



Adult and Continuing
Education Business
Model Review:
Final Report

Submitted to the
Ministry of Education



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Deloitte & Touche LLP
30 Wellington Street West
P.O. Box 400
Stn Commerce Court
Toronto ON M5L 1B1
Canada

Tel: 416-601-6150
Fax: 416-874-4300
www.deloitte.ca

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Pauline McNaughton
Manager

Adult Education Policy Unit
Student Success/Learning to 18, Strategic Policy Branch
Ministry of Education & Ministry of Training, Colleges and Universities
4th Floor, Mowat block, 900 Bay Street
Toronto, Ontario M7A 1L2

Dear Ms. McNaughton:

**Subject: Final Report - Adult and Continuing Education Business Model Review
for the Ministry of Education**

Deloitte is pleased to submit the final report for the Adult and Continuing Education Business Model Review. If you have any questions or concerns with the content or implications of the report and the resulting key considerations, please do not hesitate to contact me at 416-643-8938 or Salima Ebrahim at 416-867-8157.

Yours very truly,

A handwritten signature in black ink, appearing to read "A. Potter".

Andy Potter

Associate Partner

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1 List of Abbreviations

Below is a list of abbreviations used in this report.

A&CE	Adult and Continuing Education
ADE	Average Daily Enrolment
BSID	Board/School Information Database
DSB	District School Board
ESL	English as a Second Language
FSL	French as a Second Language
FTE	Full-time Equivalent
GSN	Grants for Student Needs
ILC	Independent Learning Centre
LINC	Language Instruction for Newcomers to Canada
LBS	Literacy and Basic Skills
MCI	Ministry of Citizenship and Immigration
MTCU	Ministry of Training, Colleges and Universities
OHS	Occupational Health and Safety
OSSD	Ontario Secondary School Diploma
PLAR	Prior Learning Assessment and Recognition
PD	Professional Development
SBO	Supervisory Business Officer
SO	Supervisory Officer

2 Executive summary

2.1 Context for the Review

Reasons for the Review

According to the 2006 Census, close to a million Ontarians of working age do not have a high school diploma.¹ The current economic downturn highlighted the importance of educational credentials in the job market, and has resulted in increased pressure for retraining as adults return to school in large numbers to upgrade their educational qualifications. Adult and continuing education principals, through the Ontario Association of Adult and Continuing Education School Board Administrators (CESBA), brought this development to the attention of the Minister of Education, highlighting the significant capacity issues they faced in meeting the increased demand for adult education programs and services. The Ministry of Education responded to these concerns by sponsoring a review of adult and continuing education business models in order to explore ways of maintaining and enhancing the viability of adult and continuing education programs.

Focus of the Review

This business model review objectively examines the state of adult and continuing education programs in a representative sample group of twelve Ontario school boards, including Public, Catholic, French, and English boards in rural, remote, and urban settings.

The focus of the review was on programs that enable adults to earn credits towards completing the requirements for the Ontario Secondary School Diploma (OSSD). The following programs are in that category:

- Adult Day School
- Adult Continuing Education Day School
- Night School
- Summer School
- Correspondence/self-study including e-learning
- Prior Learning Assessment and Recognition (PLAR) for mature students

¹ Statistics Canada, 2006 Census of Population, Statistics Canada catalogue no. 97-560-XCB2006007

The review examined three aspects of programming:

1. Scope of Services – What business are school boards in today and how do they meet evolving needs?
2. Service Delivery Channels – Through what channels/modes are services delivered?
3. Business Operations – What support functions and/or capabilities are required to support the delivery of core adult and continuing education services?

These investigations enabled the reviewers to develop a profile of adult and continuing education programs, including their strengths and challenges, and to make recommendations for enhancing their effectiveness.

2.2 Profile of Adult and Continuing Education Programs

Contribution of the Programs

Adult and continuing education programs serve four primary groups of learners: regular day school students, adult learners, adolescents in alternative programs, and early school leavers. The findings from the review clearly show that school boards have been quite successful in implementing innovative practices that re-engage at-risk students and provide flexible delivery of instruction for adults with other responsibilities such as child care and work. Among the young adults who were followed by the Youth in Transition Survey, 55 per cent of 26- to 28-year-olds who had ever left high school came back to complete their high school diploma. One-third of these carried on and participated in postsecondary education.² These data demonstrate the importance of providing alternative pathways for adults to complete their OSSD.

“Many young people choose to go back to school in general education in the adult sector. At 17, 18, and 19 years of age, students in this educational path account for an appreciable portion of the young people still in school.”

(Student Flow from Secondary School to University [2004], p. 7)

Delivery Models and Related Support Programs

School boards rely primarily on four business models to deliver adult and continuing education across the province. Briefly, these are:

- adult day school;
- adult continuing education day school;

² Statistics Canada, Youth-in-Transition Survey, Cycle 5. Catalogue no. 81-599-X — Issue no. 005.

- correspondence/self-study; and
- a mixed delivery model that combines elements of the first three models.

E-learning, summer school, and night school are components of these models that support flexible learner pathways for regular day school students, early school leavers, and adults. These business models are also supported by programs delivered by other ministries – for example, the Ministry of Citizenship and Immigration’s adult, non-credit English as a second language and French as a second language (ESL/FSL) programs; the Ministry of Training, Colleges and Universities’ adult, non-credit Literacy and Basic Skills (LBS) program; and the federal Citizenship and Immigration Department’s Language Instruction for Newcomers to Canada (LINC) program. A number of other Grants for Student Needs (GSN) programs also support the delivery of adult and continuing education, including literacy and numeracy programs, international language programs, and PLAR.

Factors Influencing Program Delivery

The review identified seven environmental factors (outlined later in this summary) that influence how adult and continuing education credit programming is structured in school boards. Many of these factors are outside the control of school boards but directly and indirectly affect the way in which adult and continuing education programs work to achieve their goals.

2.3 Outcome of the Review

The review identified five valuable practices that contribute to the success of adult and continuing education programs. A list of supporting recommendations is also included to assist boards in strengthening their programs and meeting new challenges. The review sought to ensure that these valuable practices and recommendations are ones that can be adapted to fit all models, regardless of the type of region or the size or language of the board. These recommendations are designed to support and enhance the viability and success of adult and continuing education programs across the province. Better understanding of how these programs support student success may encourage their development in school boards that currently do not offer this service.

Conclusions and key recommendations were developed in a way that respects the unique and flexible nature of adult and continuing education, which is fundamental to its success in meeting the needs of the community and its learners.

2.4 Review Findings

Business Models

The Deloitte team found that four main business models are used by adult and continuing education programs. As was previously noted, these are: adult day school with grid teachers,³ adult continuing education day school with hourly paid teachers, correspondence/self-study with teachers paid by lessons marked or through a quota system,⁴ and a mixed delivery model, combining elements of the other three models in order to account for environmental factors and customize programming to meet the needs of individual learners.

Most school boards have a high degree of flexibility in how the programs are offered. This flexibility enables them to respond to learner and community needs while at the same time managing costs. The majority of adult and continuing education programs reviewed by the Deloitte team operate on a cost-recovery basis.

Strengths

All four models have a number of strengths and challenges from a business operations perspective. One of their key strengths is that they help clients obtain access to a variety of additional services in order to address the full range of the learner's needs. Coordinated planning is used to provide timely and integrated supports and services to vulnerable students and their families.

“The supervisory officer builds collaborative cultures, structures the organization for success, and connects the board and schools to their wider environments.”

(Putting Ontario's Leadership Framework Into Action: A Guide for School and System Leaders, p.13)

This multifaceted approach provides opportunities for partnerships between boards and community-based agencies that can facilitate co-location and coordinated delivery of services and enable boards to maximize funding resources.

Another key strength is in the area of leadership. The review found that boards which appointed a supervisory officer (SO) to champion adult and continuing education at the senior administration level raised the profile of adult and continuing education. An SO Champion also increases recognition of A&CE's key role and contributions within the regular day school system

³ A grid teacher is an Ontario College of Teachers (OCT) certified teacher who has been hired into a permanent position – full time or part time – by a school board, school authority, or provincial school, and, as a standard, is paid an annual salary according to qualifications and experience categories contained within the respective local collective agreement.

⁴ A quota system is a system used by some boards to calculate and monitor the distribution of lessons marked by designated marking staff who are OCT-certified continuing education teachers.

and in the community. The contributions of the SO Champion reflect a key message of Ontario's Leadership Strategy about making connections with the wider community.

The Deloitte team noted that boards enhance the viability of their adult and continuing education program through the delivery of other programming – for example, non-credit programming, including general interest courses and fee-paying courses such as the personal support worker program and driver education. In addition, a number of other GSN-funded programs provide both direct and indirect support to an adult and continuing education program.

Challenges

The Deloitte team also found a number of challenges across all four business models. All the boards participating in the review voiced similar concerns. For example:

- supporting learner retention for a clientele whose family and employment responsibilities may affect their ability to attend classes regularly;
- running programs that serve multiple age groups and levels;
- managing continuous intake;
- projecting student numbers; and
- planning adequately for staffing and space.

The Deloitte team noted that adult and continuing education programs have discovered innovative ways to maximize resources from a variety of funders in order to operate on a cost-recovery basis while continuing to provide a full range of services to their students. The team's findings mirror similar observations about the role of adult education and skills training reported by the Declining Enrolment Working Group; namely, that they "are areas where there is great potential for partnerships."⁵

However, many opportunities to create additional partnerships externally, particularly between boards, remain to be explored. In particular, the review identified a lack of partnerships between boards and colleges as a result of direct competition for learners. This is an area of opportunity for further coordination between the Ministry of Education and the Ministry of Training, Colleges and Universities.

In addition to external partnerships, there is significant potential for leveraging internal supports and resources within boards that is not currently being optimized. Boards' ability to meet current and future needs for viable adult and continuing education programs requires a cultural shift away from a concern with delivering adult and continuing education at "no cost to the board", towards putting students first in a fiscally responsible way.

⁵ *Planning and Possibilities: The Report of the Declining Enrolment Working Group*, p.39.

Such a shift would put greater focus on meeting ministry objectives, addressing community needs and the needs of students (over and under 21), support student success, and provide learner pathways for all students. In turn, it would encourage and require boards to actively explore and leverage opportunities for internal partnerships.⁶ More and stronger partnerships within boards, among boards, and between boards and the larger community will increase boards' ability to maximize funding resources while fostering student success.

Another key finding is that, according to a number of school boards, delivery of adult and continuing education would not be viable without the inclusion of other ministries' programs including MCI's non-credit ESL/FSL program, MTCU's LBS program, and the federal LINC program. These partnerships not only generate revenue needed to offset key administration costs but greatly enhance the ability of school boards to provide coordinated delivery of a range of adult education programs and services and to provide learners with clear pathways and a "one-stop" opportunity to achieve their learning goals. Such comprehensive support is critical for adult learners who need to transition from one program to another. The Deloitte team heard that boards which are not able to offer one or more of these supplementary programs miss out on critical opportunities to share information with other adult education and training providers and networks.

Environmental Factors

The environments within which boards operate vary widely. The review identified seven environmental factors that have a significant effect on how adult and continuing education credit programming is structured in school boards. These factors also directly and indirectly influence the ability of adult and continuing education programs to achieve their goals.

The seven factors are:

1. Economic environment
2. Geographical location
3. Demographics and declining enrolment
4. Proximity to other school boards and other service providers
5. Diversity of learner needs (First Nation; newcomer; Francophone; clients of Ontario Works, Workplace Safety and Insurance Board, and Employment Insurance)
6. Dependence on technology
7. Staffing agreements

⁶ In exploring opportunities for partnerships, boards should be mindful that "For a partnership to be viable and sustainable, all partners should benefit while fairly sharing the costs and services – including capital and maintenance costs, where appropriate." (*Planning and Possibilities: The Report of the Declining Enrolment Working Group*, p. 28)

The primary factor boards identified was the economic environment. The review noted a number of boards whose communities were adversely affected by the recession of 2008, the impact of which is still being felt. In many boards, this led to an increase in the number of people who were coming back to retrain and upgrade their qualifications. On the other side, the Deloitte team found that cities with strong economies based on high levels of immigration and a strong workforce create an insulating effect against economic downturns. Reasons for retraining and upgrading qualifications in these areas are based primarily on the need to meet employers' requirements for a secondary school diploma.

Another environmental factor is a board's geographic location. Because of differences in the needs of learners in rural, urban, and remote areas, a board's location influences the type of adult and continuing education programming offered, and the propensity to form partnerships. The review noted that partnerships are easier to form in rural, remote, and northern boards, as the sense of urgency around developing partnerships was not as prevalent in urban boards or areas facing declining enrolment. Urban boards often said that partnerships were easier to form around specific initiatives.

The economic downturn has increased the demand for adult and continuing education programs in most regions of the province

Geographic location also influences the ability to meet a diversity of learner needs. For example, some boards serve learners in areas with high immigration, while other boards grapple with access and equity issues in serving remote and First Nation communities distributed over large catchment areas. Other boards are responding to the needs of communities with high numbers of learners on social assistance. A number of boards have formed external partnerships in order to adopt a triaging approach - for example, partnering with an external agency that can provide newcomers with job search services in conjunction with the board's delivery of language training.

With regard to declining enrolment, the Deloitte team heard that most school boards have not yet seen a decline in adult enrolment. In fact, adult and continuing education programs are experiencing a reverse trend, with challenges of growth facing many school boards in areas that have been hardest hit by the current economic downturn.

Proximity to other boards and service providers is an environmental factor that may lead to increased competition for learners with neighbouring school boards or local community college academic upgrading programs. Where providers are in direct competition for learners, partnerships were reported to be relatively weak. However, the Deloitte team found examples of partnerships in which boards come together to enhance their ability to offer adult learners a full suite of adult and continuing education programming that neither board could have provided on its own.

Dependence on technology is a particularly significant environmental factor affecting rural and remote boards. The high cost of infrastructure and the lack of access in certain areas are adversely affecting the ability of rural and remote boards to meet the demand for expanded e-learning options.

Finally, the choice of business model is affected by staffing agreements that outline requirements for class size, number of programs offered, and type of compensation for teachers.

2.5 Valuable Practices and Supporting Recommendations

The review identified a range of valuable practices that are employed within the current resource and operational framework of adult and continuing education programs. These valuable practices form the basis for the recommendations outlined in this review. To ensure successful implementation, a number of steps can be taken at the school board level to maximize adult and continuing education resources. These steps will ensure the viability of adult and continuing education programs, and promote the development of similar programs in boards that currently do not offer them. The five valuable practices and recommendations are:

Leadership

Valuable Practice

The DSB promotes a leadership focus on how A&CE programs contribute to meeting ministry objectives, address community needs and the needs of students (over and under 21), support student success, and provide learner pathways for all students.

1. DSBs should ensure consistent messaging from senior administration that A&CE is a valuable and additional resource for meeting student and community needs. DSBs should have a demonstrated commitment to A&CE as a vehicle that supports the DSB's vision, mission, and mandate through its role as part of a continuum of learning designed to provide learner pathways for all students. Leadership at the school, board, and provincial levels is integral to achieving this objective.
2. The SO Champion should keep the A&CE file for a minimum of three years in order to develop a deep understanding of A&CE that will assist in championing this file at the senior administration level.
3. SO Champions should attend one Ontario Association of Continuing Education School Board Administrators (CESBA) conference each year to develop a greater understanding of A&CE.
4. The SO Champion of A&CE should work closely with the SO of Student Success to share resources, new ideas, and innovative approaches to helping all students graduate from high school.

5. DSBs and SO Champions should recognize the unique skill set of adult and continuing education leaders (managers and principals) as being key to managing adult and continuing education programs in a fiscally responsible way and integral to managing the relationship between the DSB and the adult and continuing education program.

Partnerships – Internal and External

Valuable Practice

Strategic partnerships, both within the board and in the greater community, leverage expertise, supports, and resources for adult and continuing education programs and provide students and adults with a complete learner pathway.

6. A&CE should maximize back-office efficiencies with the DSB in the area of information and communications technology.
7. The DSB Facilities department should support A&CE in planning to meet its infrastructure needs and in developing a facilities model that reflects local factors on the ground. This support should include a review of current facilities and of facilitating relationships that are in place between K-12 schools and A&CE programs. The results of this review should be incorporated into the three-year strategic plan. The Facilities department should also provide custodial support to A&CE for programs taking place in DSB facilities and provide support to A&CE in developing and managing lease agreements for programs taking place off site.
8. A&CE should develop a formal marketing plan to establish a consistent brand identity, position, and presence in the community. Where available, DSB communications staff should provide A&CE with marketing and communications assistance to ensure consistency in the overall marketing of the DSB in the community.
9. A&CE and the DSB should facilitate communication between guidance counsellors at the secondary and A&CE levels. Good communication will assist counsellors in providing a clear and coordinated pathway and referral process for the learner and will also assist boards in determining future student need.
10. A&CE should work with contiguous and coterminous boards to maximize current resources for service delivery and to coordinate programs in order to make the most effective use of public resources. To the extent possible, A&CE should use these partnerships to share program dollars in order to broaden the range of adult programming in underserved regions and should collaborate in program planning to minimize duplication of services.
11. A&CE should partner with organizations that offer other government programs, such as LBS, academic upgrading in colleges, non-credit ESL/FSL, and LINC, in order to provide a complete learner pathway

and offer an optimum continuum of supports for student success and well-being.

12. A&CE should partner with community-based agencies to integrate wrap-around social services in order to provide a full set of supports to the adult learner. Where feasible, this should be done through co-location and coordinated delivery.

Annual and Strategic Planning

Valuable Practice

A&CE leaders (managers or principals) develop and communicate an annual plan and a multi-year strategic plan incorporating academic and non-academic components, including HR, finance, capital, staffing, and IT needs.

13. A&CE leaders should develop an annual plan with clear linkages to the DSB's Board Improvement Plan, Operating Plan, and Strategic Plan. The annual plan should include goals, actions, responsibilities, timelines, and budget. A&CE should also develop a three-year strategic plan to assist in planning for future needs. These two plans should be developed in consultation with staff, the SO Champion, coterminous boards, colleges and universities, and the community.
14. A&CE should fully utilize current data tracking tools. Data tracking will enable A&CE to track and report progress in achieving its goals throughout the year, increase transparency and accountability in the system, and demonstrate a clear linkage between A&CE programs, the DSB's core business, and the ministry's core priorities.
15. A&CE leaders and the SO Champion should annually report to the Board of Trustees on the status and outcomes of the annual plan. Annual reporting will help increase the visibility of A&CE in the system and demonstrate the value added by A&CE in helping provide complete learner pathways and building public confidence in the public education system.

Key Personnel

Valuable Practice

A&CE programs have knowledgeable administrative support in four key areas: financial analysis, information management, guidance counselling, and HR analysis.

16. A&CE should be supported by a financial analyst with a solid understanding of registers, grants, fee-paying programs, and ways of using flexible programming to meet student needs. This position is integral to maintaining sound financial management while maximizing the revenue that can come from this program.

17. A&CE should be supported by an information management specialist who can track enrolment data, work with the DSB's IT system to capture graduation numbers, and manage reporting to the ministry and funders.
18. A&CE should be supported by guidance counsellors who, as an integral part of A&CE programming, will provide assessment and referral services that support a complete learner pathway.
19. A&CE should be supported by an HR analyst. This position is integral to providing the flexible staffing arrangements required by A&CE programming in ways that respect local collective agreements.

Professional Development

Valuable Practice

The DSB actively supports professional development for all A&CE staff.

20. DSBs should recognize the importance of professional development for all A&CE staff and should include A&CE staff in DSB professional development opportunities.
21. DSBs should include A&CE staff as part of their succession and talent development plan.
22. All A&CE staff should develop annual learning and training plans.
23. A&CE should leverage internal resources and collaborate with the DSB's Student Success, Curriculum Development, and Instructional Assessment Strategies units to develop PD opportunities tailored to A&CE staff needs as identified through a staff needs survey.
24. A&CE should leverage e-learning resources (e.g., the provincial Learning Management System, the Ontario Education Resource Bank, and ILC course material) as a PD resource for staff.
25. DSBs should involve A&CE leaders in forums that bring them together with secondary school principals and vice-principals. This involvement will lead to increased understanding, communication, transparency, and knowledge transfer on the part of the K-12 senior administrators regarding A&CE.
26. A&CE staff should participate actively with CESBA in forums for learning and sharing best practices.

3 Introduction

3.1 Background

The purpose of this review is to examine the way adult and continuing education programs offered by school boards operate. The primary goal is to identify the range of factors that contribute to viable business models for the delivery of these programs in remote, rural, and urban communities using existing funding and resources.

This review provides the Ministry of Education with an external assessment of the factors that contribute to a viable adult and continuing education business model. The review was conducted under the leadership of the Adult Education Policy Unit in the Student Success/Learning to 18 Strategic Policy Branch of the Ministry of Education.

3.2 Scope

The review focused specifically on credit programming – that is, programs that enable adults to earn credits towards completing the requirements for the Ontario Secondary School Diploma (OSSD) or for accessing postsecondary education and training – and was aligned with the section “Continuing Education and other program grants” in the *Education Funding: Technical Paper*. It included the following programs:

- Adult Day School
- Adult Continuing Education Day School
- Night School
- Summer School
- Correspondence/self-study including e-learning
- Prior Learning Assessment and Recognition (PLAR) for mature students.

3.3 Purpose and Objective

The review examined the following three aspects of programming:

1. Scope of Services – What business are school boards in today and how do they meet evolving needs?

This section was subdivided into service delivery by student segmentation and student needs assessment and gap analysis.

2. Service Delivery Channels – Through what channels/modes are services delivered?

This section was subdivided into types of classroom and course delivery, and partnerships.

3. Business Operations – What support functions and/or capabilities are required to support the delivery of core adult and continuing education services?

This section was subdivided into general management; staffing and human resources; facility and resource management; financial management; and performance management.

3.4 Overview of Approach

An Adult and Continuing Education Business Model Review Advisory Group was established with representation from the Council of Directors of Education (CODE), the Council of Ontario School Board Officers (COSBO), and the Ontario Association of Adult and Continuing Education School Board Administrators (CESBA). This group was chaired by the director of the Student Success/Learning to 18 Strategic Policy Branch of the Ministry of Education. The role of the Advisory Group was to advise Deloitte on the following aspects of the business model review including:

- scope;
- type of questions to facilitate the review;
- processes and protocols to ensure a representative sample of boards including public, Catholic, French-language, and English-language boards;
- analysis and interpretation of the findings; and
- dissemination of the findings.

Two review teams were formed, one for the English-language school boards and one for the French-language school boards. The review team was composed of two Deloitte team members and members of the Ministry of Education, including representation from the Adult Education Policy Unit in the Student Success/Learning to 18 Strategic Policy Branch, the French-Language Education Policy and Programs Branch, and the Education Finance Branch. One Deloitte team member was a constant factor across all twelve school boards to ensure consistency across all interviews.

The team used a data collection strategy that was based on face-to-face interviews. School boards received a pre-documentation request and a list of interview questions before the on-site visit. The pre-documentation request was sent to school boards a minimum of two weeks in advance of their interview.

This documentation allowed the review team to gain an initial understanding of the school board’s adult and continuing education operations prior to the fieldwork. School boards were asked to provide pre-existing documentation as opposed to creating new documents for the purpose of this review. The team also reviewed relevant materials on the school boards’ websites. Copies of the interview questions and the pre-documentation request are included as Appendix A and Appendix B of this report.

Interviews were scheduled over the course of four weeks. Those interviewed included the leader (principal/manager) of adult and continuing education, the supervisory business officer (SBO), the human resources (HR) manager responsible for adult and continuing education staff, and the superintendent responsible for adult and continuing education. Other administrators invited by the principal/manager of adult and continuing education were also included.

The twelve adult and continuing education credit programs selected for review provided a representative sample in terms of size, geography (rural, urban, or remote), and type (Catholic and public, English and French).

The breakdown of reviewed programs across the province was as follows:

Education Programs Visited

		DSB	Language	
			English	French
Education Region	Southwest	Thames Valley DSB	2	0
		London District Catholic School Board		
	Eastern	Conseil des écoles publiques de l'Est de l'Ontario	3	1
		Ottawa-Carleton DSB		
		Algonquin and Lakeshore CDSB		
		Upper Canada DSB		
	Central and GTA	York Region DSB	3	0
		Halton DSB		
		Peel DSB		
	Northwest	Lakehead DSB	2	0
Simcoe County DSB				
Northeast	Conseil scolaire catholique de district des Grandes Rivières	0	1	
Total Number of Reviewed Education Programs			10	2

This report includes analysis and insights gained from the review of documents submitted by participating boards, and the final valuable practices and supporting recommendations developed based on information from the program site visits and interviews.

3.4.1 How Valuable Practices Were Identified

The accumulated information from the twelve interview sessions allowed the Deloitte team to identify and understand those factors and practices that contribute to viable adult and continuing education credit program business models. Valuable practices identified within the current resourcing and operational framework are those that demonstrate the potential for significant benefits when broadly implemented. These valuable practices are applicable, in varying degrees, to all adult and continuing education business models, regardless of the type of region, or the size or language of instruction of the board.

The identification of these valuable practices is important to reaching conclusions about what constitutes and contributes to a viable business model. Conclusions and key considerations were based on information acquired through the interviews. The conclusions were compared against ministry guidelines and feedback from the Advisory Committee.

3.4.2 How Challenges Were Identified

Common challenges were also identified as part of the review process. The challenges highlighted throughout the report can have a negative impact on the viability of adult and continuing education programs. The inclusion of challenges highlights issues for further consideration.

4 The case for adult and continuing education

The recent increase in demand for adult education has been driven in large part by economic pressures on individuals in communities that have been hardest hit in the global financial crisis that began in 2008. The recession that followed primarily affected the manufacturing and the service sectors, which account for 90 per cent of Ontario's industry.⁷ Against this backdrop, the need for pathways into further education and employment and the pressure to retrain and upgrade educational qualifications increased substantially.

