part of PLAR prep classes and inclusion at registration of material to assist with exam preparation should be considered</p> <p>Increased use of e-Learning Ontario courses developed in our 20 lesson format will enable quality programming for our growth regionally</p> <p>Site validity can now be better determined and may result in re-location of programming or discontinuation where it is determined to not be effective.</p> <p>Providing access to teachers via email will be investigated and encouraged. Although this is the protocol with partnering school boards, it is not the practice locally.</p> <p>Focus on core subjects rather than widespread offering of courses that are not heavily subscribed to reduce teacher workload related to course development.</p> <p>Survey results indicate that employment is not a barrier to</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 Further massaging of 5 year data set to identify and eliminate errors, while procuring further descriptive and eventually inferential statistics using experiment groups Collate survey data and 5 year data set for inferential analysis Initiate the input of student email addresses into <i>Trillium</i> to create a communication channel with all students Visualize data for ease of use / modeling Feasibility study of attendance based programming Informal tracking of PLAR assessment achievement data also needs to be recoded and included in the dataset

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	<p>education programs support pathways for adult learners (Goal #3)</p> <ul style="list-style-type: none">• Identify factors that enable adult learners to return to school to complete a high school diploma and/or transition to postsecondary education (Goal #4)		<p>attendance; this suggests that students are unemployed. Again, career counselling is increasingly necessary as well as expanding co-op opportunities.</p>	
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London District Catholic SB	<p>We had a number of questions that we wanted to answer with data, but due to the limitations of this first research project, we decided to narrow our focus to just one aspect. 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.</p>	<p>We feel that the data has validated 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 and that a number of them used this credit accumulation pathway to make room on their timetable for other credits.</p>	<p>We will 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. Generally 91% of our 2009 summer school students came to us with level 3 and above from their schools. • 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 and 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 77.7% with 80% of the 124 students achieving a final mark of 70% or higher. • Myth: “Summer school students take more spares in Grade 12.” • In fact: The Reach Ahead students took virtually the same number of credits in Grade 12 compared to their peers in the cohort. <p>We intend on gathering 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>	<ul style="list-style-type: none"> • 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 • LDCSB Graduate exit survey to include Con. Ed. involvement

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School Board	Research Question Hypothesis	Conclusions	Resulting Impact or Change in Program Delivery	Recommendations Next Steps
Ottawa Carlton DSB	<p>Research Questions:</p> <ul style="list-style-type: none"> ■ What are the educational goals of adult learners who attend Night School? ■ What is the profile of an adult learner at Night School? ■ What are the barriers/challenges faced by adult learners at Night School? <p>Hypotheses:</p> <ul style="list-style-type: none"> ■ We expect that approximately 50% of adult learners enrolled in our Night School program are working towards completion of an OSSD and that the other 50% are preparing for admission to post-secondary institutions. ■ We expect most adults learners are aged 24-30, employed full or part time, have family responsibilities and have access to computers and the internet. ■ We expect that most of the adult learners attending Night School will identify as a challenge trying to meet the competing demands of their work schedules, family responsibilities and advancing their education. We would also expect some adult learners to report that they experience anxiety about returning to school after an extended absence. 	<ul style="list-style-type: none"> ■ The credit Night School Program provides a service that is critical to our adult learners. Regardless of background and level of education, our adult learners find Night School credit program well suited to needs, (specifically classes occurring at night and a teacher in the classroom), and beneficial to their learning and future plans. ■ Results of the survey showed that the current adult learner is employed full or part-time, is younger than expected, (18-24 years of age), does not have family responsibilities and is most likely taking courses to meet post-secondary entrance requirements. Only 8% of adult learners stated anxiety about learning as a significant challenge. This was less than expected. ■ Adult learners could very clearly articulate their academic challenges and needs. Time was the key challenge for most. Extra help and on-line resources were most frequently requested. Adult learners wanted strategies and activities in place that reflect an adult learning environment. 	