Globally, the current financial crisis underlined the importance of education in facilitating economic growth and the insulating effects higher levels of education have on jobs. This focus, in turn, highlighted the need to invest in skills training and literacy programs to

prepare the province's current and emerging workforce for the new economy and to enable young people, job seekers, and newcomers to prepare

The economic downturn has led to an investment in skills training and literacy, including enhanced supports to gain academic credentials.

for employment or re-employment in areas of the economy that are growing. The need for training to strengthen marketable skills was also emphasized in the 2009-10 Canada-Ontario Labour Market Agreement, which specifically talks about providing enhanced supports to vulnerable individuals, including those lacking credentials, the unemployed, and the underemployed.

As identified in the 2010 Ontario Budget, skills training clearly has a key role to play in building the foundations for sustainable future job creation and economic growth in Ontario.

Context and Key Terminology

The provision of adult and continuing education programs by school boards is not required by the Education Act and is a choice school boards make to offer.

In 1996, the Education Act was amended so that school boards choosing to supply such programs receive funding for adult learners through Continuing Education grants for students 21 years of age and older, regardless of the type of school, class, or program that they attend. The Education Act still guarantees seven years of tuition-free secondary education for all other students.

⁷ Statistics Canada, Labour Force Survey

There are a number of important terms that are used within adult and continuing education programs. The Deloitte team noted some inconsistency in how terms are defined across the boards. Since the allocation of funding for programs varies by type of student and type of program, clear definitions of key categories of students and programs are essential for an understanding of how boards deliver adult and continuing education programs.

For the purposes of this review, definitions provided by the Ministry of Education are given for the following terms:

Adult education. Programming offered by school boards to provide opportunities for adults to return to complete their OSSD and/or to complete specific courses required for entry into postsecondary institutions and apprenticeship programs.

Adult person, as defined in S49.2 of the Education Act, refers to a person who is entitled to attend school with board funding. No age is given, but the term is generally understood to refer to a person over age 20.

Adult student. A person who is eighteen years of age or older. At this age a student may also legally leave school without a secondary school diploma (OSSD).

Continuing education. Programming that provides students of all ages with learning opportunities outside the regular classroom, outside the school day, and outside the school year. Continuing education supports the continuum of lifelong and lifewide learning and is integral to serving the diverse needs of learners and ensuring student success. It involves the provision of credit and non-credit courses for individuals who wish to study part time or full time for a short term, outside the program offered in elementary or secondary schools.

Mature student. A specific type of adult student who, as defined in PPM 127 for purposes of granting credits towards an OSSD,

- is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program;
- was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary program;
- is enrolled in a secondary program for the purpose of obtaining an OSSD.

Past Reviews

In May 2004, an adult education review was launched at the request of the Minister of Education and the Minister of Training, Colleges and Universities. This resulted in the Ministry of Education's report *Ontario Learns: Strengthening Our Adult Education System*. This review took a high-level approach to adult education as it existed in Ontario and looked at a number of credit and non-credit programs.

4.1 Importance of Credit Programming

Adult and continuing education credit programs contribute significantly to learners' ability to improve their educational qualifications. The Ontario Secondary School Diploma is pursued as a recognized credential for furthering one's education, entry into the workforce or an apprenticeship program, or achieving personal objectives (e.g., to set an example for one's children).

Credit programming opens up pathways for adults with less than secondary level education by providing:

- flexible programming;
- a range of modes of delivery; and
- support services made possible through internal and external partnerships.

As an adjunct to credit programming, adult and continuing education provides accreditation of previous learning through the PLAR for mature students option. In addition, the program provides assistance with developing personalized learner pathways that take into account other circumstances adult learners often face in their lives, such as employment, family responsibilities, and personal obligations. Increasing the range of pathways available to students increases their chances of being successful.

Adult and continuing education credit programs are primarily shaped by the local student and community context. Learner profiles and environmental factors in each region play an influential role in determining program offerings and the modes in which they are delivered.

Learners who benefit from credit programming can be divided into the following four groups: regular day school students, early school leavers, students in alternative education and suspended students, and returning adults seeking a high school diploma and/or academic upgrading.

Regular Day School Students

The Deloitte team heard that secondary students are seeking more flexible programming. A growing number of regular day school students are using summer and night school to earn a compulsory credit or take a co-operative education course. This strategy enables students either to work during the school year or to take an optional course during the September–June school year and still be able to graduate in four years.

York Region DSB reported that there is an uptake in summer and night school as credits earned through the adult and continuing education program are gaining more support from the regular day school system. This finding was also echoed at Ottawa-Carleton DSB and Thames Valley DSB.

This finding holds true for both rural and urban boards. The Deloitte team heard that students who spend the summer in the catchment area of Simcoe County DSB are enrolling in summer school with that board even though their regular day school during the academic year is in one of the GTA boards. As well, some boards

whose coterminous boards do not offer summer or night school are carrying the additional load of serving the community of the coterminous board(s).

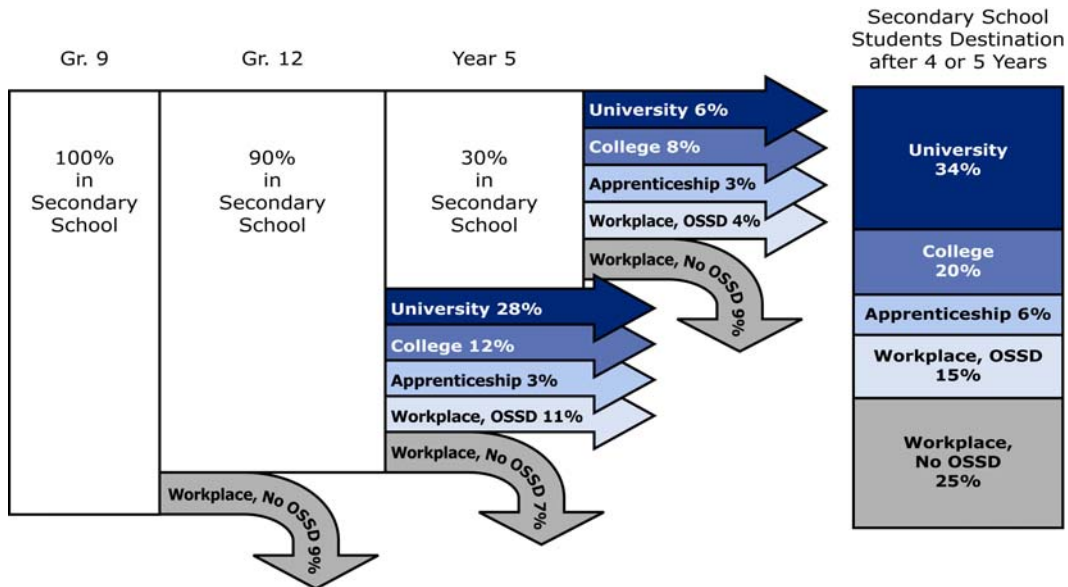
The above examples demonstrate the flexibility of school board continuing education programs in responding to student need. However, despite the use of coordinating mechanisms such as requiring formal sign-off by the home school before a student can take a compulsory credit through night school, the growing demand for courses outside the regular school day is putting increased pressure on adult and continuing education programs.

The Deloitte team found that there is not a consistent trend in night school. Night school is highly influenced both by geography and by the learner profile of students. While urban boards are facing an increase in demand for night school, some rural boards reported insufficient enrolment to justify offering night school.

Early School Leavers

According to the Youth in Transition survey,⁸ nearly 15 per cent of students interrupt their high school education at some point, mostly between the ages of 18 and 20. Adult and continuing education programs are a key mechanism in bringing these students back by providing early school leavers with an opportunity to obtain their high school diploma.

Transition of Secondary School Students from Enrolment in Grade 9 in 2003-04 to Their Post-Secondary Destination in Fall 2008⁹



Completion of high school is important, as the unemployment rate for Canadians who do not finish high school is higher than for those who do graduate. For example, the 2006 Labour Force Survey by Statistics Canada showed that the

⁸ Interrupting High School and Returning to School, p.4.

⁹ Who Doesn't Go To Post-Secondary Education? Final Report of Findings for Colleges Ontario Collaborative Research Project, p.iii.

unemployment rate for Canadians who did not finish high school was 12.3 per cent compared to only 5.3 per cent for those who did graduate. Statistics provided in *Interrupting High School and Returning to Education* indicate that 55 per cent of students who had interrupted their high school at some point came back to complete their high school diploma. One-third carried on and participated in postsecondary education.¹⁰

Although students over 21 who come back and finish their secondary education are not captured in the ministry's graduation rates,

their success and contribution benefit all of society. The ministry is encouraged to look at ways these statistics could be captured in order to obtain a clear picture of how adult and continuing education contributes to the board's success in graduating students from high school. The ability to do so would also enhance the policy relevance of pathway data.

“Second chance” programs like adult and continuing education are critical to bringing early school leavers back to the education system

Alternative and Suspended Students

Some students face situational and dispositional barriers in the regular day school system. To help these students succeed, boards have created alternative, flexible programming, as described below:

- A student can learn at his/her own pace through a flexible program tailored to his/her needs (e.g., a student can spend half a day at his/her home school and half a day at an alternative education site);
- A student can learn in a smaller classroom environment with the potential for more one-to-one staff support;
- A student can be given enhanced access to assistance from the teacher, educational assistant, and counselling support worker;
- A student can get more immediate support in dealing with personal issues and concerns (e.g., family conflict, peer issues, basic needs issues) and can be provided with community referrals.

The Deloitte team discovered that some school boards view their adult and continuing education school as a supportive program with the potential to enhance alternative programs for at-risk students in regular day schools. Other school boards choose not to integrate alternative education and adult and continuing education, either because this model does not work in their community, or because it does not best serve their learner profiles.

¹⁰ Statistics Canada, Catalogue no. 81-599-X — Issue no. 005 Fact Sheet, *Interrupting High School and Returning to Education*, p.4.

Case Study:

Thames Valley DSB's U-Turn program

This program:

- supports students from Thames Valley DSB schools who have been suspended for 6 to 20 days or who have been expelled;
- provides students with the opportunity to stay on track with their academic courses;
- provides personal and social educational programming to help students explore the underlying reasons for their suspension/expulsion;
- is accessible only through a referral from the suspending/expelling home school;
- utilizes the Student Action Plan (SAP) created by the suspending/expelling home school;
- is a voluntary program in which students must choose to participate.

Adult Learners

The Deloitte team heard that many adults who are in their mid-thirties or older are coming back to school for retraining and upgrading, primarily because of the effects of the recent recession. Adult and continuing education programs provide accessible and flexible scheduling which recognizes that adults have multiple responsibilities. All of the boards the Deloitte team visited voiced the opinion that targeted programs, support services, and flexible learner pathways provide the incentive for adult learners to return to school and achieve success.

Most boards provide services to help implement PLAR for mature students. It is the first point of entry for adults into credit programming in many school boards.

One of the tools boards use to assist mature students is Prior Learning Assessment and Recognition (PLAR).

PLAR for mature students is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. This includes the knowledge and skills that students have acquired, in formal and informal ways, outside of secondary school. All credits granted through the PLAR process must represent the same standards of achievement as credits granted to students who have taken the course.¹¹

Although mature students are still required to earn a minimum of four Grade 11 and 12 credits by taking the necessary courses, including Grade 12 English, PLAR nevertheless enables them to earn their secondary school diploma in the quickest most effective way possible.

¹¹ Ontario Ministry of Education, Public Policy Memorandum No. 132.

PLAR for mature students is a key process to help adults move forward quickly towards their goal of employment, job promotion, postsecondary education, or training.

4.1.1 Enhancing public confidence in public education through one-stop services for adult learners

In addition to providing a service for students, adult and continuing education credit programming also provides substantial benefit for the entire community. Program delivery is learner centred and focuses on providing, in one location, as many services as an adult requires. This approach has proven effective for improving completion rates, particularly for learners who may not return if they are sent elsewhere to obtain needed services from other agencies.

Access to “wrap-around services” – that is, a variety of additional services that address the full range of the learner’s needs – in the form of literacy programs, basic skills training, English/French as a second language programs, and employment services such as Ontario Works leads to greater success in helping learners achieve their upgrading goals. The wrap-around services approach provides opportunities for innovation, greater responsiveness to learner needs, learner empowerment, and, ultimately, personalization of services. Examples of this will be discussed later in the report.

The Deloitte team found evidence that the flexibility of adult and continuing education programs makes them uniquely able to adapt to community needs. Although funding criteria are aligned across all business models, each of the models demonstrated a capacity to respond to community needs and meet the challenges of the various environmental factors that shape programming.

Adult and Education programs provide a “one-stop-shop” approach by providing wrap-around services that personalize programs to meet the needs of learners. This enables a higher proportion of learners to attain their educational goals.

4.2 Linkages with Government Goals in Education

The Ministry of Education is committed to improving student achievement, reducing achievement gaps, and increasing public confidence in the publicly funded education system. Adult and continuing education programs help the government achieve these objectives through the various programs listed above.

Many ongoing initiatives across the ministry are designed to enhance the capacity and capability of the education system. These include the *Ontario Leadership Strategy*, a comprehensive plan of action that supports student achievement and well-being by attracting and developing skilled and passionate school and system leaders. In addition, the *Principal/Vice-Principal Performance Appraisal: Technical Requirements Manual (2010)* provides support in setting goals, aligning resources with priorities, promoting collaborative learning

cultures, using data effectively, and engaging in courageous conversations to foster a positive learning environment.

Another important initiative to highlight for this review is the Ministers' Committee on Adult Education chaired by the Minister of Education. The committee was created in 2008 to provide direction on improved policy alignment and coordination of programs and services for adult learners across three ministries - the Ministry of Education, the Ministry of Citizenship and

Education and training for adults are critical for the economic prosperity and social well-being of individuals and communities in Ontario.¹²

Immigration, and the Ministry of Training, Colleges and Universities. Of particular importance is the committee's focus on creating strategies for maximizing existing resources and partnerships, increasing points of access to learning for adults, and increasing adult literacy and language proficiency through the literacy and language components of the foundation skills programs identified in *Ontario Learns: Strengthening Our Adult Education System*. These components are:

- Adult Non-Credit Language Training (MCI);
- Literacy and Basic Skills and Academic Upgrading (MTCU);
- Adult credit for OSSD completion and/or upgrading (MEDU)

Work in these areas continues under the leadership of the Student Success/Learning to 18 Strategic Policy Branch.

¹² Reach Every Student: Energizing Ontario Education, p. 7.

5 Environmental factors affecting adult and continuing education

The Deloitte team identified seven factors that affect how adult and continuing education credit programming is structured in school boards. These factors also directly and indirectly influence the ability of the adult and continuing education program to achieve its goals. Each factor is covered in detail below.

5.1 Economic environment

The economy was cited as the number one environmental factor by the majority of boards reviewed. Chapter two of *Ontario's Long-Term Report on the Economy 2010* discusses the structural changes Ontario's economy is going through in response to domestic and external forces.¹³ While external factors such as increasing globalization resulting from trade and investment liberalization are important, domestic factors such as changing consumption patterns - reflecting demographic shifts - and the growing relative importance of high-productivity and high-skills sectors also play a critical role. These broad structural trends influence the allocation of resources and the future performance of the economy.

The economic environment is not under the control of school boards but directly concerns them. A number of communities were adversely affected by the economic downturn of 2008, the impact of which is still resonating in 2010, particularly in remote and rural areas. For example, Upper Canada DSB noted that five major manufacturers had closed their plants in eastern Canada over the past five years. As a consequence, the board had to adjust staffing levels within the adult and continuing education credit program in order to accommodate increased demand from adults seeking to upgrade their qualifications in an effort to change fields. Demand has also increased for programs like MTCU's Second Career, which provides individuals with the opportunity to upgrade their qualifications for a new career.

School boards have formed a number of community-based partnerships to maximize resources in order to help individuals cope with these changes. For example the Upper Canada DSB and its adult and continuing education program have established a working relationship with the Brockville Chamber of Commerce and the local Economic Development Board to create an integrated approach to employment preparation and immigrant settlement services. This initiative also includes a partnership with St. Lawrence College.

¹³ *Ontario's Long-Term Report on the Economy 2010*, p.30

The Conseil scolaire catholique de district des Grandes Rivières also spoke about the impact of economic contraction on its district, which covers one-quarter of the province. In this primarily rural region, the closure of a plant or company can have a dramatic effect on employment, particularly in communities that depend on a single employer for jobs. In Smooth Rock Falls, for example, a satellite campus had to be set up to provide laid-off mill workers with opportunities to upgrade their education.

In a community such as Ottawa, the stability provided by public sector employment can have an insulating effect on school boards. Both Ottawa boards reported that having a stable and highly compensated workforce of government employees had protected them from the worst effects of the economic downturn. Ottawa also has a high rate of immigration and has been

designated a primary settlement area by Citizenship and Immigration Canada. As a result, both the Ottawa-Carleton DSB and the Conseil des écoles publiques

de l'Est de l'Ontario experience relatively stable enrolment and have access to federal LINC funding, which supports the delivery of non-credit French- and English-language courses for adult permanent residents. Ottawa-Carleton DSB also funds its continuing education department through the delivery of training and learning programs to the federal public sector.

The economic downturn led to community- and college-based partnerships to maximize the resources on the ground to help individuals cope with these changes

One area of growth is the health-care sector, as providers of health services have experienced considerable employment gains since the onset of the economic downturn. A number of school boards reported an increase in adults coming back to school to gain qualifications in senior level math and sciences in order to qualify for postsecondary education and training related to the technology and health sciences sector.

5.2 Geographical Location

Where a board is located influences the type of adult and continuing education programming offered, because of the differences in learner profiles in rural, urban, and remote areas. For example, in urban areas such as the GTA or Ottawa, which are considered primary settlement areas, high rates of immigration have created a demand for international language classes and ESL/ FSL programs. Additional supports in the form of newcomer reception centres provide “one-stop” services to assist immigrants in making a smooth transition to life in Canada. Such centres are making it easier for newcomer families to register their children for school and to obtain a variety of services for the whole family. For example, Peel DSB has received funding from Citizenship and Immigration Canada to pilot three of these centres in order to serve the culturally diverse student and family base in the area.

This facility provides support to newcomer families to register their children for school and obtain a variety of supports for a smooth transition to life in Canada,

including finding housing, looking for employment, obtaining access to health care in Ontario, and connecting with a variety of support agencies.

High levels of immigration were also cited as a primary reason for external “triaging”. That is, the adult and continuing education department identifies services that can be delivered by an external “partner” agency. For example, through the Access

Employment Centres both Peel and York adult and continuing education programs partnered with a

job referral agency. In this case, the adult and continuing education program provided clients with language classes and the agency found them jobs. This enhanced the effectiveness of the credit program by building stronger links between education and employment opportunities in the community.

Geographical location influences the propensity to form partnerships.

The Deloitte team also noted that geographical location influences the propensity to form partnerships. This is particularly the case in rural and remote boards, which noted that their relative lack of resources encouraged groups to partner more. For example, the Lakehead DSB adult and continuing education program has seven partnerships in place that provide the program with in-kind facilities. Conseil scolaire catholique de district des Grandes Rivières also referred to the numerous partnerships it has in place. Each centre has formed partnerships to meet specific community needs. This strategy was cited as integral to the ability to deliver services in remote locations.

The Deloitte team heard that because school boards are one of the largest employers in rural and remote communities, they are often the first entity that external agencies approach to leverage the board’s reach into the community and resource base. As well, the small population base makes it easier for boards to establish personal relationships that foster strong networks among school boards in rural and remote areas (e.g., the Northern Ontario Education Leaders). These relationships have led to a number of successful partnerships, including one between Lakehead DSB and Keewatin-Patricia DSB to facilitate access to Ontario Secondary School Diploma studies for students over 21 years of age residing in the area.

An emphasis on developing partnerships is more common in rural and northern boards and boards with declining enrolment than in urban boards and boards not facing declining enrolment. Urban boards often said that partnerships were easier to form around specific initiatives.

5.3 Demographics and declining enrolment

Overall, the Deloitte team heard that most school boards have not yet seen a decrease in adult enrolment as a result of declining enrolment. In fact there are challenges of growth facing many school boards' adult and continuing education programs. This is particularly evident in communities hardest hit by the current economic downturn.

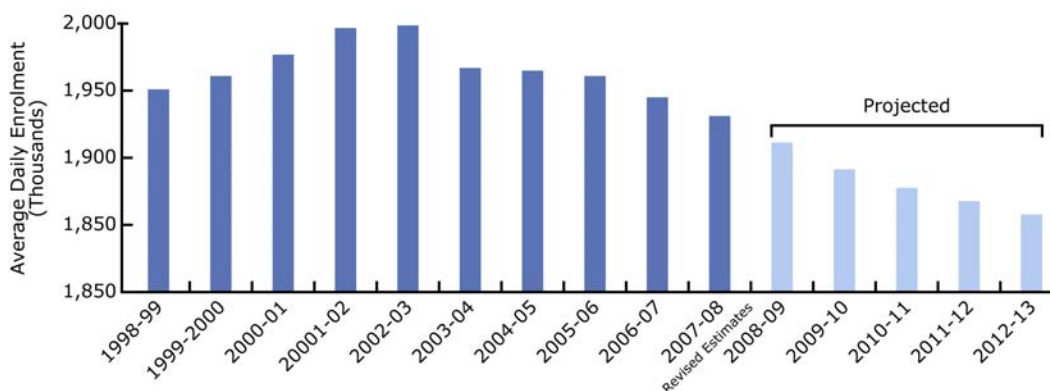
Ontario's schools nevertheless are facing the reality that day school enrolments declined by nearly 68,000 elementary and secondary students between 2002-03 and 2007-08. The Ministry of Education foresees a similar trend over the next five

years with a projected decline of another 72,000 students or 3.8 per cent.¹⁴ Based on long-term demographic projections from Statistics Canada, this trend is going to continue well into the foreseeable future.

“As the large cohorts of baby boomers reach retirement age, the number of people turning 65 is projected to surpass the number entering the working-age group (at age 15) from 2017 until the early 2030s.”

(Ontario's Long-term Report on the Economy, p.12)

**Total Enrolment in Ontario's Publicly Funded Schools
History and Projections, 1998-99 to 2012-13¹⁵**



Declining enrolment is a particularly acute factor for Catholic and French boards that face the additional pressure of recruiting from a smaller population base. Compounding this factor is the projection by Statistics Canada that by 2030 all population growth in Canada will be attributed to immigration. Immigration patterns show that many immigrants entering Canada today are coming from places with relatively small Catholic populations and from countries in South and East Asia where French is not widely spoken.

¹⁴ Ministry of Education, Declining Enrolment Report 09

¹⁵ Ministry of Education, Declining Enrolment Report 09

5.4 Proximity to neighbouring school boards and other service providers

For adult and continuing education departments to run programs on a cost-neutral basis, it is essential for them to maintain a critical mass of learners. This number can be a real challenge for boards to estimate, as enrolments may fluctuate over the course of a semester or even from year to year. The complex nature of the adult learner profile makes enrolment levels very hard to gauge. Providing continuous intake and a variety of program options based on the various registers available to them is one successful strategy used by continuing education administrators to both attract and retain adult learners. Another strategy identified by a number of boards participating in the review is marketing. Many have focused on improving outreach efforts by increasing their marketing budgets in an effort to better brand their programs and attract learners.

The presence of multiple delivery agencies also poses a challenge for A&CE programs. Although there are benefits to having multiple supports for adults, many school boards offering adult credit programs through their adult and continuing education departments can find themselves in competition for learners with a neighbouring school board or the local community college academic upgrading program. As a result of this direct competition for learners, partnerships were reported to be weak at this level. The Ministry of Education and the Ministry of Training, Colleges and Universities are encouraged to continue to work together to improve coordination at the local level – for example, by providing incentives to encourage collaboration and partnerships that will maximize resources and help learners gain access to appropriate programs.

Partnerships

Competition for learners is a lived reality. However, the Deloitte team discovered examples of partnership where boards are coming together to better provide adult learners with a full suite of adult and continuing education programming that neither board could have provided on its own. This is a positive movement, and boards are encouraged to progress in this direction.

“...school, college, and all the variety of creative partnerships – have a role to play in the delivery of programs to adult students. One of the reasons it is important for our provincial government to establish a focus on adult education is to encourage creative solutions to particular local problems and to support the strengths of all deliverers.”¹⁶

¹⁶ Ibid

Case Study 1 – Urban Board (English)

Ottawa-Carleton DSB conducts joint planning service delivery with the coterminous Catholic board for summer school; there is also a partnership in place between the two boards in offering the Specialist High Skills Major. The Ottawa-Carleton DSB also has a partnership with Algonquin College to provide a Dual Credit program (a math for technology course).

Case Study 2 – Urban Board (French)

Conseil des écoles publiques de l'Est de l'Ontario (CEPEO) has a partnership in place with three other school boards, including Upper Canada DSB, to provide service to rural catchment areas.

Case Study 3 – Remote Board (English)

Lakehead DSB has a partnership with two other school boards, Keewatin-Patricia DSB (KPDSB) and Superior Greenstone DSB (SGDSB). The Lakehead-KPDSB partnership was formed when KPDSB's administrative costs for continuing education exceeded the revenue generated by the program. This partnership is designed to deliver a hybrid model in which KPDSB provides a "gateway to Lakehead

services" by locating and staffing delivery sites (site monitors); distributing lessons and materials to learners; providing access to computers; and administering proxy exams. KPDSB funds its portion of this partnership through the Rural and Small Schools Grant. Lakehead DSB's partnership with Superior Greenstone enables SGDSB to use correspondence modules provided by Lakehead and provides learners with access to teacher tutors when they are in Thunder Bay on other business. Lakehead DSB also works with its coterminous board to coordinate summer school programming.

Case Study 4 – Remote Board (French)

Conseil scolaire catholique de district des Grandes Rivières has a partnership with Collège Boréal for dual- credit programming.

Case Study 5 – Rural Board (English)

Upper Canada DSB has a partnership in place with three other school boards, including CEPEO (as mentioned in case study 2), to provide service to rural catchment areas. The DSB also has a strong partnership and is co-located with St. Lawrence College in Brockville, where the A&CE program is the largest feeder school for the college.

5.5 Diversity of learner needs (First Nation; newcomer; francophone; and clients of Ontario Works, Worker Safety Insurance Board, and Employment Insurance)

Adult and continuing education provides innovative and flexible programming to serve learners and communities with a variety of needs. These innovative programs are often facilitated through the work of various Ministry of Education branches, including the Student Success/Learning to 18 Strategic Policy Branch, the Aboriginal Education Branch, the Inclusive Education Branch, the French-Language Education Policy and Programs Branch, and the Education Finance Branch.

The diverse needs of A&CE learners include those of First Nation, newcomer, and francophone clients, and clients of social assistance programs (e.g., Ontario Works and the Ontario Disability Support Program) and employment insurance programs (e.g., Worker Safety Insurance Board [WSIB], and Employment Insurance [EI]). Adult and continuing education programs rely heavily on external partnerships to serve the needs of these diverse clients.

In addition to providing a suite of program offerings, these partnerships also bring with them additional funding, which helps maintain the viability of adult and continuing education programming in certain boards. This is particularly the case with the delivery of the Literacy and Basic Skills program (MTCU), non-credit ESL/FSL programs (MCI), and the federal LINC ESL/FSL program. The review noted that school boards that do not offer one or more of these programs are at a disadvantage, as they miss out on opportunities to collaborate with other service providers of these programs who meet on a regular basis to exchange information and plan future initiatives.

Newcomers

Boards are significantly affected by Citizenship and Immigration Canada assessments that determine whether a town or city is a primary or secondary settlement area.

These assessments are favourable to urban boards such as Ottawa-Carleton DSB, CEPEO, Peel

DSB, and York Region DSB, as meeting newcomer needs is of particular concern to them and a key driver of their programming. For example, Peel DSB currently attracts a large number of immigrants and is one of the few DSBs in the province with increasing enrolment. Peel DSB also receives funding from Citizenship and Immigration Canada to host *We Welcome the World Centres* in its adult and continuing education facility (see above, p. 28).

We Welcome the World Centres make “it easier for newcomer families to register their children for school and access a variety of supports for a smooth transition to life in Canada. Staff provide assistance and information about free services in many languages. In addition to school registration, the welcome centres offer wrap-around services for the entire family.”

(Peel DSB website)

Provision of these types of services demonstrates the DSB's commitment to an equitable and inclusive education system, and its flexibility in adapting its equity and inclusive education policy to take into account local needs and circumstances.¹⁷

Many rural and remote boards report high levels of secondary immigration through family connections. However, by contrast with urban boards, the Deloitte team heard that these boards cannot obtain the level of funding needed to provide language assessments for LINC clients.

First Nation people

The 2006 Aboriginal Census shows that 21 percent of the total First Nation population live in Ontario. Studies also show that First Nation Canadians age 15 and over have a much lower educational attainment than their non-First Nation counterparts, with 43.7 per cent not holding any certificate, diploma, or degree in 2006 compared to 23.1 per cent for other Canadians. Furthermore, given an environment of limited labour supply that is currently developing in Canada, it is important to ensure the integration of First Nation people into the labour force. As stated in the Canadian Policy Research Network study *Investing in Aboriginal Education in Canada: An Economic Perspective*, "If Aboriginal participation and employment rates reach 2006 non-Aboriginal levels by 2026, it is projected that the Aboriginal population will account for 19.9 percent of labour force growth and 22.1 percent of employment growth over the 2006-2026 period."¹⁸

As these statistics indicate, the First Nation population in Ontario is of particular interest in the context of adult learning, as demonstrated in the Ministry of Education's Aboriginal Education Strategy. The goal of this strategy is to boost achievement among First Nation students and to close the achievement gap between First Nation and other students.

DSBs have responded to this need in multiple ways with services provided both to on-reserve students and to off-reserve students, whose numbers are increasing as a result of the federal government's Urban Aboriginal Initiative.

Several boards have tuition agreements with First Nation communities to provide funding for credit courses delivered on reserves. For example, Lakehead DSB currently has partnerships with four First Nation Band councils to provide distance education to their students. In addition, the board has a partnership with the Thunder Bay Indian Friendship Centre to provide services to off-reserve First Nation learners. The adult and continuing education program provides access to courses through correspondence/self-study, plus PLAR, and provides a teacher on site two afternoons a week.

In southwestern Ontario, the adult and continuing education program at Thames Valley DSB has tuition agreements in place with three First Nation communities to provide cooperative education to their students. An additional summer component was added this year (2010).

¹⁷ See Ministry of Education, Policy/Program Memorandum No. 119

¹⁸ Investing in Aboriginal Education in Canada: An Economic Perspective, p. 8.

Francophones

The francophone community is an important segment of Ontario's population. In 2006, the Statistics Canada census recorded 582,690 francophones living in Ontario, making up 4.8 percent of the province's population. This represents the largest francophone community in Canada outside of Quebec. The distribution of the francophone population in Ontario is as follows: 41.5 per cent of francophones live in eastern Ontario, 28.7 per cent in Central Ontario, 22.5 per cent in northeastern Ontario, 5.9 per cent in southwestern Ontario, and 1.4 per cent in northwestern Ontario. Most of the francophone school boards cover very large geographical areas. French-language school boards in rural and remote areas where there are large francophone populations face a variety of challenges in providing education and training specific to francophones' needs.

French school boards are providing services to a growing community of immigrants from French-speaking communities who require additional supports related to settlement.

French-language school boards are primarily focused on providing alternative service delivery models for language training and skills development over large territories, as well as supporting the needs of new francophone immigrants. As a result of immigration from French-speaking nations to Ontario, this latter group is growing, with a corresponding change in the needs of francophone learners. This is particularly the case in CEPEO, where over 80 per cent of new francophone clients are immigrants. The Deloitte team heard that for remote French-language boards this is a new reality that sometimes requires additional settlement supports to meet the changing needs of the community. For example, Conseil scolaire catholique de district des Grandes Rivières has recently received a number of Spanish-speaking immigrants in its area and found it challenging to provide them with the language training they needed.

Social Assistance and Employment Insurance Recipients

To accommodate the heightened focus on retraining and preparing students for various pathways, including employment and apprenticeships, adult and continuing education programs are also partnering with a number of worker retraining programs to assist WSIB and Ontario Works clients in finding a job. London District Catholic School Board specifically identified individuals between the ages of 18 and 20 who are Ontario Works clients as being their primary target clientele for credit programs.

Through their continuing education arm, some boards also provide workshops on looking for work, résumé writing, and preparing for an interview. Others also provide access to telephones, faxes, computers, and job banks. Halton DSB's Centre for Skills Development and Training offers services of this type. Adult and continuing education programs also provide opportunities for skills upgrading to individuals receiving Employment Insurance (EI) as part of the federal government's temporary *Career Transition Assistance* initiatives. These

initiatives, which can be accessed through Employment Ontario service providers, are designed to help long-tenured workers renew or upgrade their skills while receiving regular EI benefits.

5.6 Dependence on Technology

Remote and rural boards are particularly dependent on technology to deliver programs. The high cost of infrastructure makes providing service into certain areas expensive and challenging, as the availability of wireless technology has not always kept pace with consumer demand for bandwidth. As a result, connections can be slow. For example, Simcoe County DSB spoke about the cost of setting up the IT infrastructure as directly affecting its ability to expand e-learning within its catchment area. This example highlights a larger issue of equitable access to technology in rural and remote areas.

IT issues were also cited as a challenge for Lakehead DSB in its partnership with Keewatin-Patricia DSB (KPDSB). The board's correspondence/self-study business model is a distributed model involving two boards and six sites, with the learner lessons delivered electronically to Lakehead DSB to be marked. The two boards reported that on a monthly

basis more than 1,000 pages of lessons completed by students are sent electronically between boards for marking by

teachers at the board that provides the instruction - a volume of traffic not easily handled by the existing infrastructure. It was reported that the technology used to transfer student grades from the Lakehead system to the KPDSB system has also presented challenges.

When asked if they have on-line cataloguing, registration, and payment systems, the majority of adult and continuing education administrators said no, including those at urban boards. Administrators explained that many adult students are not as comfortable with technology as younger students; as well, many new immigrants may have difficulty using online systems and software designed primarily for speakers of English or French.

Boards' ability to use technology to deliver programming may also be restricted by socio-economic factors. For example, individuals from low-income families may not have access to computers at home and thus may face extra challenges in taking adult and continuing courses that rely heavily on technology as the main channel of delivery.

The Deloitte team heard that that some boards have developed innovative solutions to this problem. For example, the partnership between Lakehead DSB and Keewatin- Patricia DSB relies heavily on the use of site monitors (funded through the Rural and Small Community Allocation) to help learners use the relevant technology. These monitors have the responsibility to:

- provide information and referral assistance to prospective students;
- assist students with enrolment procedures;

Technology is an acute issue for remote and rural boards due to costs associated with infrastructure and course delivery.

- supervise and monitor study areas, including computer labs;
- provide ongoing support for active students;
- accept and distribute study assignments;
- provide the Lakehead board with information about lesson activity, student marks, and attendance;
- maintain regular contact with local referral agencies and provide reports as required.

5.7 Staffing agreements

Staffing is an important environmental factor given that the success of adult and continuing education programs depends to a large extent on committed staff. Fostering trusting relationships guided by a sense of mutual respect is critical, particularly when working with staff subject to multiple collective agreements.

In addition, staffing provisions that specify requirements for class size, number of programs offered, and compensation shape a boards' choice of business models. Salaries, wages, and benefits of instructors, support staff, and teachers account for almost 85 per cent of school board spending. Hiring continuing education teachers on a short-term basis allows a school board to respond quickly to swings in demand based on economic conditions in the community. The Deloitte team heard that collegial relationships with open communications result in collective agreements that accommodate the need for flexibility.

6 Overview of existing business models for adult and continuing education programs

A business model is a method of doing business that is designed to enable an organization to operate effectively to achieve specific goals. In private sector organizations, these goals usually include generating a profit. By contrast, public sector organizations usually focus on providing a range of services to meet identified needs, but within the limits of specific funding arrangements. The majority of adult and continuing education programs that the Deloitte team reviewed were operating on a cost-recovery basis. However, the business models employed varied to accommodate the particular circumstances of the individual board and communities.

Business models in adult and continuing education programs and decisions as to what courses and programming will be offered are driven by two factors - funding, and student and community needs. The most important factor is the funding received through the Ministry of Education's registers. Depending on what type of business model a school board applies, these registers are used to determine the number of pupil hours eligible for funding - calculated either by class or by lessons marked.

6.1 Adult and Continuing Education Funding

The Education Act does not require boards to offer adult education programs. As a result, school boards have chosen to provide adult and continuing education in a variety of ways, including adult day school, adult and continuing education day school, correspondence/self-study, and a mixed model. Given the local context of each school board, adult and continuing education programs may choose to combine one or more of these types of models to customize the programming to their learner needs, geography, and environmental factors.

For the purposes of this review, the following credit programs were examined. The table that follows lists the name of each program, a description of the program, its applicable register, criteria governing its delivery, and associated funding as outlined by the Ministry of Education.

Credit Programs Offered:

Program	Description	Applicable register	Criteria	Funding
Adult Day School (primarily 18 to 20 year olds; may include those 21 and over)	Students are in attendance in a classroom and taught by OCT-certified teachers who are paid according to their standing on the grid	"Day School Register"	Average Daily Enrolment (ADE) uses two count dates (October 31 and March 31) weighted 50/50. Full Time Equivalency (FTE) at each count date is based on number of minutes of instruction per day (210 or more minutes/day equals 1.0 FTE). Anything less than 210 minutes/day is a part-time student and prorated based on 300 instructional minutes per day	Pupils <u>under 21</u> years of age are funded at day school rate, generated through the various components of the GSN (provincially projected to be about \$10,000 per pupil [2010-11], but varies from board to board) Pupils <u>21 years of age and over</u> are funded at \$3,133 (2010-11) per ADE. Also, there is additional funding recognition through various special purpose grants such as school operations, school renewal and indirectly through flexibility in other GSN grants
Adult Continuing Education Day School	Students are in attendance in a classroom and taught by an OCT-certified teacher (continuing education teacher) paid on an hourly basis	"Adult Credit Courses taken for Diploma purposes"	Calculation is based on average daily attendance	Same as for pupils 21 years of age and over described above, but at a 2010-11 funding benchmark of \$3,243 per ADE Small class size adjustment applies to small classes under 15 (part of A&CE register)
Summer School	Students taking summer credits are taught by OCT-certified teachers	" Summer school"	Calculation is based on average daily attendance	Same as for pupils 21 years of age and over described above
Night School/Weekends	Classes are taught by an OCT-certified teacher (continuing education teacher) paid on an hourly basis	"Adult Credit Courses taken for Diploma purposes"	Calculation is based on average daily attendance	Same as for Adult Continuing Education Day School above, but no direct additional funding grants such as school operations and school renewal
Correspondence/ Self – Study	Programs are available to allow part-time day school students as well as adults to complete modules of work, which are evaluated by OCT-certified continuing education teachers	"Correspondence, Self-study"	Courses consist of 20 lessons To be used for e-learning for pupils 21 years of age and over	Funding is contingent on number of lessons marked, not attendance. Each lesson generates \$18.62 of funding

Program	Description	Applicable register	Criteria	Funding
PLAR for mature students	<p>Formal evaluation and credit granting process whereby mature students may obtain up to 26 credits for prior learning. This can be done in 3 ways:</p> <ol style="list-style-type: none"> 1. By completing assessments in specific courses such as English and math to earn up to 16 grade 9 and 10 credits 2. By providing proof of completion of equivalent educational experiences that relate to the overall expectations of specific Grade 11 and 12 Ontario course curriculum guidelines 3. By a challenge process to demonstrate mastery of course expectations of specific Grade 11 and 12 credit courses 	No register	<p>The learner must be 18 years of age, have not attended school for a year and be pursuing an OSSD</p> <p>PLAR for mature students needs to be carried out under the direction of the school principal who grants credits</p>	<p>Funding is provided at the following 2010-11 rates:</p> <p>\$117 per individual assessment for Grade 9 and 10 credits</p> <p>\$117 per individual student equivalency assessment for Grade 11 and 12 credits</p> <p>\$352 per completed challenge for Grade 11 and 12 credits</p> <p>This funding is available only once per year per student</p>

Based on Ministry of Education grants of 09-10

Over the course of the review, adult and continuing education administrators voiced their concern about the complexity of the register system. Specifically, adult and continuing education leaders noted that the large amount of time and human resources required to administer the number of registers associated with adult and continuing education is adversely affecting programming. The ministry should consider working with adult and continuing education administrators to simplify the register process.

How Grants Are Calculated

Grants are calculated in various ways. The calculation of the ADE used in A&CE programs is different from that for regular day school programs. For the purposes of this review, it is important to understand the differences between how enrolment is calculated for A&CE and how it is calculated for regular day school programs.

Regular day school programs utilize a full time equivalency (FTE) calculation based on the number of minutes of instruction per day (300 minutes/day divided among multiple class periods). A regular secondary day school student

receiving a minimum of 210 minutes of instruction is counted as 1.0 FTE. A student receiving less than 210 minutes of instruction is deemed to be part time, and the FTE is prorated accordingly. These FTE counts are taken at two points in time (October 31 and March 31) and are given equal weight (50/50). This count generates the regular day school average daily enrolment (more commonly referred to as the regular day school ADE). Students who show up before or after the two count dates are not reflected in the ADE. Conversely, students counted at the two count dates who leave after those dates are still reflected in the ADE and therefore qualify for funding through the GSN. This approach provides a measure of stability to counter the effects of fluctuating enrolment throughout the school year. As well, counting a secondary student who is receiving the minimum of 210 minutes of instruction as 1.0 FTE provides additional flexibility and funding for secondary programming through the GSN.

By comparison, the ADE calculation for A&CE (excluding Adult Day School) does not use count dates but tracks actual attendance almost on a real time basis. Attendance for each class over the term of the credit course is tracked and recorded in the A&CE Continuing Education enrolment registers. A student attending only half the classes in a course would count as only half an FTE, which would reduce the funding for that student accordingly. Given the volatile nature of attendance in A&CE programs, this calculation method creates budgeting difficulties for these programs. Learner retention is therefore a key factor in maintaining a viable program for courses funded using the A&CE ADE calculation.

6.2 Student and Community Need

A second factor that influences the choice of business model is student and community need. Learner attendance is critical to the success of an adult and continuing education program. The ability to deliver a viable program depends to a considerable extent on the ability to predict student numbers with some accuracy. However, fluctuating, unpredictable demand for and attendance in these programs, coupled with the need for continuous intake, can make program planning and delivery a complex undertaking.

Information from assessments of previous enrolment patterns is an essential planning and budgeting tool. Adult and continuing education leaders and their financial analysts use this information to estimate both student/community needs for programming and operational costs, including staffing costs, site costs, resource costs, costs for professional development, and additional operating costs such as photocopying.

One task undertaken by the Deloitte team was determining how adult and continuing education programs assess student and community need in order to estimate revenues and costs. Interviewees were asked whether and how they assessed their existing and future client base and/or the demand for and delivery costs of existing programs and services. They were also asked if assessments were done in conjunction with other providers such as community colleges and/or coterminous boards. Interviewees were also asked what mechanisms were included in the design of the delivery model to enable

administrators to identify and respond to annual changes in need at the student, community, and board level.

It is important to note that although the majority of adult and continuing education programs do not perform formal local needs assessment, adult and continuing education leaders have built local networks and partnerships that arguably outweigh the benefits of a formal needs assessment. The ability and willingness to form

partnerships is a strength of adult and continuing education programs, and also provides benefits that have a positive

ripple effect across the entire board. In particular, because adult and continuing education leaders and their staff are out in the community on a daily basis, they are instrumental in forging the partnerships that enhance public awareness of and confidence in school boards as important contributors to the well-being of the whole community.

Partnerships formed through adult and continuing education have beneficial effects across the entire board.

The table that follows lists the principal means used by adult and continuing education programs to determine student and community need. (Details by individual board can be found in the board profiles in Appendix C.)

Internal Sources	External Source
Contacts with secondary principals at secondary operational meetings	Close relationship with municipalities
Input from school councils.	Involvement in a number of stakeholder working groups (e.g., the Economic Planning Board of Brockville)
Close cooperation between principal and the Student Success Leader	Close relationships with social and economic groups on the ground.
Regular contacts with day schools to identify literacy and numeracy needs outside the classroom.	
Board research on student needs	Formal surveys of employer needs (e.g., of 12 employers surveyed by Conseil scolaire catholique de district des Grandes Rivières in Timmins, 50% said they required employees to have an OSSD).
Enrolment numbers	
Feedback from students.	

6.3 Four Commonly Used Business Models

The Deloitte team found four main business models that school boards use to deliver programming. These are: adult day school with grid teachers, adult continuing education day school with hourly paid teachers, correspondence/self-study, and a mixed delivery model combining components of all three. Boards select

the model or combination of models most appropriate to the types of programs required by their clientele and the environmental factors that affect delivery in their area. The fact that there is considerable flexibility in how programs may be offered is helpful to boards in managing costs.

For example, school boards have flexibility within the various GSN grants to assign funding to other priorities. Direct funding for school maintenance and repairs is provided through the School Operation and School Renewal Grants for A&CE programs (excluding evening and weekend programs). School boards have also reported utilizing the Literacy and Numeracy allocation, the Cost Adjustment for Non-Teachers, the Declining Enrolment Adjustment, and the Rural and Small Community allocation to support A&CE programs. There are other flexible grants that boards can choose to utilize (e.g., Program Enhancement). For schools that have adopted a mixed delivery model, the school foundation grant provision for minimum staffing levels of one principal and one secretary benefits all students enrolled in the school.

Each of the four models is described below, including its areas of strength/success and areas of challenge/risk, as identified by the reviewers based on specific examples. It is important to note that what is an area of strength for one program can be a challenge for another, depending on environmental factors.

6.3.1 Adult Day School

A number of the DSBs reviewed used the adult day school business model to provide adult and continuing education to their learners. The adult day school model is used because it allows for a significantly greater level of flexibility than the other models. The strengths and challenges of this model are as follows:

	Strengths	Challenges
Programming	<ul style="list-style-type: none"> All students, regardless of age attend the same courses Flexible scheduling and timetabling meet the needs of the learner DSBs have the ability to provide alternative programming 	<ul style="list-style-type: none"> All students, regardless of age attend the same courses
General Management	<ul style="list-style-type: none"> Strong support by DSB to treat adult day schools the same as secondary schools provides them with the opportunity to leverage DSB for staff and services A&CE is included in the DSB's Board Improvement Plan Guidance counsellors readily refer day school students to A&CE for summer and night school 	<ul style="list-style-type: none"> A significant amount of the principal's time is spent on staffing and administering collective agreements Managing enrolment registrations is complex and time consuming
Human Resources	<ul style="list-style-type: none"> All teachers have opportunities for PD as teachers are DSB grid teachers There is a lower teacher turnover rate 	<ul style="list-style-type: none"> Staffing costs are high – depending on the local collective agreement of the board

	Strengths	Challenges
Facilities and Resource Management	<ul style="list-style-type: none"> • School foundation grants are allocated by BSID and support the costs of in-school administration, including principals, vice-principals, and secretaries, as well as the cost of supplies for school administration and pupil purposes. Special purpose grants and accommodation grants are also provided • Programs qualify for school operations and renewal grant through GSN • Board OHS policies apply to all sites (because of similarity to the regular day school system) 	<ul style="list-style-type: none"> • Some adult learners do not want to attend classes in a “high school” • There may be competition for facilities under the Community Use of Schools initiative • Providers need to maintain positive relations with day school principals to keep schools open for summer and night school • Schools dedicated to students 21 and over have limited access to GSN grants outside of A&CE funding. • There is a premium on ensuring that students are in class on ADE count dates
Financial Management	<ul style="list-style-type: none"> • Students under 21 are funded as regular day school students. All GSN funding applies. This funding can be leveraged to support all students • The day school register does not count daily attendance, but takes two snapshots of attendance on Oct. 31 and Mar. 31 and allows each student taking 3 full credits on that date to count as 1 FTE (i.e., 210 out of 300 minutes per day = 1.0 FTE) 	<ul style="list-style-type: none"> • Schools dedicated to students 21 and over do not qualify for the GSN grants that regular day school students (under 21) qualify for

Areas of Success:

- A&CE principals have the option to attend all meetings of secondary principals, which allows for two-way information sharing.
- Where a board (e.g., Upper Canada DSB) combines adult and continuing education and alternative programming, staff can more easily provide learner pathways between the regular day school and alternative programs. Alternative programming provides at-risk students with a learning environment that enables them to focus and to obtain access to a Youth Worker. This DSB emphasized the importance of a two-way partnership in which the alternative program meets the needs of the students in whatever way is required and the regular day school adapts to the students once they return.
- Night school: Ottawa-Carleton DSB contacts all registrants who are “no-shows” on the first night of classes and has the ability to consolidate night school courses if registration does not meet thresholds.
- For the majority of programs, all functions and services, including finance, HR, IT, and procurement, are shared and are provided by the board.

Areas of Risk:

- Having a mix of students over and under 21 in the same classroom was cited as positive by some programs but more often as a negative in that the learners’ levels of maturity are not the same and/or some of the

students between 18 and 21 have behavioural issues (e.g., mental health, addiction, or anger management).

- High staffing costs put a premium on ensuring that students are in class on the ADE count dates. For adult students with multiple responsibilities this can be a challenge. It can also be a challenge when at-risk students are temporarily transferred from their regular high school program in order to receive more individualized support in the A&CE program. These transfers tend to happen between November and February, so that these students are not counted as part of the A&CE program on count dates.
- The need to follow all policies and procedures of the DSB can compromise the ability to partner, particularly in relation to facilities.
- The cost implications of the provisions of the new Ontario Disability Act were cited as a future risk. Although this issue was discussed in an interview dealing with adult day school, it can apply to all business models.

6.3.2 Adult Continuing Education Day School

A number of the DSBs reviewed use the continuing education day school business model to provide adult and continuing education to their learners. Those DSBs that use this model cited its level of flexibility as the key reason for choosing it. The strengths and challenges of this model are as follows:

	Strengths	Challenges
Programming	<ul style="list-style-type: none"> • Programs are only run if the learner demand has reached the minimum A&CE programs class loading factor (i.e., "break-even point") or a board has decided to subsidize the additional cost from other program areas • There are no caps on class size • Programs can be run more cost-effectively at a high class size loading factor 	<ul style="list-style-type: none"> • High class sizes could lead to higher drop-out rates • Facilitating and tracking daily attendance can be difficult
General Management	<ul style="list-style-type: none"> • An SO Champion is available to promote continuing education within the DSB • Close relationship with secondary schools allows coordinated delivery of night and summer school 	<ul style="list-style-type: none"> • The majority of the principal's time is spent on staffing, administering collective agreements, and managing registrations
Human Resources	<ul style="list-style-type: none"> • Hiring levels are flexible because based on learner enrolment • Cost of hiring continuing education teachers can be lower, depending on the local collective agreement of the board • Innovative staffing structures are possible, including use of para-professionals such as program and site monitors • Staffing costs are lower 	<ul style="list-style-type: none"> • No grants are available for the professional development of continuing education teachers. As a result, A&CE needs to assume this cost within existing funds, which may or may not be sufficient depending on loading factors of classes • A high number of staff administrative hours are spent ensuring that students attend classes (e.g., making follow-up calls) • Teacher retention is an issue; continuing education teachers may be looking to become statutory teachers, making continuous hiring a reality

	Strengths	Challenges
Facilities and Resource Management	<ul style="list-style-type: none"> Control over facilities funding allows flexibility in choosing program locations Funding is provided through the school operations and renewal grant (with the exception of recognition for night school and weekend classes) Other indirect supports available through various GSN grants include: Literacy and Numeracy, Cost Adjustment for Non-Teachers, Declining Enrolment Adjustment, and Rural and Small Community. Boards have flexibility in allocating other grants (e.g., Program Enhancement grants). For schools that have adopted an adult continuing education day school model, the school foundation grant provides for minimum staffing levels of one principal and one secretary, which benefits all students enrolled in the school 	<ul style="list-style-type: none"> Multiple locations create administrative and support staff challenges
Financial Management	<ul style="list-style-type: none"> Co-location maximizes available funding from multiple sources to complement EDU funding 	<ul style="list-style-type: none"> All costs need to be projected based on attendance

Areas of Success:

- The use of early registration dates and reinforcement registration whereby calls are made to students if they do not show up on the first day of class reduces unpredictability and facilitates planning.
- To capture early school leavers in the day school system, namely those students who have left without an OSSD, York Region DSB puts together a list of students with fewer than 30 credits that is generated at the beginning of the year. A part-time worker then calls the students and sets them up for a guidance appointment. This strategy has been very successful in bringing students back into the system and is an example of how cooperation between A&CE and K-12 schooling can enhance student achievement and well-being.
- Simcoe County DSB uses Learning Centre coordinators to operate six sites. Coordinators are hired based on their managerial skills and knowledge of programming and are responsible for managing relationships within the community, assessing student and community need, overseeing staff, and managing the budget for that centre. This staffing model provides the adult and continuing education program with in-depth local knowledge as well as a management team to ensure that critical factors for succession and talent development are in place.
- Peel DSB has appointed an SO of Adult and Continuing Education who reports directly to the Director of Education.