<ul style="list-style-type: none"> ■ The delivery model will be reviewed to investigate ways to meet a variety of students needs. This will include considering offering subject specific refresher courses and courses to help adult know what to expect at Night School and how to access help. ■ The length of semester and number of hours per class will be reviewed in order to respond to concerns identified by adult learner in our survey ■ Consideration will be given to allocating resources to provide extra help from course teacher, on-line resources and possibly a Student Success teacher position. ■ In order to take advantage of the expertise that already exists on our staff, we will provide opportunities for teachers to meet to share best practices for supporting adult learners ■ We will continue to provide professional development opportunities for teaching staff on assessment and evaluation. Some of the support strategies suggested are line with Continuing Education’s Assessment and Evaluation policy based on <i>Growing Success</i>. These include but are not limited to: <ul style="list-style-type: none"> - additional time for assignments /evaluations - planning for major assignments to be completed in stages - maintaining ongoing communication with adult learners about due dates - providing alternative assignments or tests/exams where, in the teacher’s professional judgment, it is reasonable and appropriate to do so - holding teacher-student conferences ● We will continue to provide professional development opportunities for teaching staff on differentiation. Some support strategies suggested speak to the need for teachers to differentiate instruction to address the needs of adult learners with varied experiences, learning readiness, learning styles, contextual interests, and learning interaction preferences (e.g., small group, pairs, individual 	<ul style="list-style-type: none"> ■ Share the results of this survey with Continuing Education Staff and interested adult learners. ■ Implement and monitor changes to delivery program as described above. ■ Monitor the graduation rate in May ■ Further research to continue developing the student profile and confirm/clarify adult learner challenges and needs. Specifically we recommend repeating the same survey during the fall registration process and focus group opportunities for those interested.

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School Board	Research Question Hypothesis	Conclusions	Resulting Impact or Change in Program Delivery	Recommendations Next Steps
Ottawa Catholic SB	<p>What are the demographics, learning goals, challenges and successes of three groups of students at St. Nicholas Adult High School; those who receive PLAR credits, those who receive MSE credits and those who study through the supported community on-line program?</p> <p>The three objectives were:</p> <p><i>To define more accurately the demographics of this cohort (PLAR, MSE, On-line).</i></p> <p><i>To identify common/preferred post secondary goals) for each of these groups.</i></p> <p><i>To identify the most helpful current practices for support in attaining student goals and meeting academic or other support needs.</i></p>	<p>The current project helped to better define the student population at St. Nicholas Adult High School who are involved in PLAR, MSE, and Supported Community Online.</p> <p>Overall, the large majority of our students in study (PLAR, MSE, Supported Community On-line) are working towards an OSSD (83%). Many are also considering post-secondary after high school. Many who identified that they had “other” plans identified that completion of a high school diploma or their current course would allow them to apply for other jobs within their current workplace.</p> <p>The preferred goals following attendance at St. Nicholas did appear to vary somewhat depending on MSE, PLAR, or Supported Community Online students. There was some difficulty differentiating goals since a PLAR or MSE student might also be taking Supported Community Online courses. However, in general, over 60% of students taking PLAR planned on attending college or university. For these students, St. Nicholas is a method to increase eligibility for academic endeavours. MSE students were least likely to identify college or university as their preferred pathway, but were more likely to suggest that after attending St. Nicholas, they would be eligible to apply for other positions in their own or other workplaces. Supported Community online students also tended to be interested in attending college or university, but also had a large number of students identify “other” plans. Several Supported community online students were already employed or had already enrolled in college or university.</p> <p>Most students in the study have a challenging academic dynamic. In addition to taking on course work, 64% work or have other employment, and many students have families. As identified in focus groups, many students have young children, and many are single</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 PLAR and-or MSE to encourage overall academic success. 2. Continued need to provide online opportunities to allow flexibility in students’ work and personal schedules. 3. There is a need to explore ways to reduce student difficulties encountered when communicating in the Supported Community Online option. Challenges to be addressed include issues with instructions, course expectations, and effective feedback in a reasonable timeframe. 4. Explore ways to reduce technological difficulties encountered by students. 5. Continued need to provide services such as counselling, Breakfast program, etc. 6. Explore options for providing further daycare opportunities for potential students especially at the Central location. 