Areas of Risk:

- Class sizes are often quite high - anywhere from 35 to 39 students but are often subject to high dropout rates. Smaller programs do not have the same economies of scale as larger programs.

- Attendance patterns are irregular because adult learners are usually managing other responsibilities such as children and employment.
- Funding based on pupil attendance requires students to attend a minimum of 90 hours of classes and not to miss three or more classes in a row. A high premium is therefore put on learner retention, as there is no additional source of funding apart from attendance.

6.3.3 Correspondence/Self-Study

The Deloitte team found that this business model works best for school boards serving small remote communities dispersed over large geographical areas.

Remote and rural boards that mostly use the correspondence/self-study register have developed a staffing model that can respond to fluctuating demand. In one board, the finance department has established an annual quota system that is monitored weekly by the site administrator to ensure that all teachers have a steady flow of lessons to mark. A tracking system developed by the math teacher is used to manage the quota system and tabulate marks that are entered into the board's student management system. In addition, teachers are expected to spend approximately 45 per cent of their time in a classroom setting so that they are available for tutoring while marking lessons. Teachers who exceed their quota at the end of the year are entitled to bonus pay. Every year, between 100 and 120 adults graduate with a high school diploma from this adult learning centre.

The strengths and challenges of this model are as follows:

	Strengths	Challenges
Programming	<ul style="list-style-type: none"> • The model works well for DSBs serving large geographical areas with remote communities • The model works well in areas where the high mobility of learners results in low class attendance • Economies of scale and synergies can be achieved through partnerships with other rural and remote DSBs, with improved ability to meet the needs of learners across a region in which multiple boards operate programs • Continuous intake provides the flexibility to capture students when they walk in the door and enrol them right away without having to wait for the next intake date • Self-directed credit course materials can be used 	<ul style="list-style-type: none"> • There is a high dependence on technology • Night/summer school are not provided where this is the primary business model • Learner use of tutors is voluntary, leading some learners to give up when the course material is difficult to understand
General Management	<ul style="list-style-type: none"> • The SO Champion promotes continuing education within the DSB • The flexibility of a correspondence/ self-study model that is not dependent on a physical structure facilitates partnerships 	<ul style="list-style-type: none"> • The majority of the leader's time is spent on managing quotas

	Strengths	Challenges
Human Resources	<ul style="list-style-type: none"> • The use of term positions provides flexibility to hire based on learner enrolment • Core staff can be a mix of teachers on the grid and hourly paid teachers, allowing continuity in staffing and accumulation of a fund of knowledge about adult and continuing education • Teachers can be shifted to in-class tutoring if there are not enough lessons to be marked 	<ul style="list-style-type: none"> • A large proportion of the leader's time is spent on managing HR through lessons with teaching quotas • Existing A&CE funds may or may not be sufficient to cover this cost, depending on the loading factors of classes
Facilities and Resource Management	<ul style="list-style-type: none"> • Control over facilities funding allows flexibility in choosing program locations • Without the need for a classroom setting, the ability to co-locate services increases 	<ul style="list-style-type: none"> • No accommodation grants are provided. The cost of facilities must be covered by registers, partnerships, or the DSB • Physical space is required for tutors
Financial Management	<ul style="list-style-type: none"> • The ability to provide a full range of programming allows leveraging of additional administrative dollars through MTCU and MCI funding 	<ul style="list-style-type: none"> • Funding is based on the number of lessons marked rather than on attendance • The ability to leverage additional administrative dollars through MTCU and MCI funding depends on offering a full range of programming, but full programming is difficult if only a correspondence model is used

Areas of Success:

- Lakehead DSB and Keewatin-Patricia DSB have a partnership in place that provides both boards with economies of scale and creates synergies that better serve the needs of learners across a region in which multiple boards operate programs. This mixed delivery model in which KPDSB provides a “gateway to Lakehead services” is considered to be a viable business model for DSBs in rural and remote areas as it enables adults to stay in the community while receiving education and training. Part of the success of this model is based on the ability of KPDSB to:
 - find and staff delivery sites (2 FTEs and 4 part time equivalents);
 - distribute lessons and materials to learners;
 - provide learners with access to computers;
 - administer proxy exams.
- The model facilitates the provision of services to remote First Nation communities. For example, Lakehead DSB has partnerships with four Bands to provide courses to students living on reserve. A site monitor and technology enabling access to ILC course materials are also provided.
- The model facilitates partnerships with external community agencies to provide professional development support. Lakehead DSB partners with the Canadian Mental Health Association to provide mental health awareness training for teachers. Teachers can also take part in any board PD opportunities.

- Lakehead DSB provides the adult and continuing education program with a school facility free of charge to run its administration and other courses (e.g., ESL).
- Conseil scolaire catholique de district des Grandes Rivières uses this model to service suspended students in remote areas.
- Algonquin and Lakeshore Catholic DSB provides correspondence through ILC materials.

Areas of Risk:

- Because the register is not attendance based, there is often a high drop-out rate, which produces lower ADEs than were projected in the board estimates.
- Funding depends entirely on effective monitoring of the quota system, as there is no additional source of funding apart from lessons marked.
- The model is highly dependent on the use of technology to communicate across DSBs as well as between DSBs and students. There are a variety of risks attached to this dependence. For example:
 - The system must be able to handle high volumes – approximately 1,000 pages of lessons are scanned every week between Lakehead and KPDSB.
 - Some adult learners who have not grown up with technology are not comfortable using it as a learning support tool.
 - Increased traffic on the DSB servers requires additional support from IT.
 - Technology dependence increases the difficulty of seamlessly integrating the collection of data on student achievement with reporting of results.

6.3.4 Mixed Delivery Model

Because adult and continuing education programs cater to a wide variety of learners and community needs, their ability to remain flexible and nimble is of paramount importance. To enhance this ability a number of A&CE programs have combined elements of the three models above to create a mixed delivery model. This model brings in components of the adult day school, adult continuing education day school, and correspondence/self-study.

From a programming perspective, this model provides a number of benefits. First, it is able to provide flexible scheduling and timetabling to meet the needs of the adult learner. This is done through continuous intake as well as the use of correspondence courses to provide immediate programming for learners who enrol between quadmester intake dates. Continuous intake is used at Algonquin and Lakeshore Catholic DSB and was cited as being invaluable in allowing the board to capture learners throughout the year and keep them till they could be registered for a class. As well, this model allows the provision of summer and night school to regular day school students as well as adolescents and adults.

The mixed delivery model also accommodates the use of alternative programming, as is the case in Upper Canada DSB and Thames Valley DSB. The Deloitte team discovered that a number of synergies between the regular day school system and alternative programs are achieved in DSBs that choose this model.

The mixed delivery model also provides financial flexibility by enabling cross-subsidization for 18- to 20-year-old regular day school students and adults 21 years of age and over. In this way, it provides more generous revenue sharing than the other models. The day school rate for learners under 21 includes additional funding for administration, equipment, support staff, and textbooks that is not provided for learners over 21. Combining the two types of learners thus brings enrichment to programs without requiring changes to the funding formula, and gives adults over 21 access to additional supports. This model also uses a combination of grid teachers and hourly paid teachers. While the foundation of the model is the funding for the 18- to 21-year-olds, the combined components interlock and support each other. From a registers perspective, the model incorporates the day school register and the continuing education register as two separate entities. The benefits of this option are diluted if the school is distributed over multiple sites.

From a management perspective, the Deloitte team noted that there is mixed support for internal partnerships within the DSB in this model. However, an example of an effective internal partnership was evident in the Thames Valley DSB, whose A&CE program receives support from both the HR and finance staff of the board. Given that the majority of principals reported spending the majority of their time on staffing and on administering collective agreements, this type of sharing has the potential to produce efficiencies.

The mixed delivery model also provides flexibility to hire staff based on demand. The Deloitte team noted that a number of blended programs have staffing structures based on a core staff of grid teachers with fluctuating demand met by the use of hourly paid teachers on term contracts. This structure enables A&CE to cope with the inevitable ebb and flow in demand for programs. However, this structure may result in different employment conditions for teachers who are working side by side. The differences were particularly evident with respect to professional development (PD) opportunities. Yet, as will be discussed in the following section, DSBs have created a number of innovative mechanisms to ensure that all teachers, both grid and hourly paid, are provided with the same level of PD.

From a facilities and resource management perspective, A&CE leaders reported that a mixed delivery model can create administrative and staff challenges for programs delivered at multiple locations. However, a number of A&CE programs have created site supervisor positions to help deal with this challenge. For example, Simcoe County DSB uses learning centre coordinators to manage each of its programs in the various communities it serves. These individuals are hired based on their knowledge of the local community and their ability to create and maintain linkages with community organizations. They provide relevant information to the A&CE leader, who then shares it with the SO Champion when discussing programs.

A&CE programs using the mixed delivery model can also receive school foundation grants. However, interviewees reported that these can be inadequate if the school is distributed across multiple sites.

Areas of Success:

- All DSBs had an SO Champion of A&CE.
- The model enables DSBs to provide night and summer school programs.
- York Region DSB reported that employing a full-time continuing education technology administrator enabled A&CE to track graduation rates and present this information to trustees at the end of the year.
- Upper Canada DSB and Simcoe County DSB reported successful use of flexible programming such as a continuous intake model to register students struggling in a course or students registering between quadesters.
- The model enables programming to be tailored to the age and needs of learners. For example, Simcoe County DSB has an adult day school for students 21 and over, a Phoenix Program for students aged 18 to 20, and delivers summer and night school programs as well.

Areas of Risk:

- Given teachers' preference for full-time and permanent positions, summer and night school staff can be difficult to recruit and retain. There is also the added challenge of training an individual on the specific programming requirements of summer and night school for a program that begins and ends within six weeks.
- It can be difficult to monitor registers and ensure that students are in class on the ADE count dates. Learner retention is critical, as there is no additional source of funding apart from attendance.
- There are additional costs attached to providing professional development opportunities, in particular related to the need to be legally compliant with board occupational health and safety requirements in all board-owned facilities. As well, there are extra costs associated with delivering workplace training in an equitable way to all the different employee groups in A&CE.

6.4 Leveraging Other Resources

Over the course of the visits the Deloitte team noted that school boards enhance the viability of their programs through the delivery of a variety of other programs. In fact, a number of school boards said that they would not be able to run a viable adult and continuing education program without also delivering non-credit ESL/FSL, LBS, and LINC programs.

These programs enhance the viability of A&CE two ways. First, the formation of additional partnerships enhances the ability to provide additional, “wrap-

around” services to the learner, such as literacy and basic skills training and language classes provided through LBS, LINC and ESL/FSL programs. These types of services maximize the effectiveness of the programming available from multiple ministries, creating a seamless structure of support for the learner. Second, these programs bring welcome “top-up” funding, which is often used to cover the cost of administering multiple sites in locations convenient to the learner. In this way, A&CE programs make strategic use of public funding to address local needs and circumstances.

When asked about the impact that other government programs have on adult and continuing education

The viability of A&CE programs depends on providing non-credit ESL/FSL, LBS, and LINC programs.

credit programs (e.g., Literacy and Basic Skills [MTCU], non-credit ESL/FSL [MCI], and the federal LINC ESL/FSL program), all DSBs responded that the impact is positive. DSBs that do not have the ability to offer one or more of these programs miss out on opportunities to share information with other providers and networks, are less able to provide coordinated services and supports to learners, and have fewer sources of additional funding to help offset administrative costs.

To respond to community needs, a number of adult and continuing education programs also provide non-credit programming, including government programs such as non-credit ESL and FSL and popular programs such as driver’s education and general interest programming. The Deloitte team found that these programs are offered through the continuing education arm of A&CE programs.

The Deloitte team found one case of non-credit programming offered through an arm’s-length entity – Halton DSB’s Centre for Skills Development and Training. This non-profit entity provides career and workforce development programs, with school board control maintained through the governance structure of the centre.

Non-credit offerings vary across the province, and are based on community need. Although these programs were not covered by the scope of this review, it is important to note that a majority of school boards offer their credit and non-credit programs as “adult and continuing education” programs, leveraging the benefits of each to create synergies. In this case boards ensure that credit registers and accounting are maintained separately, as required by the Education Act. A few school boards such as Ottawa-Carleton maintain continuing education as a separate entity that can generate revenue in excess of expenses. Boards vary as to how such revenues, if any, are allocated. In some boards, the continuing education program retains these revenues, while others give them back to the board.

Adult and continuing education programs also benefit from delivering additional programming such as the Personal Support Worker Program (PSW), which can be bundled with credit programs, literacy and numeracy programs, and international language programs. For example, adult day school programs and continuing education programs can receive \$51.62 per classroom hour to

provide approved international language instruction in a language other than English or French.

The allocation for providing literacy and math instruction outside the school day provides funding for additional supports to enhance the literacy and math skills of students who are at risk of not passing the Grade 10 literacy test. In 2010-11, per pupil funding has been increased to \$6,351 per ADE. This program also provides support for transportation for students to summer programs, creating opportunities for school boards to leverage resources for the provision of summer school. The school operations and school renewal allocation for students in Grade 7-12 literacy and math summer school programs provides funding which school boards can use to help maintain facilities that house other programs as well. This is a key example of the benefits of partnerships between A&CE and the regular day school system.

Boards also receive funding to deliver prior learning assessment and recognition (PLAR) services for mature students. However, the Deloitte team heard that school boards find it challenging to provide PLAR for mature students, as additional hours are required to assess equivalent formal and informal learning from jurisdictions outside Canada. As a result, adult and continuing education programs are subsidizing PLAR because of its importance in enabling adults, particularly immigrants, to achieve their goal of high school graduation in the quickest, most effective way possible. The ministry is encouraged to revisit the funding for PLAR for mature students in light of the additional hours required to provide initial assessment services and assess equivalent credits from other jurisdictions.

The Deloitte team discovered that more boards are exploring e-learning as a strategy to maximize and leverage resources while increasing their ability to reach students. E-learning enables boards to deliver courses to learners who are scattered over large geographical areas. The Deloitte team heard that although this delivery method has tangible benefits for small, rural, and isolated communities, the cost of infrastructure is also prohibitive for these boards. In addition, many boards voiced a concern that their older adult learners and a large number of newcomers are not comfortable with e-learning and that this reduces its scope as a mode of delivery. Even with younger learners – early leavers or at-risk students – the one-on-one connection with the teacher is crucial and is felt to be diluted in an e-learning model. For these reasons, many boards are tentatively exploring e-learning but are not yet using it to its fullest extent.

7 Key valuable practices and related recommendations to support viable adult and continuing education programs

This business model review of adult and continuing education programs is intended not to evaluate individual programs on their outcomes and/or success but to identify those practices, models, and ideas that result in positive educational outcomes. The review highlights a range of valuable practices across the sector within the current resource and operational framework of adult and continuing education programs offered by boards. Valuable practices vary across current adult and continuing education programs. This review focused on practices that appeared to provide the most significant benefit to the boards that have adopted them.

To facilitate the broader implementation of these valuable practices, the review describes a number of steps that can be taken at the school board level to improve the way adult and continuing education resources are allocated and to enhance the viability of a board's chosen adult and continuing education business model. These steps, described in 26 supporting recommendations, will ensure the viability and success of adult and continuing education programs across the province and may encourage the development of similar programs in DSBs that currently do not offer adult and continuing education programs and services.

The review team recognizes that adult and continuing education programs are complex by virtue of the fact that they serve a wide variety of learner needs across multiple programs with different objectives. The recommendations take into consideration Ontario's geographic size and economic and cultural diversity and respect the fact that a "one-size-fits-all" approach would be inappropriate.

Although there is no single mix of factors that is optimal under all circumstances, data gathered from the site visits indicate that these core five valuable practices constitute the necessary components for a well-run adult and continuing education program. The strength of these practices is that they are applicable to each of the business models regardless of local environmental factors, the type of region, or the size or language of the board.

7.1 Leadership

Valuable Practice

The DSB promotes a leadership focus on how A&CE programs contribute to meeting ministry objectives, address community needs, and the needs of students (over and under 21), support student success, and provide learner pathways for all students.

Recommendations:

1. DSBs should ensure consistent messaging from senior administration that A&CE is a valuable and additional resource for meeting student and community needs. DSBs should have a demonstrated commitment to A&CE as a vehicle that supports the DSB's vision, mission, and mandate through its role as part of a continuum of learning designed to provide learner pathways for all students. Leadership at the school, board, and provincial levels is integral to achieving this objective.
2. The SO Champion should keep the A&CE file for a minimum of three years in order to develop a deep understanding of A&CE that will assist in championing this file at the senior administration level.
3. SO Champions should attend one Ontario Association of Continuing Education School Board Administrators (CESBA) conference each year to develop a greater understanding of A&CE.
4. The SO Champion of A&CE should work closely with the SO of Student Success to share resources, new ideas, and innovative approaches to helping all students graduate from high school.
5. DSBs and SO Champions should recognize the unique skill set of adult and continuing education leaders (managers and principals) as being key to managing adult and continuing education programs in a fiscally responsible way and integral to managing the relationship between the DSB and the adult and continuing education program.

Key finding:

The Deloitte team found that SO Champions are integral to creating a seamless integration between the regular day school system and A&CE.

Strong board support results in a seamless integration between school board administration and the adult and the continuing education program at the site level.

Examples:

In Halton DSB, integration was achieved at all levels of the organization including senior administration and staff. This integration also brought with it an increase in internal partnerships within the school board to share operational and instructional services and provide facilities at minimal or no cost to the site. In addition, staff support for HR, finance, and

information technology was provided at no cost to the adult and continuing education program, based on board policy that these programs are part of a continuum of learning within the school board's system.

In another case, the senior administration of the Conseil des écoles publiques de l'Est de l'Ontario identified improved retention, success for all students, and the provision of a positive and alternative learning environment as added benefits that the adult and continuing education program at "Carrefour" brings to the larger school board. The added benefit of consistent messaging from senior administration is an explicit and implicit commitment to collaboration and shared decision making within the board.

 **Key finding:**

Successful examples of SO Champions include those whose responsibilities align with adult and continuing education.

The Deloitte team found that a challenge for adult and continuing education programs is that superintendents responsible for adult and continuing education are frequently changed just as they are becoming familiar

with the issues in this program area. Given the complexity of the funding, programming, and resource requirements in adult and continuing education, superintendents should keep this file for a sufficient length of time to understand these complexities and be a strong voice and advocate for A&CE at the senior administration table.

"The supervisory officer builds collaborative cultures, structures the organization for success, and connects the board and schools to their wider environments."

(Putting Ontario's Leadership Framework Into Action: A Guide for School and System Leaders, p.13)

Examples:

The SO Champion at Algonquin and Lakeshore Catholic DSB is a superintendent of secondary schools. Through her role, she champions A&CE both through Executive Council (all academic SOs) and Administrative Council (academic SOs and business managers).

In Halton DSB, the SBO acts as the SO Champion. Having an individual with a strong understanding of finances based on the register and grant system is also beneficial. Both of these individuals have been in the role of champion for three years in their respective boards.

 **Key finding:**

The Deloitte team heard that CESBA is an important forum for SO Champions to attend to develop a greater understanding of A&CE.

Although there are many forums for professional learning organized by the Council of Directors of Education (CODE) and the Council of Ontario School Board Officers (COSBO) for their members, CESBA's focus is specifically on adult and continuing education. The Deloitte team heard that CESBA conferences are largely seen as the forum for professional development and networking in this sector. Attendance brings with it the added benefit of opportunities to meet other superintendents and to form partnerships across DSBs at the senior administration level. CESBA currently offers a pre-conference session on leadership. SO Champions are encouraged to attend the annual conferences for new and current SO Champions in order to gain an understanding of how adult and continuing education works and to share best practices among their peers.

Example:

A number of SO Champions attend at least one CESBA forum a year. Those that do, report a higher level of understanding of how A&CE operates and the synergies between the regular day school system and A&CE. This understanding in turn leads to opportunities to give relevant feedback to A&CE principals and administrators.

 **Key finding:**

The Deloitte team found that clear alignment between adult and continuing education and the goals of the Student Success strategy encouraged the sharing of resources, new ideas, and innovative approaches to help students graduate from high school.

To increase the understanding of adult and continuing education and leverage resources across the school board, the SO Champion is also encouraged to develop strong linkages with the SO of Student Success to share resources, new ideas, and innovative approaches to help students graduate from high school. There is a clear alignment between adult and continuing education and the goals of the ministry of Education's Student Success strategy in helping students tailor their education to their individual strengths, goals, and interests.

Example:

In one case, the SO Champion of Thames Valley DSB spoke about the A&CE principal and vice-principal as being the "go-to-persons" for principals in the regular day school system when they require additional supports to enable their students to graduate.

The Deloitte team heard that in remote and rural boards facing declining enrolment, the Student Success vision includes providing education and training for adults so that they can stay in the community.

Key finding:

The Deloitte team heard that the most successful A&CE principals possess unique skill sets that enable them to act as a liaison with both the community and the regular day school system and that A&CE staff recruitment and retention are tied closely to the A&CE leader. Strong A&CE leaders draw in highly competent staff, ensuring viable succession and talent development.

The value of a strong adult and continuing education leader cannot be overstated for programs that need to operate in a fiscally responsible way. The Deloitte team heard from many SO Champions that the success of the adult and continuing education program is directly attributable to the leaders and the teams they form.

“The leadership provided by principals and vice-principals is critical to the development of excellent teaching, excellent schools, and, ultimately, enhanced student achievement.”

(Putting Ontario’s Leadership Framework Into Action, p. 3)

A strong principal ensures that programs offered through A&CE are responsive to student and community needs while minimizing the risk to the board. They do so through a combination of flexibility, collaboration, advocacy, system thinking, and community acumen.

One way of achieving responsiveness is to build relationships with other principals in the system.

Examples:

At Thames Valley DSB the A&CE principal attends all secondary school principals’ meetings, and the A&CE vice-principals also attend all secondary school vice-principals’ meetings. Participants reported that these contacts increased mutual respect and exchange of knowledge among both groups of leaders and promoted a proactive approach to program intervention.

In another case, Halton DSB noted that the increased collaboration between the two systems was made possible by positioning A&CE as a supporting school where adolescents coping with turmoil in their personal lives can focus without the distractions found in a regular day school setting.

The Deloitte team heard that some boards consider where principals and vice-principals want to be in five years when planning for system needs.

Examples:

In Thames Valley DSB, the adult and continuing education vice-principal is being placed in a regular high school prior to becoming the principal of the adult, alternative, and continuing education program. This is because an ideal A&CE principal candidate must be a seasoned, entrepreneurial administrator who can think on his or her feet while engaging in dialogue with the rest of the system.

In another example, York Region DSB incorporates night school and summer school into the board's succession plan. Only future administrators, supported and mentored by the principal of adult and continuing education are allowed to apply for these positions.

Leadership is also a critical factor in bringing in highly competent staff to the vice-principal and site administrator roles. A&CE leaders have oversight and responsibility over multiple locations. For example, the principal of a program using a mixed delivery model may end up managing as many as five schools in order to serve the diverse needs of learners within the board, including night school, summer school, adult day school, adult continuing education day school, an alternative school, the International Language program, and several non-credit programs. Given this degree of complexity, having strong site administrators and vice-principals is integral to ensuring the successful delivery of A&CE programs.

Example:

Simcoe County DSB uses learning centre coordinators to manage each of its programs in the various communities it serves. These individuals are hired based on their knowledge of the local community and their ability to create and maintain linkages with community organizations. Their local knowledge and contacts are shared with the A&CE leader, who then shares it with the SO Champion when discussing programs.

7.2 Partnerships – Internal and External

Valuable Practice

Strategic partnerships, both within the board and in the greater community, leverage expertise, supports, and resources for adult and continuing education programs and provide students and adults with a complete learner pathway.

Internal Partnerships

Recommendations:

6. A&CE should maximize back-office efficiencies with the DSB in the area of information and communications technology.
7. The DSB Facilities department should support A&CE in planning to meet its infrastructure needs and in developing a facilities model that reflects local factors on the ground. This support should include a review of current facilities and facilitating relationships that are in place between K-12 schools and A&CE programs. The results of this review should be incorporated into the three-year strategic plan. The Facilities department should also provide custodial support to A&CE for programs taking place in DSB facilities and provide support to A&CE in developing and managing lease agreements for programs taking place off site.

8. A&CE should develop a formal marketing plan to establish a consistent brand identity, position, and presence in the community. Where available, DSB communications staff should provide A&CE with marketing and communications assistance to ensure consistency in the overall marketing of the DSB in the community.
9. A&CE and the DSB should facilitate communication between guidance counsellors at the secondary and A&CE levels. Good communication will assist counsellors in providing a clear and coordinated pathway and referral process for the learner and will also assist boards in determining future student need.

 **Key finding:**

Deloitte found that successful A&CE programs maximize back-office efficiencies with the DSB in the area of information and communications technology.

Successful A&CE programs that are taking place in DSB facilities maximize back-office efficiencies with the DSB in the area of information and communications technology. Because of the high cost of IT infrastructure and the specialized knowledge required to serve this function, DSB support is important to ensure that A&CE programs have the same level of service and access to equipment as regular day schools.

The majority of A&CE programs reviewed received this type of support from their DSB.

 **Key finding:**

Sustainable A&CE programs have the support of the DSB Facilities department in planning their infrastructure needs and developing a facilities model that reflects local factors on the ground. This support includes a review of current facilities and facilitating relationships between K-12 schools and A&CE programs. The results of the review are incorporated into the three-year strategic plan. The Facilities department also provides custodial support to A&CE for programs taking place in DSB facilities and provides support to A&CE in developing and managing lease agreements for programs taking place off site.

Facilities for adult and continuing education are important to the delivery of the programs. The review showed that A&CE programs use a number of different models in this area. A&CE may be delivered in DSB facilities, in leased properties, in partner facilities, or some combination of the three.

The Deloitte team found that facilities management is highly influenced by economic environmental factors. Locations for adult and continuing education programs are roughly split between off-site facilities and DSB properties.

Leasing - Rural Areas

The Deloitte team found that there is a business case for leasing facilities in certain parts of the province where leasing costs are low. This is the case at Upper Canada DSB. Simcoe County DSB, which also leases space, does so primarily because its learners are uncomfortable taking classes in a high school.

Board-owned Facilities - Urban Areas

Some respondents noted that the high cost of rent made it essential to be able to deliver programs from DSB facilities in order to run A&CE on a cost-neutral basis. This was particularly the case in urban areas. Programs located in a DSB school may also have access to a gym, library, computers, and other facilities. When a program is located off site, the availability of such facilities varies from site to site. For programs using DSB facilities, increased demand from the Community Use of Schools initiative has created competition for facilities. As a result, board policy and personal connections between the SO Champion, the A&CE leader, the Community Use of Schools coordinator, and the School Facilities and Planning department is critical.

Regardless of the model chosen, successful A&CE models were supported by their DSB's Facilities department in planning how to meet their infrastructure needs and developing a facilities model that reflects local factors on the ground.

Examples:

The Facilities department in Peel DSB includes the adult and continuing education program as part of its annual accommodation review. This review, which includes meeting with the SO of adult and continuing education, starts with a survey of current facilities and culminates in planning for minor and major maintenance and renewal over the next one to three years. The results of this review are then incorporated into the three-year strategic plan. The Facilities department also provides custodial support to A&CE for programs taking place in DSB facilities and provides support to A&CE in developing and managing lease agreements for programs taking place off site.

In another example of facilities support, an informal facilities review is conducted jointly each year by Ottawa-Carleton DSB and the Ottawa Catholic School Board to decide on optimal locations for summer school. Issues of transportation are also discussed at this review.

DSB support was cited by A&CE leaders as being critical to the delivery of programs on a cost-recovery basis. This was particularly the case in rural and remote areas where facilities are often distributed over a large area. In addition, given that a number of principals are coming in from the secondary school system where managing lease agreements is not part of the principal's responsibilities, support from experts on lease agreements and contract negotiation has the dual benefit of getting maximum value for public dollars while ensuring that the lease agreements are both reasonable and fair.

Example:

The Deloitte team found a number of exemplary partnerships in the area of facilities over the course of the review. For example, Lakehead DSB has seven partnerships with external partners where space is provided in kind. In one such partnership with Ontario Works, correspondence and self-study courses are delivered with the support of a Lakehead teacher on site four days a week. Such co-location partnerships are easier to form in rural and remote communities, where potential partners have similar goals and know who the go-to person is for establishing partnerships that maximize available resources. DSBs are encouraged to develop external partnerships for the purposes of co-location where possible.

Where declining enrolments make additional space available in regular day schools, the DSB Facilities department should also facilitate relationships between K-12 schools and the adult and continuing education program. This type of support is currently unevenly provided to adult and continuing education programs. In one case, the adult and continuing education program operating in a regular day school facility was not allowed to use any computers but was required to pay principals for a portion of supplies used. In models that use adult day schools, the cost of facilities and renewals is covered by the adult day school funding.

This model can be successfully implemented by using the school operations and renewal allocation of the pupil accommodations grant provided for students enrolled in summer school and students enrolled in continuing education credit courses - for example, as is done by the Gary Allen High School, the adult day school in Halton DSB. In cases where a continuing education or correspondence/self-study model was used, the optimal model had the DSB providing the full use of a school to A&CE with a minimal charge for a portion of the heating costs.

Facilitating relationships between K-12 and A&CE is particularly beneficial for summer and night school courses.

Example:

At York Region DSB, because summer school was being positioned as a service to the community, school principals asked adult and continuing education to deliver summer school at their school. In accordance with *Possibilities and Planning: The Final Report of the Declining Enrolment Working Group*, secondary schools within the DSB should be open to providing their schools for use, since it is regular day school students who are using summer school courses to support their learner pathway.

➡ Key finding:

Successful A&CE programs develop a formal marketing plan to establish a consistent brand identity, position, and presence in the community. Where available, DSB communications staff provide A&CE with marketing and communications assistance to ensure consistency in the overall marketing of the DSB in the community.

Adult and continuing education programs spend a significant amount on outreach and on marketing their programs to the community. The Deloitte team found that a number of adult and continuing education programs have established formal marketing plans in order to build a consistent brand across the community, increase public awareness of the services A&CE offers, and promote their services within the community.

Marketing plans incorporate credit, continuing education, and non-credit program offerings, where applicable. Marketing and outreach are important for encouraging increased enrolment. Modes of advertising include radio, TV, print, the Internet, and presentations to communities. A number of A&CE programs also have dedicated websites that can be accessed through the DSB website. The ministry has also funded CESBA to support adult and continuing education administrators in creating and updating information about their credit programs in Employment Ontario's "Find a Service in Your Area" portal.

Examples:

Half of the DSBs reviewed have full-time or part-time marketing support within the A&CE program. For example, Ottawa Carleton employs a marketing coordinator who reports directly to the principal of continuing education. In cases where a dedicated support person is not available to the A&CE program, the Deloitte team found that A&CE marketing and communications assistance is provided through the DSB's communications staff in order to ensure consistency in the overall marketing of the DSB to the community. This was the case at Algonquin and Lakeshore Catholic DSB.

 **Key finding:**

Successful A&CE programs facilitate the communication between guidance counsellors at the secondary and A&CE level. Good communication assists in providing a clear and coordinated pathway and referral process for the learner.

As described in recommendation 9, guidance counsellors' in-depth knowledge of curriculum and postsecondary pathways is integral to a successful adult and continuing education program. This knowledge enables them to develop programs for learners based on targeted courses and modes of delivery that meet the needs and abilities of each student. This ability to provide individualized programming helps A&CE programs and DSBs retain their learners. A number of A&CE programs also use guidance counsellors to administer the PLAR process for mature students.

Good communication between guidance counsellors at the secondary and A&CE levels is also required when students move back and forth between the regular day school system and A&CE programs. Better communication between the different parts of the system ensures that learners are provided with clear and consistent information in order to plan their pathway. Providing a clear and coordinated pathway and referral process for learners also supports boards in determining future student need.

Examples:

In Ottawa-Carleton DSB a focused effort has been made to create more integration and communication between A&CE and guidance counsellors in the regular day school system. The Deloitte team heard that the board endeavours to take full advantage of the knowledge and expertise of guidance counsellors within the system by having day school counsellors assist with the registration for the adult day school and continuing education credit programs. This strategy has allowed Ottawa-Carleton DSB to make the best use of key personnel whose understanding of both systems enables them to provide appropriate pathways for the students they are helping.

The principal and vice-principals of G.A. Wheable Centre for Adult Education (in Thames Valley DSB) also canvass secondary guidance counsellors as part of their annual assessment of student needs.

External Partnerships**Recommendations:**

10. A&CE should work with contiguous and coterminous boards to maximize current resources for service delivery and to coordinate programs in order to make the most effective use of public resources. To the extent possible, A&CE should use these partnerships to share program dollars in order to broaden the range of adult programming in underserved regions and should collaborate in program planning to minimize duplication of services.
11. A&CE should partner with organizations that offer other government programs, such as LBS, academic upgrading in colleges, non-credit ESL/FSL, and LINC, in order to provide a complete learner pathway and offer an optimum continuum of supports for student success and well-being.
12. A&CE should partner with community-based agencies to integrate wrap-around social services in order to provide a full set of supports to the adult learner. Where feasible, this should be done through co-location and coordinated delivery. A&CE should maximize back-office efficiencies with the DSB in the area of information communication technology.

Developing external strategic partnerships by building relationships based on mutual respect enables all partners to maximize existing resources and develop formal and informal networks for information sharing and knowledge transfer between programs. The result is improved educational opportunities for all learners. In particular, adult learners with multiple needs often require combined supports tailored to their personal needs.

Key finding:

Deloitte found that successful A&CE programs work with their contiguous and coterminous boards to maximize current resources for service delivery and coordinate programs in order to make the most effective use of public resources. To the extent possible, A&CE should use partnerships to share program dollars in order to broaden the range of adult programming in underserved regions and collaborate in program planning to minimize duplication of services.

The Deloitte team found that the first area of opportunity for A&CE programs to maximize current resources is with their contiguous and coterminous boards. These partnerships succeed because DSBs have a similar understanding of Ministry of Education guidelines and work towards the same goals of increasing both student achievement and public confidence in the public education system.

Examples:

Successful partnerships are found in areas where there is coordinated delivery. For example, Ottawa-Carleton coordinates summer school locations and modes of delivery with the coterminous Catholic school board. This partnership is successful as both boards offer different modes of delivery, providing students in the catchment area with a choice in how to take a summer course based on their personal situation. As well, with two boards working together to determine the locations of courses, services can be provided to a larger geographical area. In another successful example, Thames Valley DSB and London District Catholic School Board coordinate their International Language offerings to avoid duplication.

Conseil scolaire catholique de district des Grandes Rivières, Conseil des écoles publiques de l'Est de l'Ontario, and Upper Canada DSB recognized that it would be difficult to offer adequate programs in their rural areas if they competed. As a result they have partnered to offer programming together in order to better serve the francophone population. This partnership has resulted in the creation of a very successful adult learning centre, the Centre d'éducation et de formation de l'Est de l'Ontario, with five sites offering a diversity of credit and non-credit programs.

While partnerships can be powerful under the right circumstances, they can suffer from some inherent limitations. There is currently a hesitation within the sector to share program dollars. The Deloitte team heard that this is attributable to competition for learners, especially in the case of adult education, where program funding depends on the daily attendance of learners. The Deloitte team heard that the key to successful partnerships is to bring partners together on a specific program, as voluntary partnerships are likely to be incomplete.

Key finding:

Deloitte found that successful A&CE programs partner with organizations offering other government programs, such as LBS, academic upgrading in colleges, non-credit ESL/FSL, and LINC, to provide a complete learner pathway and offer an optimum continuum of supports for student success and well-being.

All A&CE programs reviewed offer, either directly or through partner organizations, other government programs including LBS, non-credit ESL/FSL, and LINC. These non-credit programs provide a complete learner pathway and an optimum continuum of supports for student success and well-being and allow providers to leverage joint organizational capacity through the sharing of resources.

It is widely acknowledged that the more complex the adult learner's socio-economic circumstances, the greater the need to harmonize services. Coordination of services enhances learners' chances of success in obtaining their OSSD or upgrading their academic knowledge and skills in order to transition successfully to postsecondary education and training.

LBS: A number of adults who come back to school have low literacy and numeracy skills. To respond to this need, the Ministry of Training, Colleges and Universities' Literacy and Basic Skills program helps people whose literacy skills fall below the Grade 9 level. LBS (MTCU) funds agencies and DSBs to deliver literacy services at no cost to the learner. Financial support is also available to offset some of the cost of transportation and childcare. The majority of DSBs reviewed provide LBS as part of their continuing education programs. Other DSBs have developed partnerships with other service organizations whereby the LBS partner provides the programming and practitioners, and the agency provides the space.

Non-credit ESL/ FSL: To respond to the high rates of immigration and meet the needs of the large number of internationally trained foreign professionals in the province, the Ontario Ministry of Citizenship and Immigration funds English and French public and Catholic school boards to provide free, adult non-credit language training programs to eligible adult learners. An annual grant based on the average daily enrolment is generated. How classes are scheduled is the responsibility of the DSB delivering the program. A unique funding option in the form of the "small class factor adjustment" is also available for school boards to offer an ESL/FSL class with fewer than fifteen students. This provides DSBs with the ability to "top up" their enrolment number by up to five learners for a maximum class size of fifteen.

Examples:

Some school boards see the provision of ESL and FSL as a service to the community that can potentially bring in students to credit programming. For example, Upper Canada DSB spoke of ESL as a strategy for community development. In another case, Peel DSB spoke of the Specialized Language Training pilots funded by the Ministry of Citizenship and Immigration as providing foundational language skills that contribute to increased success for newcomers.

LINC: DSBs also provide Language Instruction for Newcomers to Canada (LINC), funded by Citizenship and Immigration Canada. Eligibility is based on an assessment conducted by Citizenship and Immigration Canada to determine if a town or city is considered a primary or secondary settlement area. This in turn affects the amount of LINC funding a school board can apply for.

Ottawa-Carleton, York, and Peel DSBs have also taken advantage of the Settlement Workers in Schools (SWIS) program, a partnership among settlement agencies, boards, and Citizenship and Immigration Canada. This program helps newcomer students and their families settle in their school and community by orienting them to school and community resources and referring them to specific services.

Corrections Canada: In another example, Algonquin and Lakeshore Catholic DSB, Simcoe County DSB, and Lakehead DSB have partnerships in place with Corrections Canada to provide credit programming for inmates.

Key finding:

Deloitte found that successful A&CE programs partner with community-based agencies to integrate wrap-around social services in order to provide a full set of supports to the adult learner. This is effectively done through co-location and coordinated delivery.

The “wrap-around services” approach to planning is an established practice that supports timely and coordinated delivery of services to address the needs of vulnerable students and their families within the context of their school and community. This approach builds the capacity of school boards and the communities they serve to better understand and meet the needs of these students. Vulnerable students could include those with disabilities or those at risk of becoming early school leavers.

Wrap-around services are put together through the development of an individualized support plan that calls for an inter-agency collaborative approach and involves the vulnerable learner and her/his current supports and resources. The provision of wrap-around services is particularly effective for assisting individuals served by multiple systems. When possible, integrated services are utilized.

The Deloitte team found that there were a number of partnerships between A&CE and community-based agencies to provide a full set of supports to the adult learner. Where feasible, this is being done through co-location and coordinated delivery. The review found that the preference in external partnerships is for a coordinated versus a fully integrated delivery model, as it facilitates partnerships by describing what each partner will bring to the table.

Examples:

A successful example of this type of partnership in the Thames Valley DSB is ReConnect Merrymount, a new program that was launched between G.A. Wheable Centre for Adult Education and Merrymount Children’s Centre to help teenage parents cope with their new role as parents while continuing

to work on their diploma. Wheable is also a host site for the Literacy London Inc. program. This part-time program is for students whose learning needs are better met individually or in a small group setting. Literacy London helps adult students strengthen their reading, writing, and math skills in order to reach their employment/training or personal goals.

Other successful partnerships include ones with Ontario Works to provide childcare in the DSB facilities in Ottawa-Carleton DSB, and Second Career offerings through Employment Ontario in the Conseil scolaire catholique de district des Grandes Rivières.

DSBs are encouraged to continue developing external partnerships in an effort to maximize current resources and to develop new forms of partnerships, including sharing program dollars to enhance the range of adult programming in underserved regions, sharing administrative supports, and conducting joint planning for service delivery.

7.3 Annual and Strategic Planning

Valuable Practice

A&CE leaders (managers or principals) develop and communicate an annual plan and a multi-year strategic plan incorporating academic and non-academic components, including HR, finance, capital, staffing, and IT needs.

Recommendations:

13. A&CE leaders should develop an annual plan with clear linkages to the DSB's Board Improvement Plan, Operating Plan, and Strategic Plan. The annual plan should include goals, actions, responsibilities, timelines, and budget. A&CE should also develop a three-year strategic plan to assist in planning for future needs. These two plans should be developed in consultation with staff, the SO Champion, coterminous boards, colleges and universities, and the community.
14. A&CE should fully utilize current data tracking tools. Data tracking will enable A&CE to track and report progress in achieving its goals throughout the year, increase transparency and accountability in the system, and demonstrate a clear linkage between A&CE programs, the DSB's core business, and the ministry's core priorities.
15. A&CE leaders and the SO Champion should annually report to the Board of Trustees on the status and outcomes of the annual plan. Annual reporting will help increase the visibility of A&CE in the system and demonstrate the value added by A&CE in helping provide complete learner pathways and building public confidence in the education system.

 **Key finding:**

The Deloitte team found that the most successful A&CE programs had developed an annual plan with clear linkages to the Board Improvement Plan, Operating Plan, and Strategic Plan. The annual plan includes goals, actions, responsibilities, timelines, and budget. A&CE should also develop a multi-year strategic plan to assist in planning for future needs. These two plans should be developed in consultation with staff, the SO Champion, coterminous boards, colleges, and the community.

Half of the programs reviewed prepare some type of annual plan. This was more common in models using the adult day schools, since those were mandated to create a school improvement plan. A&CE programs have a clear alignment to “SMART goals for each of the four pillars: literacy; numeracy; pathways; and community, culture, and caring”.¹⁹

Developing an annual plan that includes both programming and business goals allows adult and continuing education administrators and SO Champions to align these programs to the board’s multi-year strategic goals, including functional responsibility and timelines. This is a good practice as it enables the adult and continuing education leader to report on specific outcomes identified in the plan and demonstrate how they contribute to the implementation of the board’s strategic plan.

A collaborative and participatory planning cycle and structure requires a concerted effort to ensure the continuation of a shared vision. When the SO Champion involves adult and continuing education leaders in the planning process, they become more fully engaged in shaping the vision and mission of the program at the system level. Adult and continuing education leaders need to provide feedback to this important planning cycle while it is taking place, not after the fact.

Examples:

Because of the flexible nature of programming that often includes a continuous intake component, adult and continuing education improvement plans will need to have additional components that are not typical of a regular school improvement plan. For example, Peel DSB’s adult and continuing education annual plan details each program by purpose, annual priorities, and program highlights. The report also captures statistics on enrolment history per program, location for the last three years, staffing numbers including projected staff numbers for the following year, administration and support staff per program, and student profiles. This type of detail provides a clear picture of needs and successes when presented to the senior administration table and Board of Trustees.

The adult and continuing education program is also part of the Peel DSB’s annual accommodations review, which ensures a yearly review of facilities and the ability to align programs with available space and resources as well as to assess and communicate what improvements are required to current

¹⁹ See Board Improvement Plan For Student Achievement: Priorities for Improving Student Achievement, March 12, 2010.

facilities. This review allows the School Facilities and Planning Department to build into its budget major capital costs coming from adult and continuing education.

In another case, Algonquin and Lakeshore Catholic DSB creates an annual plan based on the same template as a school improvement plan with added elements to capture the uniqueness of A&CE. This plan starts with a “Summary of School Strengths Based on Data” and goes on to list areas of improvement based on data. The plan also captures learners annually for the past five years by enrolment (FTE), number of credits earned, and number of graduates.

The rest of the plan is based on the following format:

TARGETED EVIDENCE-BASED STRATEGIES	RESOURCES	PROFESSIONAL LEARNING	MONITORING
RESPONSIBILITY	FEBRUARY UPDATE	SEPTEMBER UPDATE	COMMUNICATION TO STAKEHOLDERS
Identify who is responsible for monitoring each part of the SIP.	Compare between plans and achievement.	Describe how results will be communicated to stakeholders.	Describe how results will be communicated to stakeholders.

Use of the Board Improvement Plan (BIP) format provides direct alignment between the annual plan and the DSB’s BIP and strategic plan.

Developing a strategic plan in addition to an annual plan will also enable adult and continuing education leaders to forecast their capital, operational, and staffing needs. A strategic plan that forecasts three years ahead will allow A&CE to build infrastructure needs into the plan and work closely with the DSB Facilities Department as part of the annual accommodations plan. The headings in the sample table below are designed to capture non-academic components.

Strategic Focus				
Strategic Priority				
Goals	Actions	Responsibility	Timelines	Budget

One rural board, Upper Canada DSB, commented that with core funding provided by the adult day school model using grid teachers, it is now looking at the big picture based on a one-year planning cycle that includes an annual think-tank session called the *Program Growth and Program Decline* review.

This approach allows the site administrative team to manage the ebb and flow of programs and to build capacity based on anticipated demand from such events as plant closures. Changes like this will generate an adjustment of staffing across the twenty campuses run by the Adult Learning Centre.

This model allows the site administrative team to focus on programs rather than funding as the key driver of the planning process. To avoid creating financial difficulties for the board, the team only pursues proposals for new programs that can be justified by the *Program Growth and Program Decline* annual review. Offering programs with flexible instruction based on a sound operational plan ensures that the campuses serving rural communities do not have to turn learners away because of insufficient funding. Given that adult and continuing education is the only growing demographic in the board, over-projecting enrolment figures is not a major concern.

The Deloitte team found that A&CE programs are moving in the direction of creating three-year strategic plans. However, this is not a practice that has been fully adopted.

 **Key finding:**

The Deloitte team found that fully utilizing current data tracking tools enables A&CE to track and report progress on its defined priorities and goals throughout the year, increase transparency and accountability in the system, and demonstrate clear linkages between A&CE programs, the DSB's core business, and the Ministry of Education's three core priorities.

Adult and continuing education programs reported using a number of tracking tools that have been developed by the ministry, including EFIS and OnSIS. Adult and continuing education programs are encouraged to fully utilize current data tracking tools developed by the ministry in order to track and report progress on their defined priorities and goals throughout the year and demonstrate a clear linkage between adult and continuing education, the school board's core business, and the ministry's core priorities. Ensuring accurate and timely input into the ministry systems will also provide the ministry with a clear understanding of the outputs that adult and continuing education programs provide to the sector.

Examples:

York Region DSB's adult and continuing education department is provided with statistics as opposed to raw data. This enables it to tailor its programs to student need and monitor these programs by running monthly reports and updates. It was reported that trustees appreciate this information, which helps to increase their support for A&CE programs.

In another urban board, Peel DSB commented that research staff in their Learning Support Services Department analyse data to determine to what extent students are using continuing education to support their need for flexible pathways in order to graduate in four years.

 **Key finding:**

A&CE leaders and the SO Champion, who annually report to the Board of Trustees on the status and outcomes of the annual plan, increase the visibility of A&CE in the system and demonstrate how A&CE programs support learner pathways and build public confidence in the public education system.

A&CE programs that had the most support from senior administration and the Board of Trustees were those where the adult and continuing education leaders in conjunction with the SO Champion report annually on the status and outcomes of the annual and strategic plans. Reporting on the plans increases the transparency of adult and continuing education within the system, leading to improved understanding and communication between adult and continuing education and the rest of the K-12 system operated by the board.

Examples:

Peel DSB's A&CE plan is incorporated into the DSB's Report Card for Student Success (strategic plan). This ensures that A&CE goals are reflected at the system level. The DSB reported that this has led to increased support by the Board of Trustees because they have a better understanding of how the programs contribute to increased levels of public confidence in the public education system. At Thames Valley DSB, the principal reported that as a result of the annual report, the board has started receiving trustees at its graduation ceremonies. These ceremonies provide a first-hand understanding of the impact A&CE has on the communities that trustees represent.

In addition to quantitative details, Thames Valley DSB will also incorporate qualitative data into A&CE reports as of next year. This decision was made as a result of a strong need to capture the stories of students who graduate from G.A. Wheable Centre for Adult Education. There is a desire to share the impact A&CE teachers and administrators have on the lives of students who have not been able to succeed in the regular school system and who, in order to earn their high school diploma, have to overcome tremendous life challenges.

7.4 Key Personnel

Valuable Practice

A&CE programs have administrative support in four key areas: financial analysis, information management, guidance counselling, and HR analysis.

Recommendations:

16. A&CE should be supported by a financial analyst. This position is integral to maintaining sound financial management while maximizing the revenue that can come from this program.
17. A&CE should be supported by an information management specialist who can track enrolment data, work with the DSB's IT system to capture graduation numbers, and manage reporting to the ministry and funders.
18. A&CE should be supported by guidance counsellors who, as an integral part of A&CE programming, will provide assessment and referral services that support a complete learner pathway.

19. A&CE should be supported by an HR analyst. This position is integral to providing the flexible staffing arrangements required by A&CE programming in ways that respect local collective agreements.

 **Key finding:**

A&CE benefits from the support of a financial analyst, who provides advice both on sound financial management and on maximizing the revenue that can come from A&CE programming.

Because adult and continuing education programs function on a cost-recovery basis, the management of the adult and continuing education budget is of key importance. Adult and continuing education leaders reported spending quite a bit of time on this activity. Budget projections are based on anticipated revenue generated by a combination of funding from registers for credit programming and funding from non-credit programming, including literacy and numeracy outside the school day, and revenue from general interest programs, contracts, and other fee-paying programs. Funding received from other government programs including Literacy and Basic Skills (MTCU), non-credit ESL/FSL (MCI), and the federal LINC ESL/FSL program may also factor into the adult and continuing education budget process.

Because the budget process is central to programming, and because the funding provisions are complex for the continuous intake model and the semester system that programs operate on, a dedicated financial analyst for adult and continuing education is an integral part of the program's support structure. Several boards specifically mentioned that, in addition to generating revenue through a strong understanding of registers, grants, and fee-paying programs, the financial analyst plays a key role in minimizing financial risks to the board. Risk mitigation is important, in part because adult and continuing education budgets are incorporated into the DSB's annual budget report to the Board of Trustees, in part because of the provincial government's increased emphasis on public accountability.

What this position looks like and where it is situated varied greatly among the programs reviewed. Though there is no optimal model of how or where this position should be located, the Deloitte team found that a strong relationship between the financial analyst and both the principal and the SBO was critical for success.

Examples:

For example, Upper Canada has a dedicated financial comptroller who is a full-time employee of adult and continuing education and supports the principal in all aspects of operations, including negotiating leases. This position reports directly to the principal but also has a dotted-line relationship to the SBO and is able to support the work of the finance department during peak times). Simcoe County DSB also has a full-time financial analyst who reports to the principal of A&CE. The principal spoke of the close relationship between adult and continuing education and the SBO. As an example of internal sharing of staffing resources, the adult and continuing education financial analyst will help out in the finance

department during critical periods such as the budget development process. In this way, the financial analyst gains a better understanding of the system-wide budget development process, and there is improved knowledge transfer across departments within the board.

Another model used by boards is to have a dedicated contact within the DSB's Finance department. This is the case in both Peel and York Region DSBs. These individuals are on the staff of the board's Finance Department. This model requires the financial analyst to have a solid understanding of the A&CE registers, grants, and fee-paying programs. DSBs that choose this model are strongly encouraged to give the financial analyst time to acquire the financial understanding required to help manage adult and continuing education.