7. Explore the option of providing students with a study room in order to facilitate course work after school. 8. Ensure that information at St. Nicholas is available at all local shelters and Community Centres. 9. Review data collection and monitoring procedures to ensure that required data is accurately collected and stored. 	<p>The current study has been an invaluable experience in helping us to better understand our student population, and strengths and challenges in our PLAR, MSE, and Supported Community Online programming. Main recommendations include:</p> <ol style="list-style-type: none"> 1. Review ideas for consideration with the school team and identify goals for implementation. 2. Include goals in School Improvement Plan. 3. Review data gathered in school’s annual report to determine accuracy, consistency and any new statistical information that should be included. 4. Review data collection methods and definitions to ensure helpful and accurate data is gathered. <p>Plan in the long term a more extensive survey and study to gather similar information from the total school population. This will enable a comparison with these three groups and current findings from this study.</p>

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		<p>mothers. Students at St. Nicholas often lack confidence due to previous difficulties experienced in school. Many students at St. Nicholas are also “New Canadians” and are learning English as a second language. Given these circumstances, managing family and work life commitments was identified as a barrier to academic success and course completion. Students identified the need to have flexibility in scheduling and course offerings (i.e. online, credits at work) and both survey and focus group results suggest the need for programming, resources and services to support student in their academic and personal challenges.</p> <p>Current programs such as online programming, credits at work and services such as counselling and breakfast programs are recognized by students as currently supporting students well. More daycare services, more flexibility in day school hours and opportunities for afternoon study were suggested. Students also requested opportunities to complete community service hours at St. Nicholas Adult High School.</p> <p>Overall, PLAR and MSE are critical supports especially for students very low in credit accumulation. Students suggest that if PLAR/MSE did not exist, they might be too intimidated to begin the process of obtaining their high school diploma.</p> <p>Supported community on-line students maintain that teacher-student meetings, clear course expectations and examples of assignments are critical to their success. While some students are able to easily access their teachers and do not require additional meetings or teacher support, other students identified the need for more clearly defined expectations, and more frequent contact with teachers.</p>		
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Simcoe County DSB	<p>The Learning Centres – Barrie has a re-engaged group of ‘under 21’ students currently enrolled at the end of this term in 3 classes. What is the personal and educational profile of this group; why did they leave high school; why did they choose to re-engage in their education; what are the supports contributing to and the barriers affecting this group; and what are some of the possible flexible pathways that can be created leading to student success?</p>	<p><u>Survey Results - Highlights:</u></p> <ul style="list-style-type: none"> - Student responses were very honest and of a thoughtful nature - The data verified that which we already believed to be true of our students - More males (75.8%) completed the term than females (24.2%) - 97% of our students live with their parents - We draw a small percent of our student population from the coterminous board - Attendance is the primary reason students left high school; however motivation is their primary barrier to successful completion - Students identified their teachers as their number one support in place - Students indicated that coming to school is necessary for their future success - Students return to school primarily to make a better life for themselves - A later start time for the morning class would be beneficial in helping them attend - An orientation day prior to the start of school would lessen their anxiety about returning to school <p><u>Post Interview Results:</u></p> <p>The interview process allowed the following feedback from the 33 participants:</p> <ul style="list-style-type: none"> - The survey was thorough in its questions; it was a good length; the choices given were appropriate; it was not too personal in nature; no ‘area’ of questioning was left out. - The following venues were suggested where The Learning Centres literature, in the form of posters/brochures, could be displayed in order to capture the early leaver list population: the Barrie bus terminal; in and on the sides of buses; detox centres; Ontario Works; Wal-Mart, the Barrie Public Library; in the malls; flyers at home; bars & pubs; YMCA; Recreational Centre's; home emails (which generally don't change); Royal Vic hospital; Temp Agencies. - Students also suggested TV and Radio advertising. - One student described the atmosphere at the Learning Centres to be, in his words, very “YOU” based vs. “CLASS” based at high school. This was in great part, the reason for his success. He greatly praised the teachers he had for his credits. - The interview with each student was extremely beneficial as it provided a personal introduction to Marny Motyer; an invitation for an appointment to review their files; a time to discuss the survey in a casual manner thus allowing for additional verbal feedback; a confidential setting to answer 	<p>We would like to continue to research and implement strategies on building relationships between teachers and students. It is of great importance to research instructional strategies that will help address the motivation issues of our students. We would like to explore how to demonstrate to our students that the successful completion of their OSSD will in fact lead to a better life style. Going forward how can we better reach students that have been disengaged? Essentially we need to consult the results of this survey when developing our school improvement plan for 2011/2012.