 **Key finding:**

A&CE benefits from the support of an information management specialist who tracks enrolment data, works with the DSB's IT system to capture graduation numbers, and manages reporting to the ministry and other funders.

Boards made it clear that they benefited greatly – or would benefit – from the support of an information management specialist in carrying out the key functions of tracking enrolment data, capturing graduation numbers, and managing reporting to the ministry and other funders.

Examples:

Adult and continuing education programs currently manage this process in a number of ways. Some programs have the principal and vice-principal manage data, while others such as the Conseil des écoles publiques de l'Est de l'Ontario have a full-time secretarial/technical services individual on staff who manages this for the program.

York Region DSB also has a full-time continuing education technology administrator on staff. This allows adult and continuing education to track graduation rates and present this information to trustees at the end of the year. DSBs are encouraged to choose a model that works best within their organizational structure.

 **Key finding:**

A&CE benefits from the expertise of guidance counsellors, who are integral to A&CE programming in providing assessment and referral services that support a complete learner pathway.

Guidance counsellors perform key functions in supporting the intake process, creating specific learner pathway plans, and helping manage the PLAR process. Guidance counsellors were described as the “lifeblood of an adult and continuing education program” in all of the interviews. Their understanding of the intake process and learner pathways enables them to develop individualized learning plans that include specific courses and modes of delivery to meet the needs and suit the abilities of each student.

The Deloitte team heard that a number of adult and continuing education programs put a priority on covering the cost of guidance counsellors within existing GSN funding. Adding guidance counselling capacity from the school board system enables these programs to adequately meet learners' needs.

Example:

At the continuing education department in the Ottawa-Carleton DSB there has been a focused effort to integrate more guidance counsellors from the regular day school system into A&CE. This has enabled A&CE to assist learners with developing a learner pathway.

A&CE programs have a preference for experienced guidance counsellors with an understanding of the needs of adult learners. Recruitment of these experienced counsellors can be a challenge for some boards because of their limited availability.

The need for special education support was identified, including access to other professionals such as psychologists, speech therapists, and counsellors to support adult students with learning difficulties.

 **Key finding:**

A&CE benefits from the support of an HR analyst. This position helps to manage flexible staffing within the parameters of the local collective agreement in order to meet the fluctuation in demand experienced within A&CE programming.

HR support is needed to manage the flexible staffing required by adult and continuing education programs. Some boards talked about the challenges of coping with a fluctuation in demand driven primarily by enrolment while respecting local collective agreements. These programs depend on a range of staff (e.g., grid teachers, continuing education teachers, principals, vice-principals, and support staff). Multiple registration periods also create challenges for board HR staff.

All programs reviewed depend on school board HR staff for this support and use the DSB's recruitment policies. This provides clear synergies between the HR department and the adult and continuing education program. As with the financial analyst position, DSBs are strongly encouraged to provide the HR analyst with time and support to familiarize him/herself with the financial complexities of managing adult and continuing education programs.

7.5 Professional Development

Valuable Practice

The DSB actively supports professional development for all A&CE staff.

Recommendations:

20. DSBs should recognize the importance of professional development for all A&CE staff and should include A&CE staff in DSB professional development opportunities.
21. DSBs should include A&CE staff as part of their succession and talent development plan.
22. All A&CE staff should develop annual learning and training plans.
23. A&CE should leverage internal resources and collaborate with the DSB's Student Success, Curriculum Development, and Instructional Assessment Strategies units to develop PD opportunities tailored to A&CE staff needs as identified through a staff needs survey.
24. A&CE should leverage e-learning resources (e.g., the provincial Learning Management System, the Ontario Education Resource Bank, and ILC course material) as a PD resource for staff.
25. DSBs should involve A&CE leaders in forums that bring them together with secondary school principals and vice-principals. This involvement will lead to increased understanding, communication, transparency, and knowledge transfer on the part of the K-12 senior administrators regarding A&CE.
26. A&CE staff should participate actively with CESBA in forums for learning and sharing best practices.

Key finding:

Deloitte found that successful A&CE programs recognize the importance of professional development for all A&CE staff and include A&CE staff in DSB professional development opportunities.

Participation in professional development is critical to creating coherence in the system and connecting programs and practitioners with the resources and information they need in order to support their students. Given the number of programs that use a mixed model to deliver adult and continuing education, providing equitable access to professional development for continuing education teachers is a critical issue. The Deloitte team heard that DSBs find it challenging to provide the same training opportunities for continuing education teachers as are available to grid teachers. This is because the former are paid an hourly wage rather than a salary, with no provision for additional paid time for PD. As a result, continuing education teachers are often overlooked for training and development.

Successful A&CE programs have created innovative methods to provide PD to all their staff by maximizing internal resources and external partnerships.

Example:

In York Region DSB, this process begins with a needs survey of staff, asking what topics they would like to see. Identified staff needs were combined with an outline of learning objectives by the DSB to form the plan for the annual PD program.

The majority of programs also ensure that all staff – teaching and support – take part in board professional development opportunities.

Example:

Algonquin and Lakeshore Catholic DSB has a strong focus on ensuring that teachers remain connected to secondary schools; professional development funding is also available for support staff.

DSBs noted, however, that providing mandatory training, such as occupational health and safety training, for hourly paid staff presented them with scheduling and funding difficulties.

 **Key finding:**

Deloitte found that successful A&CE programs and DSBs include A&CE staff as part of their succession and talent development plan.

The Deloitte team heard that some boards consider where principals and vice-principals want to be in five years when planning for system needs.

Examples:

For example, in Thames Valley DSB, the adult and continuing education vice-principal is being placed in a regular high school prior to becoming the principal of the adult, alternative, and continuing education program. This is because an ideal principal candidate must be a seasoned, entrepreneurial administrator who can think on his or her feet.

In another example, York Region DSB incorporates night school and summer school into the board's succession plan. Only future administrators, supported and mentored by the principal of adult and continuing education, are allowed to apply for these positions.

 **Key finding:**

Deloitte found that successful A&CE programs ensure that staff develop annual learning and training plans.

PD is most effective when it is formalized and tracked in an annual learning and training plan guided by effective strategies. Developing a plan with and for A&CE employees provides A&CE leaders with a yearly opportunity to discuss succession and talent development goals for the current and future years, and allows the program and the larger DSB to establish a formal succession plan to manage retirements and resignations of key managers and administrators. A&CE leaders should also develop an annual learning and training plan in consultation with the SO Champion. This in turn will allow senior administration to plan for succession at the adult and continuing education leadership level and create opportunities for talent development.

Example:

Upper Canada DSB has created Professional Learning Communities for staff who teach in the alternative schools. The PD is customized for each campus and targets specific, specialized professional development by program area. In addition, staff are also provided with board professional development opportunities. Staff develop annual learning plans to track this PD.

 **Key finding:**

Deloitte found that successful A&CE programs leverage internal resources and collaborate with the DSB's Student Success, Curriculum Development, and Instructional Assessment Strategies units to develop PD opportunities tailored to staff needs as identified through a staff needs survey.

Another area of opportunity for adult and continuing education programs is to leverage resources within the board to develop PD tailored to the needs of teachers and instructors. PD should be based on research and should focus on high-yield strategies such as Differentiated Instruction and assessment for learning.

Example:

Ottawa-Carleton DSB has partnered with curriculum services in developing specific professional development on assessment, evaluation, and differentiated instruction for the program's continuing education teachers.

 **Key finding:**

Deloitte found that successful A&CE programs leverage e-learning resources (e.g., the provincial Learning Management System, the Ontario Education Resource Bank, and ILC course material) as a PD resource for staff.

Examples:

York Region DSB recently hired a new vice-principal who, in addition to her programming responsibilities, was asked to develop a professional development program for the teaching staff. The program began with a set of voluntary "lunch and learn" sessions, which were developed using a resource from the board. The sessions are forty-five minutes long and are advertised as "Growing Together" sessions, ensuring a comfortable experience for both experienced and non-experienced teachers. Examples of topics covered include the power of technology and the use of Moodle – a free open source, community-based tool for learning. A critical success factor cited by the vice-principal is that PD sessions are based on a survey that asked staff what topics they would like to see. These topics, combined with a set of learning objectives developed by the board, formed the annual learning plan for the program.

Algonquin and Lakeshore Catholic DSB uses the Ontario Education Resource Bank for PD purposes.

 **Key finding:**

Deloitte found that in successful A&CE programs, DSBs involve A&CE leaders in forums that bring them together with secondary school principals and vice-principals. This leads to increased understanding, communication, transparency, and knowledge transfer on the part of the K-12 senior administrators regarding A&CE.

The Deloitte team heard of several cases where adult and continuing education principals and vice-principals attend secondary school principal and vice-principal meetings, allowing for greater information sharing between the two groups. Another less obvious benefit is a heightened profile for A&CE principals and vice-principals within the regular day school system, highlighting A&CE as a viable career pathway for principals and vice-principals in the secondary system.

 **Key finding:**

Deloitte found that successful A&CE programs encourage staff to participate actively with CESBA in forums for learning and sharing best practices.

The Deloitte team found that DSBs provide support to their staff to attend at least one Ontario Association of Adult and Continuing Education School Board Administrators (CESBA) conference a year. As a professional development network for adult and continuing educators, CESBA was cited as the forum for professional learning, networking, and sharing of best practices in adult and continuing education across the province. Interviewees consistently stated the value of participating in networking opportunities with other administrators in adult and continuing education programs. Networking through organized PD, conferences/events, or regular gatherings organized by CESBA provides administrators with the opportunity to share instructional leadership practices and business strategies. For example, the pre-conference leadership sessions at the annual CESBA conference provide an opportunity for new and seasoned administrators and SO Champions to understand current and relevant changes at the ministry and funders level.

8 Conclusion

A strong publicly-funded education system is the foundation of a competitive economy and cohesive society for Ontarians.²⁰ The present review confirms this view and clearly demonstrates the benefits that strong adult and continuing education programs contribute to local communities. Adult and continuing education programs bridge the gap between DSBs and the community, thereby increasing the value of a publicly funded education system for all of Ontario's citizens.

The review highlights the importance of flexibility and adaptability at the local level. The majority of A&CE programs combine elements of the three main business models – adult day school, adult continuing education day school, and correspondence/self-study – to create a fourth “mixed” model of delivery. Combining components of all three models provides A&CE programs with the financial and programming flexibility they need to adapt to local circumstances and the diverse needs of learners. .

Some boards noted that many A&CE programs are supported by funding from other ministries' non-credit programs such as Literacy and Basic Skills (MTCU), English as a second language and French as a second language (MCI), and the federal government's Language Instruction for Newcomers to Canada. In addition, the review found that the strength of A&CE programs is based on their ability to offer wrap-around services through partnerships with agencies delivering employment insurance and/or social assistance services. The review found that the majority of A&CE programs based their partnerships on co-location and on coordinated rather than fully integrated delivery models.

Although A&CE programs have made some progress in partnering with other DSBs, the review found that there is ample opportunity to increase coordination and to leverage resources with school boards. DSBs faced with either declining or increasing enrolment are encouraged to cooperate with A&CE to make the best use of resources in the interest of student success. DSBs are also encouraged to look at ways to increase partnerships between colleges and A&CE programs. Postsecondary education is one of the learner pathways for students graduating from A&CE programs, and coordinated or co-located services can have tangible benefits for the student.

The Deloitte team found, however, that the most important type of partnership begins within the DSB. The review found that there is a large opportunity to achieve efficiencies by leveraging supports and resources internally within the board. However, doing so will require a different mindset. To ensure a viable adult and continuing education program, boards will need to shift from the idea that adult and continuing education should be delivered at “no cost to the

²⁰ *Reaching Every Student: Energizing Ontario's Education System*, p.15.

board” to the vision of putting students first in a fiscally responsible way. A focus on the contribution adult and continuing education makes to student success by supporting learning pathways for all students will facilitate increased sharing of resources within the board. It was apparent over the course of the review that the most successful and viable A&CE programs had a close working relationship with the regular day school system. Cooperation with internal partners was identified as the most important factor contributing to the viability of A&CE programs.

A cultural shift of this type requires the support of senior administration, in particular through cooperation between the Director of Education, the SO Champion of A&CE, and the A&CE leader. The Deloitte team found that the most successful A&CE programs provide consistent messaging that positions A&CE as part of the continuum of lifelong and lifewide learning. This messaging is formalized through the annual and strategic planning process. This process, in turn, facilitates the sharing of resources and coordination of key personnel responsible for professional development and other essential services, including IT, facilities, marketing and communications, and guidance counsellors.

Responding to the educational needs of students and the communities in which they reside is a shared responsibility that requires multi-level coordination and meaningful cooperation within boards, between boards, and with municipalities and community agencies. The more connections that are available to potential adult learners - whether they be newcomers, early school leavers, or older workers - the more opportunities they will have to enter the system and find the right pathway towards achieving their goals.

Adult and continuing education programs have demonstrated a capacity for working with diverse groups of learners within the community and for collaborating with board personnel. However, strong, strategic support from DSB senior administration is needed in order to leverage A&CE capacity to support learner pathways. By strengthening A&CE programs through supportive system practices and procedures for A&CE and system leaders and through critical system-wide leadership, DSBs will also strengthen their communities' confidence in the public education system.

Appendix A – Interview questions

These consultation guides were created to structure all interviews conducted at each site visit. Content collected through the interviews during each site visit formed the basis of the qualitative understanding of the adult and continuing education business models. Qualitative findings were central to gaining an understanding of valuable practices and the strengths and challenges of each type of business model used to deliver adult and continuing education credit programs.

1.0 Scope of Services – What business is a school board in today and how does it meet evolving needs?

Scope	Interview questions
Opening Question	<ul style="list-style-type: none"> • What business is a school board in today? What drives your decision to offer adult and continuing education programs? How do these programs support the core business of your school board? • What are the top 3 things that affect adult and continuing education credit programming in your board?
Service Delivery by Student Segmentation	<ul style="list-style-type: none"> • What continuing education programs does the school board offer in relation to the following learners? <ul style="list-style-type: none"> ▪ Regular day school students (including alternative learners) ▪ Early school leavers (under 21) ▪ Adults 21 and over ▪ Other learners (if applicable, e.g., SALEP) • What other non-credit programs does the board offer? • How does the mix of programs and types of learners served influence the way adult and continuing education credit programs are operationalized within the board and across school boards (e.g., SALEP, long-term suspension and expulsion, newcomer reception centres, blended adolescent and adult)?
Student Needs Assessment/ Gap Analysis	<ul style="list-style-type: none"> • How does the board determine student and community need? • How does the board make decisions about when and where to offer adult and continuing education credit programs and services? • Has the board conducted a local needs assessment (e.g., assessment of existing and future client base and/or assessment of existing programs and services)? Was this done in conjunction with other providers such as community colleges and/or co-terminous boards? • How is the board's adult and continuing education delivery model set up so that it is responsive to annual changes in need at the: <ul style="list-style-type: none"> ▪ Student level? ▪ Community level? ▪ Board level? • How do you anticipate future needs? (e.g., managing staffing and facilities while coping with fluctuation and unpredictability of demand and/or requests from other student success program areas such as summer, co-op, credit recovery and reach ahead programs)? All • How do adult and continuing education programs support the board's response to the ministry's policy directions concerning Student Success/Learning to 18 and board

2.0 Service Delivery Channels – Through what channels are services delivered?

Scope	Interview questions
Opening Question	<ul style="list-style-type: none"> • What channels have you found to be the preferred method of delivery? Have these changed over time?
Classroom & Course Delivery Type	<ul style="list-style-type: none"> • How are the following adult and continuing education credit programs and services delivered (e.g., continuous intake, cross registration, tutoring and assessment processes)? <ul style="list-style-type: none"> ▪ Adult day school ▪ Adult continuing education day school ▪ Alternative education ▪ Night school ▪ Summer school ▪ E-learning ▪ PLAR ▪ Guidance counselling ▪ Co-operative education through continuing education • What are the locations through which your continuing education programs are delivered? How is available and appropriate space managed in order to align with program delivery (e.g., board-owned, shared and/or co-located space with other schools, boards or other partners)? • What proportion of programs are delivered in the classroom versus other channels such as e-Learning and the web? How does the department make use of other resources for e-learning (e.g., the provincial learning management system, the Ontario Education Resource Bank, and ILC course material)? • What successful program delivery models has the board adapted from other boards (e.g., arms-length entity and consortia) to enhance the viability of adult and continuing education credit programs?
	<ul style="list-style-type: none"> • What do learner pathways and program supports that straddle regular day school and adult, alternative and continuing education programs look like in your board?
Partnerships	<ul style="list-style-type: none"> • How does the board partner with other providers such as colleges, other boards, and community organizations to deliver adult and continuing education programs and services (e.g., Dual Credits, Specialist High Skills Major, Employment Ontario information and referral services, summer and night school, satellite campuses, etc.)? • What challenges does the board face in developing partnerships with other school boards, colleges and community-based agencies in order to offer the optimum continuum of supports for student success and well being? For example: <ul style="list-style-type: none"> ▪ sharing program dollars to maximize the range of adult programming in an underserved region ▪ co-locating services ▪ sharing administrative supports ▪ joint planning for service delivery • How does the presence of other education service providers in a community (e.g., colleges and co-terminus boards) affect the viability of adult and continuing education programming in a board? • What impact does delivery of other government programs have on adult and continuing education credit programs (e.g., Literacy and Basic Skills (MTCU), non-credit ESL/FSL (MCI) and the federal LINC ESL/FSL program)? Approximately what percentage of costs do these grants cover? • What financial reporting does the board do for the programs listed above?

3.0 Business Operations – What support functions and/or capabilities are required to support the delivery of core adult and continuing education services?

Scope	Interview questions
Opening Question	<ul style="list-style-type: none"> • What are the key activities related to adult and continuing education credit programs (e.g., staffing, funding, programming, resource allocation, board reports, marketing, negotiating leases, and proposal writing)? • Are there certain activities you spend the most time and resources on? What are the aspects that are most successful and/or challenging?
General Management	<ul style="list-style-type: none"> • How does the board's senior administration determine the operational and support structure for programs within continuing education? • How does the senior administration team at the board level support continuing education (e.g., through a superintendent who champions adult and continuing education at the Executive Council/ Committee level and through presentations to trustees)? • How does the continuing education department support the board's vision, mission and strategic plan (e.g., is it seen as a vehicle to support the board's core business)? How is it seen as a way of supporting the three core priorities of the ministry around student achievement and increased public confidence in public education? • What does the "no cost to the board" mean in practice (i.e., what functions/services are shared between adult and continuing education and the day school activity of the board, and how does this contribute to greater or lesser flexibility in delivering adult and continuing education credit programs)?
Staffing and Human Resources	<ul style="list-style-type: none"> • Please describe the current organizational structure of the continuing education department (academic and non – academic). Has this changed over time? • Please confirm the current FTE count in your area. Are FTE's based on a 90 or 110 hour/course schedule? • How are staff recruited? What is HR's role in the recruitment of academic and non-academic staff in adult and continuing education programs? • Are there dedicated HR staff for adult and continuing education programs? If so, how are these positions funded? • Do recruiting practices generate enough qualified candidates? If not, why (e.g., salary, location, time between approval to staff and getting enough qualified candidates)? • What policies and/ or procedures exist to support the recruitment process? Are they effective in meeting your needs? • What is the retention rate for each group (type) of staff (e.g., principals and vice-principals, grid teachers, hourly paid teachers, and non – instructional staff)? • What is the retention rate of continuing education non-grid credit teachers? • What factors affect the board's retention rates and how does the board respond to these factors? Is there a succession plan in place for: <ul style="list-style-type: none"> ▪ Leadership staff? ▪ Teaching staff? ▪ Other staff? • What professional development does the school board provide for adult and continuing education staff (e.g., templates for annual professional development plans, training guidelines, surveys of staff, etc)? • How does the board allocate staff for the continuing education department? • What functions/ departments are involved in the staff planning and allocation process and what are their roles? • Are there board policies/procedures that govern the adult and continuing education staff planning and allocation process? • How does management ensure these allocations reflect levels and rates outlined in the collective bargaining agreements?

Scope	Interview questions
Facility & Resource Management	<ul style="list-style-type: none"> • Has a facilities review been conducted to identify optimal location for program delivery (e.g., analyzing the functional effectiveness of existing facilities; central facilities versus other board facilities, facilities owned by partners or commercial space)? • How does the organizational structure of the board affect the way cross-boundary issues between regular Kindergarten to Grade 12 programs and adult and continuing education programs are sorted out while maintaining their distinct attributes (e.g., which functions/services are shared and which are not)? • How does the board align programs with available space and support resources? What triggers board decisions regarding the lease of space or services from other public/private organizations? • How does the board incorporate and measure operational costs in delivering programs?
Financial Management	<ul style="list-style-type: none"> • Does adult and continuing education have its own budget? Who develops it? What are the assumptions and parameters? • Does the planning of the adult and continuing education budget stand apart from the board's budget planning process? Does the board administrator control the flow of revenues and expenditures (i.e., where is the locus of control)? • What current funding mechanisms are utilized by school boards for adult and continuing education? • What policies, procedures or strategies aimed at providing cost effective adult education are in place at the board (e.g., early registration and thresholds required before activating and staffing a course)? Is the department required to function on a revenue neutral basis? • Does the board have an on-line catalogue, registration and payment system? • Does the board charge for material fees, and if so, for which programs? • What are the financial challenges associated with administering adult continuing education credit programs?
Performance Management	<ul style="list-style-type: none"> • How does the board evaluate the success of its programs and what are the key measures? • Who is accountable for successful program delivery? Is the same person also responsible for ensuring financially successful or cost-neutral program delivery? • How does adult and continuing education support the school board's improvement plan? • What is adult and continuing education's contribution to the board's success in graduating youth from high school? In graduating year six and year seven students? • How does mandatory accountability and reporting to the ministry affect adult and continuing education programs (e.g., policies and procedures related to Safe Schools, Credit Recovery, Special Education, PLAR for mature students, etc.)?
Summary/Conclusions	<ul style="list-style-type: none"> • What would an optimal adult and continuing education delivery model look like in your board? • How does the board measure the benefits of offering adult and continuing education programs? • Are there any opportunities or challenges regarding the continuing education business model that you would like to touch upon that we haven't covered today? • If there were 3 things that would make a difference in improving continuing and adult education programming at the board what would they be? • What are the 3 challenges to improving continuing and adult education at the board?

Appendix B – Pre documentation request

Review material required	
1.0 Scope of Services	
Pre-visit Documents	
1.1	List of all continuing education credit programs the school board offers in relation to the following learners (based on revised estimates of 09-10): <ul style="list-style-type: none">• Regular day school students (including alternative learners)• Early school leavers (under 21)• Adults 21 and over Other learners (if applicable, e.g., SALEP)
1.2	A copy of a local needs assessment (e.g., assessment of existing and future client base and/or assessment of existing programs and services) if performed.
2.0 Service Delivery Channels	
Pre – visit Documents	
2.1	List of locations through which your continuing education programs are delivered.
2.2	List of programs that are delivered in the classroom or other channels such as e-Learning and the web.
3.0 Business Operations	
Pre-visit Documents	
3.1	Copy of the school board's mission statement and system goals.
3.2	Organization chart for the school board that highlights the senior management level.
3.3	Organization chart for the continuing education department.
3.4	Annual operating plan for the current and previous year.
3.5	Recruitment plan for staff (academic and non-academic).
3.6	Annual Professional Development Plans for each employee groups (include summary of the specific training programs/seminars).
3.7	Policy and/or procedure for allocating teaching and non-teaching staff.
3.8	Copy of a facilities review (e.g., to identify which location programs are best delivered in).
3.9	Annual annotated budget for the continuing education department for the past 3 years.
3.10	Copies of program evaluations that have been conducted.

Appendix C – Board profiles

Board Profile: Algonquin and Lakeshore Catholic DSB

Scope of Services

Service Delivery by Student Segmentation

- Model: Mixed delivery model with grid teachers (e.g., 30% 18-20 year olds; 70% 21+)
- Credit Programming: Adult Day School with 6 week terms, modes of delivery include classroom teaching, e-learning, co-op, return-earn-learn (paid co-op), PLAR, and dual credits. Continuing Education: Correspondence through ILC, summer school (mainly adolescent).
- Non – credit Programs: ESL, blended LINC, LBS Programming: Point of Sale training, Open Book for Education and Employment. No general interest courses.
- Separates A&CE and alternative programming; alternative programming provided as part of secondary school programming (9-12)
- Partners with Quinte Immigration Services for the one Newcomer Reception Centers in Belleville.
- Top 3 things that affect credit programming: Community need due to the downturn in the economy; strong support from the Board which aligns with the idea of providing the community opportunities for lifelong learning; based on a significant review of A&CE that was conducted 5 years ago that resulted in a new delivery model better suited to the learner profile. Also, seeing IB students who are using summer school to complete courses and free up space in the regular school year for additional courses.
- Top 3 challenges around delivering A&CE credit programming: cyclical nature of student needs; learner retention; lack of available space for students in board owned property

Student Needs Assessment/ Gap Analysis

- Strong networks at the local level provides feedback on student and community needs. The local employment network committee composed of local colleges, Ontario Works, coterminous boards and non profits in particular plays this role.
- Programming focused south of the 401. Area north of the 401 is serviced by Limestone DSB. Partner with Limestone DSB for summer school. Emphasized importance of creating a niche with the six week, classroom delivery model.
- Student success initiatives in the K-12 system have decreased the need for credit recovery.
- Assess student need via attendance at all secondary P and VP meetings and through feedback from the SO Champion.
- Need cited for the provision of supports for learner disabilities for learners 21 and above
- A&CE is seen as tying into the Board's mission and vision. There is a high level of integration between the Board and A&CE. Courses from A&CE are seen as an extension and viable alternative for students to complete a course. From the Board perspective, this is just a different form of student success.

Service Delivery Channels

Classroom and Course Delivery Type

- Preference of learner profile is the classroom with face-to-face contact with the teacher. Teacher-student relationship cited as the most important aspect for student success.
- Basic structure is a model of 6 week terms with three entry points per semester. Delivery methods

Board Profile: Algonquin and Lakeshore Catholic DSB

include in-class instruction and e-learning. Correspondence courses are delivered through continuing education for students who may not want to take a credit in six weeks.