</p>	<ul style="list-style-type: none"> - To explore the suggestions given to ‘advertise’ The Learning Centres in areas where students who have dropped out would gather. These students are not likely to re-approach the school from where they have dropped. - To investigate the possibility of an orientation day prior to the start of school - To discuss the possibility of offering a more diverse selection of credits in the future - To consider a later start time for the first class of the day to accommodate young parents and the bus schedules - To consider offering credits in the afternoon - To examine and track the success of the Orillia Learning Centres Facebook account - To research and acquire a more thorough break down of the number one reason (attendance issues) that students leave high school. - To plan to survey our adult (over 21) students in order to develop a definitive profile of this student base. It is the larger sect of our enrolled population. This

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		<p>questions regarding individual educational plans; the opportunity for the students to immediately register for summer school and/or discuss and plan their credit registration for September 2011.</p> <ul style="list-style-type: none"> - The students were asked to 'pay it forward' and tell their friends about BLC (our highest advertising method) – almost every student had already told a friend. They were also asked to think of additional venues/methods whereby students who have left high school might acquire information on The Learning Centre's - see above suggestions. 		<p>would allow us to discover the supports and barriers affecting their successful completion of their OSSD.</p> <ul style="list-style-type: none"> - Long term, it would be beneficial to acquire a profile of each program that we offer at the Barrie Learning Centre in order to study ways to better serve our students e.g. PSW, Business Pro, Night School and Summer School. - To examine our 6 learning centres' students' profile for continuity throughout the county.
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Peel DSB	<p>Are we meeting the needs of our adult credit learners, and how can we improve and grow/sustain our program moving into the future? We hypothesize that we are meeting the needs of the vast majority of our adult learners, but we always ask how we can do better. This survey should provide a more detailed analysis of these goals and give us feedback on factors that affect a student's decision to attend, or not complete a course.</p>	<p>The summary of all responses indicates consistency on issues across all sectors of the demographic.</p> <p>The "typical" AEC student: A male between the age of 21 and 25 whose first language is English and last attended high school in Ontario. He doesn't have a diploma, works part time while taking 2 credits in the morning program. He needs the courses for post secondary studies and plans to take more AEC courses. He is likely to have been unsuccessful in previous Adult Classes and gives the reason as unhappy with the teacher. His preferred learning method is Listening to the Teacher and would like if there were more AEC locations and more varied teaching methods. While less satisfied with the level of instruction (75% vs. 78%) he would recommend the program to others.</p> <p>Gender perspective. Women clients are generally older with 45.9% being over 25 versus 23.7% of men. They have been away from school longer: 35.3% of women have been out of school 7 or more years versus 19.4% of men. In the entire sample, 226 respondents (34.1%) last attended high school outside Ontario, but for women that was 152 (39.6%) versus 74 (26.6%) for men. 199 (29.2%) of respondents report non-Canadian high school experience: 137 women (20.1%) and 89 men (13.1%). 22.3% of women have completed college or university versus 8.8% of men. 10.1% of women were at home with children compared to 2.8% of men and 13.7% of women report being on social assistance compared to 5.7% of men. When asked to make suggestions, gender differences were evident in wanting more locations (42.8% for women vs. 31.8% for men) and more childcare (women 12.3% and men 3.6%). The top three additional classes that should be offered showed a slight gender difference: Women wanted more languages (39.6%) more science (34.5%) and more social science (34.1%). Men want more science (34.2%), computer science (31.0%), English (27.7%). English as a second language for women is reported for 48.8% of women and 42.6% but when asked when they learned proficient English, 25.1% of females responded over 21 years of age versus 9.4% of male respondents.</p> <p>Conclusion: The survey provides overwhelming satisfaction with the current Adult Credit Program offered by PDSB. The hypothesis that the program is meeting needs for the majority of clients has been supported. Anecdotal responses on the quality of instructors employed by the program and the impact that has on retention requires further analysis.</p>	<p>Currently, credit programs are offered in two locations, one in Brampton and one in Mississauga. The ability to expand additional locations is constrained by the lack of affordable properties in a region that is enjoying economic growth. These physical constraints affect the ability to offer additional classes as suggested by respondents. Data would suggest a review of supervision/evaluation procedures and in-service opportunities for teachers.</p>	<p>Anecdotal comments will be analyzed to provide a fuller understanding of suggestions and concerns that respondents raised about additional courses, improvements to physical facilities and avenues by which program delivery can be enhanced.</p>