- E-learning used to serve remote locations, expands course options for all sites; all students must complete a compulsory orientation course before starting an e-learning course. Limited selection of courses offered. The DSB A&CE program is currently leading the consortia for use of OERB (e-learning.) teacher resources.
- Department heads serve as guidance counselors.
- The school board makes use of the Ontario Education Resources Bank for PD purposes and uses ILC course materials.
- Course delivery type is differentiated based on location and learner profile.

Partnerships

- Partnerships are easiest to form around projects. Helps ease the challenges of the competition for the learner.
- Partnerships currently in place include Federal Corrections (credit programming for inmates), partnership with coterminous board for summer school, partnership with literacy providers in Picton, co-located with Ontario Works in Trenton, and share sites with a number of social service agencies in Belleville.
- Presence of other education providers affects A&CE differently depending on the community.
- Delivery of LBS, ESL and LINC opens up portals of delivery and helps to design educational pathways for the learner.

Business Operations

General Management

- SO of ACE is a Superintendent of Secondary Schools. She champions A&CE both through executive council (all academic SO's) and admin council (academic SO's and business managers).
- Majority of principal's time is spent on relationship management and visiting sites due to the number of A&CE locations.
- A&CE makes an annual presentation of statistics and programs to the board of trustees and trustees and senior administration attend graduation events.
- Strong integration between ACE and the Board. Programs operate in leased facilities. A&CE pays for software and a percentage of servers assigned to A&CE and a portion of custodial salary costs.
- A&CE develops a school improvement plan which rolls up into the board improvement plan (particularly around literacy) and strategic plan. Challenge is around data due to 6 week term.
- ACE is required to be cost recovery. Take overall view as opposed to line by line items; however, each program should be able to function on a break even basis.

Staffing and Human Resources

- Core management staff includes Principal, 6.5 support staff, 3 department heads, 12.67 grid teachers, 1 coordinator for non-credit, and 7.5 instructors (non-credit).
- Courses are based on a 110 hour course schedule. Teachers are grid teachers and may be required to teach combined classes and supervise the Independent Study program run by A&CE. Good support from unions for this structure.
- Recruitment done in conjunction with the DSB's HR staff using DSB recruitment policies. Recruitment an issue for nurses for the PSW program.
- Strong focus on PD – all teachers take part in Board PD. Strong focus on ensuring teachers remain connected to secondary schools. PDT funding available for support staff.

Board Profile: Algonquin and Lakeshore Catholic DSB

Facility and Resource Management

- Facilities review was conducted as part of the larger A&CE review conducted by the DSB in 2006.
- Distributed model – operates in 4 leased sites in Belleville, Kingston, Picton and Trenton
- Strong partnership with facilities department with support for arranging lease agreements.
- Board Occupational Health and Safety policies apply at all sites.

Financial Management

- Adult and Continuing Education have their own budget which they develop in conjunction with DSB finance staff. Locus of control for flows and revenues lies with the Principal; interim financial reports are prepared by the DSB finance department.
- Registers used by school board include: day school (grid teachers); continuing education registers: correspondence, Literacy and Numeracy, International Languages, summer school(credit, credit recovery, developmental delayed), PLAR, ESL-Ministry of Citizenship, LBS-Ministry of Training, Colleges, University
- DSB provides 75% support of an FTE from the finance department Strong support by the SBO and Board for this structure due to the complexity of register system; and the ability to minimize the risk to the school board.
- Cost effective strategies include: early registration dates; reinforcement registration (e.g., Calls to students if they do not show up on the first day of class); ability to move a teacher if a course is undersubscribed within 2 weeks of its starting.
- A&CE under pressure to maintain a balanced budget; support Any surplus dollars go towards the Board's budget; in return, a deficit will also be covered by the Board. Reported that this model provides both the Board and the adult and continuing education program with flexibility.

Performance Management

- Formal course evaluations.

Summary/ Conclusions

- What would make a difference in improving continuing and adult education programming?
 - Special Education – require funding allocation to support adult learners who are facing learner disabilities.
 - Increased understanding of the reality of A&CE, in particular lease costs.
 - Have educators who are committed to lifelong learning but a system from the ministry level that is not.
 - Need true partnerships that work together for the betterment of the learner e.g., lose EI support if you are pursuing your OSSD. There is a disconnect between the ministries.
 - Challenges around learner retention and provision of supports required such as daycare and transportation to minimize this.

Board Profile: Halton DSB

Scope of Services

Service Delivery by Student Segmentation

- Adult Day school with grid teachers: Gary Allen High School. Combines adult, alternative and community education. "A high school offering an alternative delivery model" that works closely with regular high schools that have exhausted on-site options for students at risk of not graduating. Can include over and under 21 year olds, but the per-credit average for the over 21 year olds is different than for the under 21 year olds. Gary Allen is in the top three high schools in terms of graduates.
- Non-credit programming: The Centre for Skills Development & Training (The Centre) is a non-profit entity providing career and workforce development programs. The Board, as the sole voting member, controls the governance of the Centre which provides the following services: language training and newcomer services; literacy and upgrading programs; employment services; skilled trades programs with continuing education courses for credit and corporate training. The Centre does not offer general interest courses. Revenues come from grants and fees.
- The Centre operates newcomer reception centers in Oakville, Milton and Burlington, offering language, employment and settlement services. These are not attached to DSB sites.
- Overall philosophy that affects credit programming: Strong support from trustees, senior administration and departments within the school board that the idea of 'no cost to the board' needs to be taken out of the vocabulary when it comes to ACE. Should be treated like any other high school as they are a core part of supporting the board's vision, mission and strategic plan and the ministry's goal of achieving a provincial 85% graduate rate.
- Strong feeling that what school boards do from a non-credit perspective is highly important and should be acknowledged by the ministry as it serves a community need.

Student Needs Assessment/ Gap Analysis

- A multitude of unofficial local needs assessment avenues e.g., secondary principals and VP's meet to discuss student needs; meetings with student success leaders; site heads at each site have a strong understanding of the community need. Current student trend is students taking a compulsory credit in night/ summer school to free up space for an option during the regular school year.
- Assess Board need through meetings with SO's of education, principals and VP's.
- The Centre's goal is to integrate employment services (employment, settlement, literacy and ESL language training); gauge community need through participating in community tables such as the Employment Services and Economic Development tables; in addition gauge factors associated with future population, growth estimates, immigration patterns and workplace changes.
- Strong focus on how A&CE supports the school board-namely through credit accumulation, graduation rates, student success and OSSLT. This information is captured in the BIP.
- Environmental factor with the largest impact on credit programming is the economy: both in terms of parents losing their jobs as well as students needing flexible credit programming to balance out working and going to school.

Service Delivery Channels

Classroom and Course Delivery Type

- Majority of learners prefer face-to-face contact with the teacher; school board cited success of credit programming to the relationship with the teacher and teacher calling the student. At the beginning stages of using e-learning. Co-op and Ex-cel programs are done on the job site. Gary Allen High school is seen as a destination of choice rather than a placement.
- The Centre offers pre-apprenticeship programs which combine credit and not-for-credit courses.

Partnerships

- Coordinated night and summer school with co-terminus board works in the south but not the north where there is declining enrolment; the challenge is finding the time to figure out the value-added proposition in the south.

Board Profile: Halton DSB

- Strong focus on internal partnership within the Board: Gary Allan high school described as a form of 'intrepreneurialism' (i.e., partnering within and across the system – the part that connects the dots between student success and BIP)
- Biggest challenge around external partnership is the lack of a sense of urgency in big boards (vs. rural, northern or declining enrolment boards)
- Presence of education providers in the community proves to be a challenge due to competition. As a result, marketing and communications becomes all the more important.
- External partnerships take a tremendous amount of time; easier to work around specific initiatives.

Business Operations

General Management

- Majority of principal's time is spent on staffing and collective agreements. Need to ensure you are meeting the needs of staff to ensure they are meeting the needs of students. Majority of Centre for Skills Training Chief Administrator's time is spent on connecting with stakeholders (e.g., community; funders); administrative team leadership and management, including strategic planning and financial monitoring; proposal development.
- SO Champion of Adult, Continuing and Alternative Education is the SBO.
- Strong support from the SO and SBO around treating GAHS like a secondary school and having a separate arm delivering skills and training program to meet community need. Focus on taking down the silos to support lifelong learning (i.e., disentanglement and respect for what's delivered in an alternative way (i.e., not using a ledger every day).
- GAHS has regular reports to Director's Council and Board of Trustees through regular reporting on secondary schools; Director of Education, SBO and one trustee from HDSB is on the Board of Directors of The Centre.
- GAHS operates at 'no cost to the Board'. The Centre is included in the board's total revenues and expenditures, and there is some give and take (e.g., although procurement services are separate, the Centre can draw on the board accounting system for engineering work related to roof repairs, board lawyer and HR for staffing, and IT infrastructure support) but the board does not take any profits away from The Centre.

Staffing and Human Resources

- There is a separate core management team for both GAHS and The Centre.
- Recruitment done in conjunction with the Board's HR staff using board recruitment policies. Recruitment is not an issue for any positions.
- GAHS staffing allocation done in conjunction with secondary staffing allocation team
- No formal succession plan, however informal talent development processes including the ability for all grid teachers to apply for GAHS positions.
- Teachers attend all regular board PD– Centre PD is separate from HDSB
- Courses taught on a 110 hour basis.

Facility and Resource Management

- No formal facilities review. Start with what's available and then apply criteria such as transportation to determine suitability (i.e., when they have program but no space, or space but no program the wish list is treated like any other request coming from other schools in the system) before deciding to use Halton space, lease or seek out a private-public partnership. Custodial staff are integrated by site. Use school operations and renewal allocation of the pupil accommodations grant provided for students enrolled in summer school and students enrolled in continuing education credit courses.
 - The Centre operates from leased space: main site in Burlington and 5 satellite sites in Georgetown (1), Milton (1), Oakville (2) and Burlington (1). The Centre leases space to partner organizations in its main site and Milton site

Board Profile: Halton DSB

- Board Occupational Health and Safety policies apply at all sites.
- Transportation is a major issue for two reasons:
 - The issuing of bus tickets needs to be tied to attendance. There is a transport budget built in for GAHS.
 - Public transportation in Halton Hills, Milton, Burlington and Oakville is not well connected.

Financial Management

- The Centre has their own budget which they develop. The Centre does this in-house with financial staff. Surplus kept with The Centre. Major challenge associated with trying to forecast what funders are prepared to fund.
- GAHS budget developed on per pupil funding grants and based on ADE e.g., fits in system level funding with their own line in the budget. Do not have to function on a revenue neutral basis. Major financial challenges associated with multiple locations. Board subsidizes incidentals for Bronte Creek program (environmental program).
- Registers used by school board include: MCI non-credit ESL (The Centre); Continuing Education (The Centre-Gary Allen H.S.)
- Strong support by the SBO and finance staff for operations and management of finances.
- Currently, no use of on-line catalogue, registration and payment system. Focus currently on implementing a cashless system for The Centre.

Performance Management

- The Centre develops a strategic plan it evaluates itself against. Performance measures include number of people served, job placement rates, and impact on community, image and infrastructure.
- GAHS is part of the BIP. Graduation rates are tracked.

Summary/ Conclusions

- What would make a difference in improving continuing and adult education programming?
 - Acknowledgement by the ministry that what school board's provide from a non-credit perspective is highly important to the community.
 - ACE programs should be treated as a cost center, and the philosophy needs to shift away from 'no cost to the board'.
 - The ministry needs to acknowledge that students over 21 require more supports which could be met by smaller class sizes, more guidance and more student success; however funding is not adequate to provide this.
-

Board Profile: Lakehead DSB

Scope of Services

Service Delivery by Student Segmentation

- Credit Programming: Self-study; Co-operative Education; PLAR for mature students; Distance Education in partnership with Keewatin – Patricia DSB and Superior Limestone DSB
- Non – credit Programs: Family Connections; NSL; Adult ESL; International Languages
- Separates adult and continuing education and alternative programming; alternative programming provided as part of K-12 system.
- Top factors that affect credit programming: Partnerships; Community Need; Economy; Funding; and the strong mandate to provide ACE from trustees, senior administration and departments within the school board
- Key environmental factors: Economic downturn in the past 4-5 years; A&CE as a support to help retrain parents of students (and help ease declining enrolment trend)

Student Needs Assessment/ Gap Analysis

- Main form of assessing need is being out in the community; due to northern area, there are a number of synergies and incentives to partner in order to maximize existing resources. Focus on integrated services. Key partnership groups include the North Superior Workforce Planning Board, the Education and Training Reference Group and linkages with various ministries. The Education and Training group recently undertook a needs survey of the community regarding adult education needs which was shared with all partners.
- Reported a good relationship with the local university.
- Services entire community as co-terminous board only offers summer school.
- Watch trends for programming e.g., large uptake on nursing programs due to Thunder Bay becoming the northern 'hub' for the coordination of all provincial health services.
- Assess Board need via manager attendance at all operational meetings.
- Strong focus on how A&CE supports the school board-namely through credit accumulation, graduation rates, student success and OSSLT. This information is captured in the school improvement plan that A&CE completes each year.
- Works closely with the community liaison officer (outreach coordinator under the community use of facilities) to coordinate space for partners.

Service Delivery Channels

Classroom and Course Delivery Type

- Due to funding and a learner profile that requires flexibility, correspondence model works best. Teachers are at the main site three nights/week to provide tutoring.
- Issue around e-learning in a rural area is the expense of setting up the infrastructure.
- Does not pay rent in co-located spaces. Partners see the school board as a key player and the board positions it as a win-win for all stakeholders. Commented that this was unique to the area.
- Provides PLAR to LDSB, KPDSB, and some of the educational authorities in NW Ontario.
- Guidance counseling provided at intake and then on an ongoing basis.
- Services Keewatin-Patricia learners through distance learning.
- Concern around competing for space with K-12 programs and alternative education.

Partnerships

- Partnership with 2 other school boards, Keewatin – Patricia DSB and Superior Limestone DSB. Comment that this came as a result of personal relationships developed through CESBA.
- Partnership with 4 Aboriginal Band councils to provide distance education to their students.
- For external partnerships, focus on co-location, sharing program dollars and sharing administrative

Board Profile: Lakehead DSB

supports. Philosophy of integrated services.

- Presence of education providers in the community proves to be a challenge due to competition. As a result, marketing and communications becomes all the more important. Concerns around information on OSSD versus ACE program that colleges offer.

Business Operations

General Management

- Majority of manager's time is spent on staffing and administering collective agreements, and funding. Communication staff of the Board handles all marketing.
- SO Champion of A&CE is the Superintendent of Education.
- Strong support from the SO, SBO, and Director.
- Regular reports provided to the Director's Council and the Board of Trustees. Reported that support is consistent.
- A&CE seen as supporting and enhancing the board's mission, vision and strategic goals specifically by: increasing public confidence in the board as they are the school board's face in the community and providing additional support services for students requiring differentiated learning.
- All functions and services are shared between A&CE and the Board. HR support is provided for recruitment and hiring and finance staff supports A&CE with financial support. Procurement is provided by the Board. Reported that this model provides both the Board and the adult and continuing education program with flexibility.

Staffing and Human Resources

- Core management staff includes the Manager of A&CE, 4 term employees and 10.4 continuing education teacher FTE's.
- Recruitment done in conjunction with the Board's HR staff using board recruitment policies. Recruitment is not an issue for any positions.
- No formal succession plan, however informal talent development processes with a focus on trying to have all staff get a variety of experiences.
- 2 PD days/ year provided to A&CE staff. Combination of Board mandated PD, opportunities in the community (e.g., training provided by the Canadian Mental Health Association), and continuing education specific training such as benchmarks on ESL, cross-cultural communication and conflict resolution.

Facility and Resource Management

- 1 site which is a school board owned facility; 6 sites off-campus which are collocated in partner space; 2 sites for non-credit programming (e.g., Family Connections program); 3 sites for international languages; 5 sites as part of distance education partnership with KPDSB
- Formal facilities review was conducted in 2008 as part of a larger review of A&CE at Lakehead DSB.
- A&CE pays 21% of heating costs for their building; custodial costs covered by the Board.

Financial Management

- Manager of A&CE develops budget based on previous year. Due to correspondence model, need to closely monitor lessons marked and ensure weekly targets are being met. Budget prepared by looking at each program to determine revenue and monitor budget per program line to see if it is breaking even. Program dollars determine staff numbers.
- Locus of control for flows of revenues and expenditures are monitored by the manager. Finance department provides interim financial statements to help monitor the budget.
- A&CE must maintain balanced budget
- Financial challenges with A&CE model is that it does not take into account circumstances e.g., need to be able to receive funding even though a student may not attend regularly. Being able to create a

Board Profile: Lakehead DSB

reserve for A&CE would make it more viable and sustainable.

- Currently, no use of on-line catalogue, registration and payment system due to learner profile.

Performance Management

- Informal program evaluation is captured through graduation rates and credit accumulation.
- Need to be able to capture intangible data such as adult learners thanking ACE staff last year for taking an interest in them, which was the key factor in their success.

Summary/ Conclusions

- An optimal A&CE delivery model would have stable funding; additional local space to grow programs; funding for marketing and communications; and the ability to maintain flexibility in finance and human resources.
 - Does not believe that bringing together ACE and alternative education would work at this board.
 - What would make a difference in improving continuing and adult education programming?
 - Improving linkages with secondary schools.
 - Need additional staff to execute ideas.
 - The ministry needs to build expectations and accountability in this area by attaching funding dollars to areas that are clearly important – this also brings with it the expectation of accountability. Felt that there is a grey zone between K-12 and postsecondary pathways that is missing and not clearly defined. The ministry needs to decide if this is an important area/segment of the population to catch and if so, fund it as such. This would also help in unconstraining A&CE programs from parameters that are set that don't match lifelong learning.
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Board Profile: London District Catholic School Board

Scope of Services

Service Delivery by Student Segmentation

- Center for Lifelong Learning (CPLL) provides credit and non-credit programming; focus is on continuing education for all from a Catholic perspective. In 2009-2010 alternative education was added to the responsibilities of the A&CE principal.
- Model: Continuing Education Day school with hourly paid teachers. Credit Programming: Adult Continuing Education Day School; Summer School; International Languages. The primary focus is on 18 to 20 year olds who are Ontario Works clients – program is not designed for 21 year olds and over as targeting courses to college-level offerings. Offers PLAR.
- Non – credit Programs: LBS; Adult ESL; Literacy and Numeracy. Does not offer general interest courses.
- Top factors that affect credit programming: Lack of integration with K-12 student success initiatives; lack of support from Board IT resulting in high costs for technology (cited as one of the greatest needs); time required to write and submit proposals to the various funders and the additional issue that none of the funders speak to each other – this was cited as a capacity issue for smaller boards.
- Key environmental factors: Economic downturn has resulted in an increase in demand for programs and services; London has the second highest unemployment rate in Canada. Desire for the Catholic school board to stay in A&CE business in order to provide continuing education from a Catholic perspective (e.g., ensures the name remains in the community).

Student Needs Assessment/ Gap Analysis

- Main form of assessing need is participation in community tables such as Literacy Service Providers. However, issue of capacity was cited as a concern for a smaller school board to attend all the meetings.
- Disconnect with guidance counselors at the secondary level was cited as a concern e.g., guidance counselors are not referring students to summer school.
- Working relationship versus integrated relationship with the Board. Area of opportunity to work closer with Student Success and improve messaging from the Board that A&CE is an effective way to obtain credits.
- Coordination with public school board regarding provision of international language classes.

Service Delivery Channels

Classroom and Course Delivery Type

- 95.5% of classes are delivered in classrooms; 4% via on-line summer school; and 0.5% are done by correspondence.
- 4 modules (days Sept. – June) and 1 summer module (days July-Aug.). 3 class times to accommodate students. Plus 2 modules (night Sept-May) – continuous intake (students can join classes in progress at any time) in ESL and LBS only – credit intake is by module (once class is started , no new students allowed to enroll)
- Hire guidance counselors even though continuing education funding does not pay for it – seen as an essential service for A&CE.
- PLAR used on information days and as a way to attract students.
- No explicit learner pathways between regular day school and continuing education programs. Teachers in regular day school system see it as competition for their classes.
- Limited offerings for night classes due to a lack of a learner pathway for LDCSB secondary school students resulting in those students who want night classes to go to TVDSB to access the service.

Partnerships

- Working relationship with TVDSB e.g., coordinate international languages program with them.

Board Profile: London District Catholic School Board

- Use partner sites for literacy and numeracy programs.
- Partners with community agencies to offer employment services and bridging to work training for students.
- Presence of other education providers is challenging. Competing with a larger school board for grants and, due to their size, often do not have access to same level of grants, which also leads to being excluded from important partnership conversations. Characterized as an equity issue worthy of attention.
- Challenging relationship with the local college.
- Currently offer LBS and ESL and waiting to hear back from LINC. Delivery of these programs plays a large impact in ensuring viability of the continuing education programs, given the DSB size.

Business Operations

General Management

- Majority of principal's time is spent on proposals, relationships and managing finances.
- SO Champion of A&CE is the Acting Superintendent of Education, Secondary Operations, Student Success, Safe Schools, Adult and Continuing Education, JP11 Family of Schools.
- To date the Center has been required to be a standalone program with support given in HR, payroll and facilities.
- Last year was the first year a presentation was made to senior administration and the trustees. Current SO encouraging closer ties with Board.
- A&CE supports the Board's core business of providing Catholic education to all.
- Required to achieve a balanced budget. Reported that this model is challenging and that additional flexibility and growth could be achieved through a closer relationship with the Board.

Staffing and Human Resources

- Core management staff includes the Principal, program manager, curriculum leader and student services leader (hourly paid), 2 full time secretaries and one part time evening secretary.
- Part of Board's recruitment policies. Recruitment is not an issue for any positions due to declining enrolment.
- No formal succession plan.
- PD is seen as a challenge in that there is no funding for continuing education instructors. In addition the issue of ministry mandated training affects specific PD in continuing education. Currently provide PD for WHMIS; Workplace Violence Prevention; Health & Safety; Assessment & Evaluation; some curriculum PD in both credit & ESL/LBS.
- There needs to be a recognition of A&CE principals being distinct from secondary principals; issue of compensation and summer months not being pensionable cited as an issue.
- Generally classes taught on a 110 hour basis (some modules are just under 110 hours and others are just over 110 hours).

Facility and Resource Management

- No formal facilities review.
- Issue around space – would like to grow but constraints with current space limitations which includes 1 dedicated board owned facility for adult credit, 1 leased space to offer courses downtown; and one satellite campus. Better integration with regular schools cited as an area of opportunity.
- Dedicated space for alternative programs e.g., Micha's place and Alternative Learning Center.
- Facilities at St. Patrick Campus, ILP, and summer school sites are paid for by the accommodation grants with these programs. Other programs not housed in LDCSB sites must be paid by CFLL for lease costs out of program budgets.

Board Profile: London District Catholic School Board

Financial Management

- Principal and program manager develop budget based on previous year. Function on a revenue neutral basis. Surplus dollars go towards the Board's budget; in return, a deficit will also be covered by the Board but the program would be reviewed to evaluate if it could be returned to profitability or to a revenue neutral basis.
- Locus of control for flows of revenues and expenditures are monitored by Principal and program manager.
- Registers used by school board include: Adult (Con. Ed.) Credit; ILP Credit; ILP Elementary non-credit; Correspondence; Literacy & Numeracy (Con. Ed. for grades 7/8 and 9/10, as well as Parental Literacy Support); Adolescent Summer School (Con. Ed. Credit); and Grey Registers for MCI's Adult ESL.
- Currently, no use of on-line catalogue, registration and payment system, however looking at implementing this in fall 2011. Main concern is integrity of data input from foreign students.
- Main financial challenge around providing resources which secondary schools receive at no cost e.g., textbooks, IT equipment, facilities.

Performance Management

- Informally captured through graduation rates and student surveys.
- Not connected to BIP or SIP – area of opportunity.

Summary/ Conclusions

What would make a difference in improving continuing and adult education programming?

- A greater integration between A&CE and the board -- would help out financially in supporting a viable learner pathway.
 - Greater support from the Board IT and HR services – require one point of contact for both, and additional services from IT
 - Greater financial flexibility – specifically the ability to create their own reserve to pay for resources.
 - Ability to hire and retain qualified guidance counselors due to the nature of our programs and the lack of funding for guidance.
 - Require additional space – demand is there that is not currently being served.
 - Lack of understanding of what A&CE is, how it functions, and how it can support student success for all (i.e., K-Adult)
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Board Profile: Ottawa-Carleton DSB

Scope of Services

Service Delivery by Student Segmentation

- Mixed model: Adult Day School (2200 full time students (including alternates) and an Adult Continuing Education program with system responsibilities.
- Full time adult day school staffed by grid teachers; continuing Education department is responsible for night school, summer school, international languages and PLAR for mature students (Adult and Cont. Ed.). Also offers non-credit ESL (Adult), LINC and LSB for adults. Offer general interest courses, outdoor education and extracurricular creative arts.
- Adult Day school principal also has responsibility for alternative education (5 sites) and a section 23 sites (2) with Corrections Canada.
- 1 newcomer reception center located at the adult day school and Personal Support Worker program.
- Top factors that affect credit programming: level of education required to succeed in Ottawa is high due to it having a stable and educated workforce; secondary high school diploma has become the standard for positions in Ottawa. Students are also using summer school to take a compulsory credit and free up space to take an option during the regular school year.
- Key environmental factors: Ottawa is somewhat insulated from the economic downturn that has taken place in the rest of Ontario; high level of immigration increased need for international languages.

Student Needs Assessment/ Gap Analysis

- No formal needs assessment process. Main form of assessing need is speaking to the secondary principals through the Secondary Operational meetings; input is also received from school councils for Cont. Ed. Different for Adult HS – Principal analyzes option sheets in May to anticipate demand and plan for September course offerings both Adult and Cont. Ed. Principals.
- Reported a good relationship with the co-terminous Catholic board. Both boards work together in coordinating the location of summer course offerings, and which courses will be delivered by whom. Adult program: operates a regular classroom model.
- Invest in a significant amount of advertising.
- Assess Board need via attendance at all operational meetings. In addition, both principals work closely with the Student Success Leader and make regular presentations to day schools to market literacy and numeracy outside the classroom.
- Strong focus on how Adult and Continuing Education supports the school board-namely through credit accumulation, graduation rates, student success and OSSLC. In addition, the philosophy at the Board level is that students should use continuing education to capture credits as opposed to staying for a 'victory lap'.