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Thames Valley DSB	<ol style="list-style-type: none"> 1. What is the quantitative contribution Continuing Education programs make to the Board’s goal of credit accumulation? 2. What is the quantitative contribution Continuing Education programs make to the Board’s goal of increased graduation rates? 3. Why do students take courses offered through Continuing Education programs? 	<ol style="list-style-type: none"> 1. Approximately 10% of the credits granted in the TVDSB during the 2009-10 school year were granted through AACE programs. 2. Approximately 11% of the students who graduated from the TVDSB during the 2009-10 school year graduated from AACE programs. Approximately 23% of the students who graduated from the TVDSB during the 2009-10 school year earned at least one credit through AACE programs. 3. Students take courses through Night School for a variety of reasons: <table border="1" data-bbox="638 618 1222 1149"> <tr> <td>Graduation/Earn Credit</td> <td>29.35%</td> </tr> <tr> <td>Post-secondary requirement (course required, 6th course, improve average)</td> <td>20.82%</td> </tr> <tr> <td>Upgrading (Mark/Knowledge)</td> <td>15.02%</td> </tr> <tr> <td>Timetable issues in day school (conflicts, course not offered, course full)</td> <td>11.60%</td> </tr> <tr> <td>Employment</td> <td>8.87%</td> </tr> <tr> <td>Convenience/Schedule</td> <td>7.51%</td> </tr> <tr> <td>Interest</td> <td>2.39%</td> </tr> <tr> <td>Free up time in day school schedule</td> <td>2.05%</td> </tr> <tr> <td>Not attending regular day school/graduation</td> <td>1.02%</td> </tr> <tr> <td>Full day school timetable</td> <td>1.02%</td> </tr> <tr> <td>Don't like the teachers at my day school</td> <td>0.34%</td> </tr> </table> <p>AACE programs make a significant contribution to the Board’s goals of credit accumulation and increased graduation rates. AACE programs support the system to a significant degree and provide students with educational opportunities that they cannot find in their community schools</p>	Graduation/Earn Credit	29.35%	Post-secondary requirement (course required, 6th course, improve average)	20.82%	Upgrading (Mark/Knowledge)	15.02%	Timetable issues in day school (conflicts, course not offered, course full)	11.60%	Employment	8.87%	Convenience/Schedule	7.51%	Interest	2.39%	Free up time in day school schedule	2.05%	Not attending regular day school/graduation	1.02%	Full day school timetable	1.02%	Don't like the teachers at my day school	0.34%	<p>The results of this project serve to confirm what we in AACE have ‘known’ for some time. We will continue to support the system through the programs offered through AACE. As the results of this project are disseminated throughout the system, the way in which AACE programs are viewed may be altered and our profile within the system heightened.</p>	<p>We will survey students during Summer School 2011 in order to qualitatively enhance the quantitative data we are able to pull from the SMS. We will continue to pull this data each year and report to the system to continue to promote the contributions of AACE programs.</p>
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Toronto DSB	<p>Pathways for adult learners will vary depending on their learner profile (specific demographic variables that combine to create unique learner groups within the TDSB). Are the adult high schools best meeting the needs of adult learners with their current cadre of program offerings? Will the analysis indicate gaps in service or reflect the need for adjustments to our programs to increase learner satisfaction? What demographic groups exist within the surveyed population and do their learning experiences vary based on their specific demographic differences? Are there common threads or themes amongst the open-ended responses regarding course availability, teacher support, facilities, course material, length of study or will other new topics be introduced by the adult students?</p>	<p>There are distinct learner groups within the TDSB Adult Continuing Education. These learner groups have the following high proportions: students aged less than 30 years, females, students born outside Canada, and students speaking a first language other than English. Other variables show similarities across the group surveyed: income (less than \$19,999/yr), apartment rental as common residence type, and unemployment. Apart from these main demographics, students differed in their reasons for taking Grade 12 English with approximately 50% planning to apply to post-secondary; a higher percentage for students born in Canada. One fifth of the students will take more continuing education courses; higher numbers for students born in Canada. A third of students born outside of Canada took a Grade 12 English course to advance their English skills and just over a quarter believe it will help them to find a job. Students' education levels outside of Canada were higher than their education levels inside Canada; where gender did not play a significant role but age did. Almost half of students surveyed had children with 48% being single parents. The varying demographics of Adult Education students combined with their unique education goals, external challenges outside of class, and previous level of education result in an array of learner needs specific to each adult student dependent also on their length of study time or goal to obtain an OSSD.</p> <p>The open-ended responses provided a wealth of information with the most common topics related to large class sizes and extending the length of program (currently 9 week quadmester). The comments seem divided for students requesting a 'faster route' to OSSD completion and students suggesting the 9 week quadmester be lengthened. It was common for students requesting the lengthening of the courses to also write about difficulties with balancing job, family responsibilities, or completing homework in the</p>	<p>The results of this analysis will be shared with the administrative teams of the 5 adult high schools. In addition, anecdotal comments for each school can be shared. Principals will have to determine the particular impact on their schools; schools have determined that hosting focus groups of adult learners would be a reasonable outcome of this research. It will be important for the students to have a voice in their schools. With regard to school culture (start times, length of quads, etc.) the principals will caucus to determine if any changes can be accommodated to meet student needs; however, consistency from school to school is an expectation of the TDSB.</p> <p>Program choices will be analyzed; students who are choosing to go on to post-secondary require access to all pathways. This is often a challenge for administrators to offer all courses in all four quads. More discussions and the redirection of students to specific programs in other schools may be an outcome.</p> <p>Principals will share the results of this research with their staffs; topics such as orientation, a buddy system, tutorial times and coaching could be recommendations for change within the schools themselves. Also it is important to celebrate the positive comments that the students have made about their teachers,</p>	<ul style="list-style-type: none"> • Continue to include information regarding adult learners as part of the TDSB's Environmental Scan, • Expand the analysis and investigation of post secondary applicants (common course requirements, university programs and post secondary institutions of interest, guidance counselling) • Continue to explore the opportunities for blended program delivery (e.g., ESL, Literacy and Basic Skills (LBS), and credit programs all located in one site), • Explore the positive enrolment in courses such as Personal Support Worker (PSW), cosmetology, apprenticeships or SHSM, as pathways for students to find employment, • Include opportunities for student input and consultation in each of the 5 adult high schools, • Develop ongoing communication with the administrative teams to share best practices and address common issues that would improve student success, diploma completion, and pursuit of a post-

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		<p>Mathematics or Science courses. The varied responses for length of quadmester reflect the different learner profile groups revealed from the survey analysis.</p> <p>Students making reference to the existence of a language barrier came from both groups of students (English as first language students and students speaking another language other than English) and the effects they felt on teacher communication and understanding classroom work or assignments. Other topics were tutor availability, and low accessibility to teachers for assignment or test(s) feedback.</p> <p>Specific course material comments were requests for increased literacy and grammar units (more writing assignments), and the creation of study groups. An additional theme was related to class start and end times; some students requested a later start time (to compliment when their children go to school or daycare); while others requested an earlier start to provide them with more hours available for employment outside of class. This is evidence of the age split discussed previously for the younger, unmarried students without children and the reversal of these variables in the ages over 31 years (married or divorced with children). Additionally, some open-ended responses provided comments about the role of a student representative and the process involved for this representative to effectively communicate student requests or concerns. The open-ended responses conveyed the many needs of a diverse population of students who show similarities within a given group but where the groups themselves are quite unique.</p>	<p>programs, and opportunities for learning.</p> <p>Post-secondary pathways to both university and college will continue to be tracked in the future to ensure that this sector is met with sufficient support and program planning to meet their goals. As well, reasons for student demission will also be tracked in the future.</p>	<p>secondary pathway,</p> <ul style="list-style-type: none"> • Share information with the school Board's Senior Team and Trustees, • Advocate for paid teacher time for tutoring or mentoring, and • Advocate for smaller class sizes (this is a funding issue); it is clear from student comments that class size is a huge factor in their perception of success.
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School Board	Research Question Hypothesis	Conclusions	Resulting Impact or Change in Program Delivery	Recommendations Next Steps
Toronto Catholic DSB	<p>1) What is the profile of the Over 21 student taking math courses at Monsignor Fraser College?</p> <p>2) What barriers do the students enrolled in this math courses face?</p> <p>3) How do current school processes, structures and delivery address these barriers?</p>	<p>1) Traditional ways of thinking about our student populations have changed. It is more effective for staff to view student need according to two different groups rather than according to campus:</p> <ul style="list-style-type: none"> i) Group A: Students Educated within Canada ii) Group B: Students Educated outside Canada <p>2) Population B students are students who have experienced educational success in their home country. It would be unusual to find a Population A-type student in Population B.</p> <p>3) What makes Fraser Alternative? Given our mandate as a Catholic Alternative School, and given our two populations (A and B), does our current model support both types? One delivery model does not work for everyone.</p> <p>The methodology of this research can be applied area(s) of study in the Under 21 program.</p>	<p>Population A may benefit/achieve greater success through change in program delivery TBD</p> <p>Continue research to see if the characteristics of both populations are similar across all Over 21 programs and/or under 21 programs as well</p> <p>Possibility of blended model (e-learning/teacher assisted) for Population A</p> <p>Possibility of developing a compulsory time management and math review/skills upgrading course</p> <p>Administer math diagnostic test prior to enrolment.</p>	<p>Administer the same 2 student surveys to all Monsignor Fraser students, at 6 campuses, to establish a school-wide student profile</p> <p>Plan to administer the surveys, school-wide, every 1 or 2 years to monitor changes in populations</p> <p>Conduct further research into what models are being used by other boards to meet the needs of students with profiles similar to both populations.</p> <p>Conduct further in-depth research addressing the needs of population A learners, investigating low retention rate, etc.</p> <p>Purchase graphing calculators for student-use in the Over 21 math classes</p>

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<p>Trillium Lakelands DSB</p>	<p>Examine the attitudes of current students in regard to the Adult Education program; Determine whether those attitudes vary by site, age or backgrounds of students; Determine whether the educational experiences of TLDSB Adult Education students are congruent with those described in wider research; Identify the most common motivators for students entering the Adult Education program; and Identify the importance to the Adult Education program of links to community agencies.</p>	<p>Adult Education sites can no longer rely on traditional sources for enrolment. Adult education program delivery does not match student learning styles at some sites. Adult Education staff does not always display good service provider characteristics although they may not see themselves in that light. Adult education students are, for the most part, a voluntary audience who require continual success and positive feedback to keep going. Some sites have changed their recruitment of students and their programs to correspond to the current situation. Others have not.</p>	<p>Modifications to the Adult Education website have begun. REAL (Return Earn and Learn) recruitment has been revitalized through the reallocation of staff. Adult Education staff has been informed of the results of the study and especially of the differences between their work and that of regular high school teachers. This includes the notion of being a service provider. The board has received an extensive report on the project which expands on all of the items listed here, and flags other particular areas that are worthy of praise or deserving of concern.</p>	<p>REAL recruitment should continue at an even greater pace. This is the single greatest source of new students. Site managers should be urged to examine the operations (recruitment, programming and staff attitudes) of the board’s best sites. Those “best sites” are operating at a very high level of success by any measure found in the literature. Adult Education staff should be educated in the learning and attitudinal characteristics of Adult Education students. Greater staff knowledge reliably predicts greater student success. (already begun) The website –increasing in importance as a recruiting tool – should be revised. (already begun) The board report should be widely circulated to all sites. Further research should be conducted in the question of why Adult Education is not a popular option among the many locally unemployed.</p>

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Windsor Essex CDSB	<p>We would like to determine what has the greatest influence on an adult learner’s decision to enroll in adult day school.</p> <p>We hypothesize that the OSSD is not the initial motivation for an adult student’s decision to return to school. The student’s commitment to an OSSD increases through continued enrolment and successes in the program.</p>	<p>When asked if anyone influenced their decision to enroll, 47 respondents marked ‘family’, and 34 students indicated that they themselves had the greatest impact on their decision.</p> <p>Students’ commitment to an OSSD increases through continued enrolment and successes. (92 out of 175 respondents claim that they <i>strongly agree</i>, and 63 out of 175 <i>agree</i>, that their commitment to education has increased since they have been attending St. Michael’s Adult High School.) This was supported in another question where 73 respondents (of 175) <i>strongly agree</i> and 68 <i>agree</i> that their marks motivated them to continue attending class.</p> <p>The majority of students plan on obtaining post-secondary education after they earn their diploma. (147 of 175 students)</p> <p>The provided an invaluable resource for scheduling and course planning. Forty seven percent of our student population use public transportation. Many of those students must take several busses before riding the one that brings them to school. 50% of the students indicated that they travel for over 41 minutes. The start time of 8:30 am, makes it very early, especially for those who have children to drop off at day care, etc. 24% of the survey respondents mentioned location and start time as something they would change. The start time could be changed without disrupting our school day and block schedule. In conclusion, the school location seems to be the biggest obstacle for our students. Because we cannot easily change that, our discussions focused on start time and course offerings.</p>	<p>We are pleased that our hypothesis has been proven because it confirms that we are providing an optimal environment for adult learners as they become more committed to their education while at St. Michael’s.</p> <p>We do, however, recognize that we can improve in the areas of start-times and course offerings.</p>	<p>Our data analysis inspired other ideas for future research using these surveys, and we look forward to investigating more deeply.</p> <p>Examining start dates and withdrawal dates may suggest a peak time in our blocks when students leave before they complete courses, and/or diploma requirements. We could use this information for course planning and/or program planning and support for our students.</p> <p>An exit survey might reveal why students leave the program before meeting their OSSD requirements. We would hope to increase retention rates by examining their reasons and possibly providing a means by which they can complete their diploma requirements.</p>

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York Catholic DSB	<p>Research Question: What conditions for learning would motivate 18-21 year old students to return to an Adult Day School program and complete their OSSD?</p> <p>Hypothesis: Students will identify factors that personally and socially increase their comfort level with learning and enhance their desire to persevere and successfully complete the requirements for their OSSD.</p>	<p>Survey participants were asked to provide input on the components / features that should be part of an Adult Day School program that could be created to meet student needs. For each component / feature, interviewees provided a rating from 1-10 to indicate importance / desirability. The results were collated into three groups: the percentage of students who rated the component / feature as 1-3 (i.e., low importance), 4-7 (Somewhat important), and 8-10 (very important). The results that follow show the percentage of students that rated the component as very important (i.e., an 8-10 rating). Of the 30 components / features that were offered for consideration, 12 receive "very important" ratings from 75% or more of the interviewees. In their opinion, the Adult Day School program should have:</p> <ul style="list-style-type: none"> • 91.4% - Personalized Education Plan • 90.9% - Career/Guidance Counselling Services should be part of the program • 84.8% - An "advisor" responsive to individual student need • 82.9% - Employment readiness programs • 81.8% - A mentor within a specific industry, job, career • 80.0% - Continuous Intake Process • 80.0% - Flexible Timetable including days of week • 80.0% - Transportation subsidy • 77.1% - Flexible Start and End Time to Every Day • 77.1% - Cooperative Education • 77.1% - GED Preparation • 75.0% - Paid Cooperative Education <p>The data gathered through phone interviews was varied and rich from both quantitative and qualitative perspectives. Students, and in some cases parents, acknowledged their appreciation for the opportunity to provide feedback. Students were eager to describe program components for a YCDSB Adult Day School Program that would be aligned with their learning preferences. Students are interested in completing their OSSD - <i>if an Adult Day Program Model is available that includes most of the top 12 program components / features that they identified.</i></p>	<p>The Secondary Programs Steering Committee will be provided with recommendations that support the need to develop and implement a YCDSB Adult Day School with a goal to increase graduation rates.</p>	<p>The YCDSB Secondary Programs Steering Committee will receive a report to support the development of an Adult Day School program that includes the top 12 program components / features, as identified by the interviewees. This program would be implemented September 2011.</p>