Service Delivery Channels

Classroom and Course Delivery Type

- E – learning is offered through the adult day school and at summer school. However, it was reported that students come to the DSB due to the teacher and classroom environment.
- Coordinate mode of delivery with coterminous board e.g., it's complimentary as Ottawa Catholic uses ILC. Find that students go back and forth between the 2 boards depending on which mode of delivery works best for their life circumstances at that point in time.
- Dual Credit program articulate with Algonquin (math for technology course)
- Board uses a continuous intake model for coop as a class to register mid-quad students or accommodate students struggling in the course.
- Key player in developing learner pathways is the guidance counselor. Currently, there is a good relationship with secondary school guidance counsellors that see night as summer school as viable pathways. All students are assessed upon registration to discuss their educational plan.

Partnerships

Board Profile: Ottawa-Carleton DSB

- Partnership with Algonquin College.
- There is joint planning service delivery with co-terminous Catholic board for summer school; there is also a partnership in place between the two of them in offering the specialist high skills major.
- Partnership with Ontario Works to provide childcare in the Board's facilities.
- There is currently no form of partnership involving sharing program dollars or sharing administrative supports.
- Presence of education providers in the community proves to be a challenge due to competition. As a result, marketing and communications becomes all the more important.

Business Operations

General Management

- Majority of both principal's time is spent on staffing and administering collective agreements. Additional key activity for the principal of continuing education is monitoring the finances; and for the principal of the adult day school, managing registrations.
- SO Champion of A&CE is the Superintendent of Instruction. There is also a close relationship with the SO of Curriculum.
- Strong support from the SO, SBO, and Director.
- Regular reports provided to the Director's Council and the Board of Trustees. Reported that support is consistent.
- Adult Day school explicitly part of the SIP; the department of con ed is part of the BIP.
- A&CE seen as supporting and enhancing the board's mission, vision and strategic goals specifically by: increasing public confidence in the board as they are the school board's face in the community and providing additional support services for students requiring differentiated learning.
- All functions and services are shared between the adult day school, which is treated like a regular secondary school, and the Board. The continuing education department is required to produce a surplus of \$400K. Board finance staff helps manage the accounting system for con ed. Procurement and IT is provided by the Board, however facility costs are charged back for non-credit courses.
- There is a continuing education advocate in each high school.

Staffing and Human Resources

- Core management staff for the Department of Continuing Education includes: 3 Continuing Education Officer responsible for marketing, developing, promoting, managing, coordinating, supervising and ensuring funding on various Continuing Education programs on a cost-recovery basis. There is also a full time marketing coordinator (for all Board programs), 1 office administrator and 1 receptionist. Summer and night school operate with hourly paid teacher and the adult day school has all grid teachers.
- Recruitment done in conjunction with the Board's HR staff using board recruitment policies. Recruitment is an issue for guidance counsellors and the night school principal position. Focus on getting principals in from the regular K-12 system to increase transparency and understanding of continuing education in the regular system. Seen as a viable pathway to get VP/ P experience for teachers.
- No formal succession plan, however informal talent development processes with a focus on trying to have all staff get a variety of experiences.
- PD involves a one 2 hour session a year before the winter term during which current curriculum topic policy changes are discussed. Focus on Assessment and Evaluation and Differentiation of Program through a close collaboration with the Board's curriculum services. Any board offered PD is open to con ed teachers who are able to attend and they are paid if they do not work for the Board during the day.

Board Profile: Ottawa-Carleton DSB

Facility and Resource Management

- Continuing education non-credit activities incur facility costs, but not the credit programs
- Competition for facilities due to increased demand from Community Use of Schools initiative ; as a result, board policy and personal connections between SO, CE principal and CUS coordinator and planning department is critical
- No leasing charged back to credit programs, but need to work on positive relations with regular day school principals to keep schools open for continuing education programs like night and summer school
- Adult Day School uses site-based management model for the 8 sites the principal is responsible for
- An informal facilities review is conducted each year with the Catholic school board in terms of optimal locations to offer summer school. Issues of transportation are also discussed at this table.
- Custodial charges are charged back for non-credit and general interest courses.

Financial Management

- Principal of con ed develops budget based on previous year.
- Locus of control for flows of revenues and expenditures are monitored by principal of con ed, and con ed officers all have responsibility for managing the finances in their areas. Finance department provides interim financial statements to help monitor the budget.
- Start with a 0% based budget; continuing education arm is mandated by the Board to deliver a surplus of \$400K. Surplus dollars go towards the Board's budget; in return, a deficit will also be covered by the Board.
- Currently, no use of on-line catalogue, registration and payment system however there is a move towards this for September 2011.
- Procedures aimed at cost effective education include registration dates and cut off dates for credit programs. There is also the ability to consolidate night classes. Follow ups with 'no-shows' on the 1st night of classes.

Performance Management

- Formal performance appraisals are in place for continuing education teachers.
- Evaluate success based on enrolments, student satisfaction and 'repeat business'.

Summary/ Conclusions

- What would make a difference in improving adult and continuing education?
 - Cluster DSB's at CESBA according to board size and geography to share best practices.
 - Importance of constantly positioning yourself as part of the Board.
 - The ministry needs to decide if credit through continuing education is a legitimate pathway and if so fund it accordingly.
 - Area of concern – impact of the Ontario Disability Act and additional cost of accommodating accessibility.

Board Profile: Peel DSB

Scope of Services

Service Delivery by Student Segmentation

- Model: School of A&CE; also have the Center for Education and Training and the Halton Business Institute. Latter 2 are DSB operated and not affiliated with the A&CE.
- Credit Programming: Adult Day School; night school; summer school; e-learning.
- Non – credit Programs: ESL non-credit, LBS, LINC. Does not offer General Interest courses.
- Separates adult and continuing education and alternative programming; alternative programming provided as part of K-12 system.
- 3 We Welcome the World Center
- Top 3 things that affect credit programming: Board's belief in communities and education and that learning doesn't stop at 18; adult and continuing education helps expand services to the families of their students, providing second chances and additional opportunities for their community in particular a number of newcomers to Canada.

Student Needs Assessment/ Gap Analysis

- No formal needs assessment process, however a multitude of unofficial local needs assessment avenues e.g., look at historical trends; teachers survey students for program needs; feedback from community groups through partnership meetings; conversations with teachers and guidance counselors in the K-12 system. Management team commented that they key to assessing needs is feedback from guidance counselors.
- SO mentioned that there are three major needs at Peel DSB: adults who did not finish high school, those who finished but are now looking for a different path and need credits to move into a new area, and those who are new to the country and require PLAR.
- Assess Board need via attendance at all secondary principal meetings; SO of A&CE sits on Leadership Council and receives information from principals.
- A&CE is seen as a support and enhancement to the Board's response to the ministry's directions. There is a high level of integration between the Board and A&CE.

Service Delivery Channels

Classroom and Course Delivery Type

- Preference of learner profile is the classroom with in person contact with the teacher. 95% of programs in the adult day school are offered in person; 85% of programs in continuing education are offered in person in continuing education.
- Night and summer school is offered on line. FAQ's to facilitate e-learning provided on Board's website.
- Guidance counselors referred to as 'lifeblood' of adult credit programs.
- Intake done at the beginning of each semester. There are 4 semesters during the course of the year.
- The school board does not make use of the provincial learning management system, or the Education Resources Bank. ILC course materials are used in alternative programs.
- Focus on learner pathways between regular day school and adult and continuing education. Focus on making it a seamless process for the student.

Partnerships

- Partnerships are a philosophy of the Board – this is what the SO of A&CE spends the most time on.
- Challenges of developing partnerships include having to follow the policies and procedures of the Board and education service providers chasing after the same dollars.
- For external partnerships, focus on 'triaging' e.g., Board provides one piece of the partnership. Example provided was the Access Employment Centers where the board provided the language classes and the agency found jobs.

Board Profile: Peel DSB

- The literacy service providers network was cited as being a key partnership.

Business Operations

General Management

- There is an SO of Adult and Continuing Education in place. Reported that this is due to the importance the trustees and senior administration places on this file. SO reports to the Director of Education and is a member of the Leadership Council, the senior leadership team of the Board.
- Majority of SO's time is spent on staffing and collective agreements; relationship management; finances; and programming. Largest challenge is on community relations as there are many committees and initiatives that the school board is asked to be a part of.
- A&CE ties into the Report Card for Student Success (Board's strategic plan) and develops an annual report.
- Strong integration between A&CE and the Board. Programs operate in Board owned facilities, and they pay a portion of the lease charge which includes a portion of the utilities and custodial maintenance based on the square footage of the building. There is no charge for IT services or HR services and procurement is done through the Board.
- There is a full budget secretary in place and a budget officer will be in place as of September 2010.
- Regular reports provided to the Operations Committee of the Board and Director's Council.
- A&CE seen as supporting the board's mission, vision and strategic goals specifically by: providing differentiated learning to increase student achievement, and increasing public confidence in the board as they are the school board's face in the community.

Staffing and Human Resources

- Core management staff includes Superintendent of A&CE, VP of Continuing Education, and 1 supervisor VP of Adult Education, and 14 administrative employee including 3 ESL and 1 LBS supervisor.
- Recruitment done in conjunction with the Board's HR staff using board recruitment policies, and moving towards using the Board's online HR portal, VIP. Recruitment is an issue around mid-management positions such as VP's, physics teachers for the summer, and business teachers. Emphasis on hiring staff that are culturally proficient given the Board's learner profile.
- Staffing allocation done in conjunction with secondary staffing allocation team. Requisitions for business staff are required and based on enrolment.
- No formal succession plan, however informal talent development processes are in place.
- PD is provided to teachers as part of the collective agreements. In addition to Board mandated PD there is also ACE specific PD around character education. Con ed instructors and admin staff are provided PD at least twice a year, but we have to fit it in when we can, without having to close down program, can be very complex.
- Courses are offered on a 110 hour basis.

Facility and Resource Management

- A&CE part of annual accommodation review of the Board.
- Consolidated model in use (cs. Distributed model). Philosophy that number of sites matter.
- Programs are offered in 3 major locations at the core of Mississauga, Malton and Brampton. Stressed the importance of having child care facilities on-site as a service required by their learner profile.
- Board Occupational Health and Safety policies apply at all sites.

Board Profile: Peel DSB

Financial Management

- Adult and Continuing Education have their own budget which they develop. Program supervisors develop their own budget which is then discussed with the SO who presents it to the Comptroller of Finance. Business cases need to be prepared for additional funding.
 - Locus of control for flows and revenues lies with the Principal; interim financial reports are prepared by the comptroller for sign-off by the SO.
 - Contract dollars received from: MTCU, LBS, the Career Center, International students, Aboriginal Students, Rural connections (providing internet training for rural areas), and fee-paying programs.
 - Strong support by the SBO and Board for a dedicated ACE financial staff due to the complexity of register system; and the ability to minimize the risk to the school board.
 - On line registration for summer and night school open to day school students only.
 - Surplus dollars go towards the Board's budget; in return, a deficit will also be covered by the Board. Reported that this model provides both the Board and the adult and continuing education program with flexibility.
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Performance Management

- Department develops an annual school improvement plan that it evaluates itself against.
 - Receives feedback through surveys.
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Summary/ Conclusions

- What would make a difference in improving adult and continuing education?
 - Organizing adult education within a region – would lead to triaging of services and seamless integration for the learners. Particularly important given the large immigration population the school board is serving and need to respond to their needs right away.
 - Need for an apprenticeship/ trades for credit program. Cited as being a learner pathway for LBS students. Also require a modified specialist high school major for adults.
 - The need to fund professional development for ACE. This would be used to customize learning for hourly paid instructors. PD currently very complex to provide for casual and hourly staff.
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Board Profile: Simcoe County DSB

Scope of Services

Service Delivery by Student Segmentation

- Credit Programming: Adult Day School (21 years and over); Phoenix Program (18-20 years); night school; summer school; correspondence course; pre-apprenticeship.
- Non – credit Programs: ESL non-credit, remedial grades 7-10; international languages; Business Pro; Driver Education; PSW (credit and non-credit); General Interest. LINC provided by the YMCA with school board co-locating with them.
- Provides contract services to organizations such as Correctional Services
- Separates adult and continuing education and alternative programming; alternative programming provided as part of K-12 system.
- 1 newcomer reception center
- Top 3 things that affect credit programming: Economy; Social Assistance (e.g., tied to requirement to go back to school); Strong support from trustees, senior administration and departments within the school board to provide A&CE for the community.

Student Needs Assessment/ Gap Analysis

- Use a multitude of unofficial local needs assessment avenues e.g., cross-boundary sharing between education, training and municipalities within the Board's geographic area; program coordination with Ontario Works; due to rural area, there are a number of synergies and incentives to partner in order to maximize existing resources
- Large emphasis on equity of programming by trustees – consideration in terms of when and where to offer programs
- Assess Board need via attendance at all secondary principal meetings; principal also involved in a group coordinated by the SO of school effectiveness that brings together the SO of student success, K-12 curriculum, Aboriginal and Adult and Continuing Education Programs for planning purposes.
- Strong focus on how A&CE supports the school board-namely through credit accumulation, graduate rates, student success and OSSLT. This information is captured in the school improvement plan that ACE completes each year.
- Biggest environmental factor is the economy: both in terms of parents losing their jobs as well as students needing flexible credit programming to balance out working and going to school.

Service Delivery Channels

Classroom and Course Delivery Type

- Preference of learner profile is in person contact with the teacher; school board cited success of credit programming to the relationship with the teacher and teacher calling the student.
- Issue around e-learning in a rural area is the expense of setting up the infrastructure. Grant only provides for \$12/lesson. Point made around lack of technology equity for rural and remote areas.
- Large focus on PLAR for mature student. Seen as first point of contact for students. Use continuous assessment; focus on supporting students on whatever register would meet their needs. Due to learner profile, defined entry and exit points would not work.
- International student dollars go to fund the newcomer reception centers.
- All students entering the adult day school are required to take a 1 credit, 6 week course if starting at the beginning of the semester. After that there is intake 4 times a year. Continuous intake in coop is provided every 3 weeks.
- Focus on learner pathways between regular day school and adult and continuing education e.g., dual credit, summer school (over 1400 students), student success initiatives, guidance, and manage exchange programs for K-12.

Board Profile: Simcoe County DSB

Partnerships

- Large focus of principal.
- For external partnerships, focus on co-location versus sharing program dollars and sharing administrative supports. Philosophy of coordination vs. integration.
- Presence of education providers in the community proves to be a challenge due to competition. As a result, marketing and communications becomes all the more important.

Business Operations

General Management

- Majority of principal's time is spent on instructional leadership, staffing and collective agreements. Need to ensure you are meeting the needs of staff to ensure they are meeting the needs of students. Funding and programming logistics and proposal writing are the other items the majority of time is spent on.
- SO Champion of A&CE is the Superintendent of Education.
- Strong support from the SO and SBO – as of last year the adult and con ed program has a full time financial analyst on staff. Position seen as integral to maximizing the revenue that can come from this programming and at the same time, minimize the risk to the Board by having a good handle on the finances and supporting risk management activities.
- Regular reports provided to the Program Committee of the Board, Administrative Council and Director's Council.
- Adult and Continuing Education seen as supporting the board's mission, vision and strategic goals specifically by: closing the gap, providing differentiated learning to increase student achievement, increasing public confidence in the board as they are the school board's face in the community, a good news story for trustees, and a solution provider.
- Operate at 'no cost to the Board'. Due to programming space being leased, the adult and continuing education program covers the cost of 2 full time IT salaries, all computer and LAN lines, and all leasing and custodial costs. HR support is provided for recruitment and hiring. Procurement is provided by the Board. Reported that this model provides both the Board and the adult and continuing education program with flexibility.

Staffing and Human Resources

- Core management staff includes principal, 2 (just got another one) vice principals, financial analyst, 4 coordinators of special programs (includes PSW, LBS, Newcomer Welcome Centre and International languages), 6 learning center coordinators, 2 career center coordinators and 7 (in the new funding model) career counselors to deliver Employment Ontario services. In addition there are 11 permanent teachers on a 10 month grid, and 1 full time guidance counsellor.
 - Recruitment done in conjunction with the Board's HR staff using board recruitment policies. Recruitment is not an issue for any positions.
 - Staffing allocation done in conjunction with secondary staffing allocation team
 - No formal succession plan, however informal talent development processes including the ability for secondary teachers to apply for continuing education opportunities when posted
 - Teachers attend all regular board PD in addition to continuing education specific PD such as instructional strategies and meeting client needs. Continuing education instructors also attend continuing education PD. Funds for PD are built into the budget.
 - Credit Courses provided on a 110 hour schedule.
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Board Profile: Simcoe County DSB

Facility and Resource Management

- No formal facilities review.
- 7 sites (full credit-based all of which are leased. Due to leasing costs in the region, generally costs work in school board's favor. All locations are striving to be collocated with other partners e.g., YMCA
- Leasing space provides the department flexibility – location of program driven by need and accessibility for students.
- Leasing and associated custodial costs are built into budgets.
- Board Occupational Health and Safety policies apply at all sites.

Financial Management

- Adult and Continuing Education have their own budget which they develop. The principal, vice principal, financial analyst and 7 site & 5 program coordinators are the key team that develops the budget. Budget done projecting 3 years out. Budget is discussed on a weekly basis at the admin team meetings and actuals are brought to the table once a month. Site coordinators are responsible for managing the budget at each of their sites/programs. Each learning center has their own budget which takes into account the GSN portion and fee-paying/ contract dollars.
- Locus of control for flows and revenues lies with the Principal.
- Contract dollars received from: MTCU, LBS, the Career Center, International students, Aboriginal Students, County funded "Rural Connections" (providing Internet training for rural areas), and fee-paying programs.
- Registers used by school board include: remedial, credit (adult day, summer, night, correspondence/self-study) and non-credit ESL.
- Strong support by the SBO and Board for a full time financial analyst due to the complexity of register system, and the ability to minimize the risk to the school board.
- Currently, a website for information and links, online summer school registration for SCDSB students but no online payment system, however they are looking into it for night and summer school.

Performance Management

- Department develops an annual school improvement plan that is aligned with the board strategic plan and board improvement plan.
- Receives feedback through surveys.

Summary/ Conclusions

- Appreciated the Minister and ministries support in bringing attention to the adult and continuing education agenda.
- What would make a difference in improving Adult and Continuing Education?
 - Building capacity – at the SO level and administration level. Educating colleagues about the adult and continuing education agenda. Principal does this by taking as many people to CESBA as possible. Idea that if it is seen as educationally viable/ pertinent it will be seen as financially viable.
 - Lower break even points – this would lead to the ability to run more programs in all rural communities; PD funding for continuing education instructors; and the ability to meet ministry mandate requirements in improving instructional practices
 - The ministry needs to build expectations and accountability in this area by attaching funding dollars to areas that are clearly important – this also brings with it the expectation of accountability.

Board Profile: Thames Valley DSB

Scope of Services

Service Delivery by Student Segmentation

- A&CE combined with alternative programming: School of Adult, Alternative and Continuing Education. Alternative Education was brought together with A&CE 3 years ago to bridge student success initiatives and day school initiatives.
- Credit Programming: Adult Day School; Adult Con ED Day School; Night school; Summer school; Personal Support Worker Program; International Languages. Blended adolescent/adult programs. Service 3 large Aboriginal communities with credit programming through a partnership with the Youth Opportunities Unlimited Program.
- Non – credit Programs: LBS; Adult ESL; Driver Education. Does not regularly offer general interest courses.
- 1 Employment Resource Center (Service Canada)
- Top factors that affect credit programming: Strong mandate to provide A&CE from trustees, senior administration and departments within the school board. Trend for students taking compulsory credits through New Credit summer school; however, demand for improvement credit programs has decreased as student success initiatives have been successful within the K-12 system. Due to increase in demand, space has become a challenge.
- Key environmental factors: Economic downturn has resulted in an increase in demand for programs and services. Students are also looking for upgrading opportunities.

Student Needs Assessment/ Gap Analysis

- Main form of assessing need is by being out in the community and focusing on trends e.g., high demand for physics and chemistry as a number of people want to change careers and move into health care.
- Principal attends all secondary principal meetings and is responsive to secondary school needs e.g., will canvass guidance counselors to get feedback on trends/ needs of students. Secondary home schools need to sign off on summer and night school course for adolescent students.
- Strong focus on how A&CE supports the school board-namely through credit accumulation, graduate rates, student success and providing differentiated learning. Reported that the Board is very interested in meeting disenfranchised student needs.
- Focus on equity of programming – need to ensure all 4 regions are receiving equitable programming.
- Coordination with catholic school board regarding provision of international language classes.

Service Delivery Channels

Classroom and Course Delivery Type

- Learner profile has a preference for classroom learning with a teacher present.
- Use 7 week terms; once a student is on the roll, there is priority registration for next intake. This helps to pre-populate registration forms. Found that 7 week terms work best for adult learners as it's an optimal amount of time for them to make adjustment in their life. Classes are held in 2 sessions between 9-3:30pm.
- 3 full time guidance counselors are on staff. Provided at intake and then on an ongoing basis.
- Strong use of PLAR for mature students in Alternative Education based on Lambton-Kent model.
- Alternative Education also currently uses materials from Durham DSB to credit needs of diverse student population.
- Uses the provincial management learning system, the OERB and ILC materials.

Board Profile: Thames Valley DSB

Partnerships

- Currently co-locating services e.g., ReConnect Merrymount, a new program launched this year in partnership with Merrymount Children's Centre to help teen parents cope with their new role as parents while continuing to work on their diploma.
- Introducing Dual Credit 'School Within a College' program through Alternative Education with Fanshawe College in September 2010.
- Cooperative Education dedicated to First Nations students through tuition agreement with 3 First Nations communities southwest of London. A summer component is being added in 2010.
- Provides LBS, non-credit ESL, and LINC.

Business Operations

General Management

- Majority of principal's time is spent on staffing and managing collective agreements. Administrative Secretary/ Registrar provides marketing support, and proposal writing is done by clerical staff.
- SO Champion of ACE is the Superintendent of Education; Superintendent of Safe Schools is the champion of alternative education.
- Strong support from the SO, SBO, and Director.
- Regular reports provided to the Executive Council and the Operational Council, Committee of the Board. Reported that support is consistent.
- Adult and Continuing Education seen as the 'go to people' in the Board to help students achieve their goals. Seen as supporting and enhancing the board's mission, vision and strategic goals specifically by: increasing public confidence in the board and providing additional support services for students requiring differentiated learning.
- Administrative Secretary/ Registrar and financial supervisor seen as key positions for A&CE.
- Functions and services are shared between A&CE and the Board. HR support is provided for recruitment and hiring and finance staff supports A&CE financial supervisor. IT and Procurement is provided by the Board. Not charged for facilities however additional costs of portables to be covered by A&CE. Reported that this model provides both the Board and the adult and continuing education program with flexibility.

Staffing and Human Resources

- Core management staff includes the Principal, 2 Vice Principals, 1 financial supervisor, 1 administrative secretary/ registrar, 18 clerical staff, and teachers/ instructors which fluctuate according to need.
- Recruitment done in conjunction with the Board's HR staff using board recruitment policies. Principal recommends, HR hires. Recruitment is not an issue for any positions due to declining enrolment. Staffing allocation done in conjunction with secondary staffing allocation team
- Tied into board's succession and talent development plan.
- PD is seen as a challenge in that there is no funding for con ed instructors. However, school provides 3 PD sessions/ year which the A&CE school covers to ensure staff remain competitive.
- Classes based on a 100 hour schedule.

Facility and Resource Management

- 3 sites which are school board owned facilities (G.A. Wheable Centre for Adult Education in London, Blossom Park in Woodstock, Tillson Ave in Tillsonburg, plus classrooms in 2 London elementary and 1 secondary schools for Adult ESL); (lease arrangements in St. Thomas and Strathroy; additional partnerships such as Middlesex Community Living and Woodstock Developmental Services for LBS classes)
- Facilities review was conducted as part of Board's ARC process in 2005. Conclusion that G.A. Wheable Centre for Adult Education is the only location that can house all the programs they offer.

Board Profile: Thames Valley DSB

- Not charged for facilities however additional costs of portables to be covered by A&CE.

Financial Management

- Principal and financial supervisor of AACE develops budget based on previous year. Function on a revenue neutral basis. Surplus dollars go towards the Board's budget; in return, a deficit will also be covered by the Board or made up through reduced AACE budget in subsequent year.
- Locus of control for flows of revenues and expenditures are monitored by Principal and Financial supervisor.
- A&CE does not look at external programs when factoring in cost recovery.
- Registers used by school board include: Adult Day Credit, Correspondence/Self-study, Summer School, International Languages, Form 21-2372E(18-20 year olds in 'Form 1 teachers' classes in Terms 2 and 4.
- Priority registration provides a level of predictability of courses required and student numbers.
- Currently, no use of on-line catalogue, registration and payment system due to learner profile.

Performance Management

- Informally captured through graduation rates and credit accumulation.
- Need to be able to capture intangible data such as adult learners thanking staff for taking an interest in them, which was the key factor in their success.

Summary/ Conclusions

- A viable A&CE model depends on:
 - 'Sweating the small stuff' e.g., ensuring there is enough parking for students at location. Need additional staff to execute ideas.
 - Ensuring that there is a positive image of student learners and the teachers and instructors of adult education programs both in the Board and in the community.
 - Ensuring there are public events such as formal graduation ceremonies that bring positive attention to A&CE students and the programs. Provides an important message around their work and the system's desire to celebrate them as graduates of TVDSB.
 - Need a vocal principal that is respected by his or her colleagues; a great principal attracts people with great skills.
- What would make a difference in improving Adult and Continuing Education?
 - Board requires an understanding of what ways they can be treated like a secondary school and in what ways they are unique. This understanding is particularly important in relation to HR (job descriptions and union negotiation) and modified programming.
 - Importance of ensuring A&CE is reflected in the BIP and the Board's strategic plan – leads to higher visibility in the Board
 - Importance of capturing data and sharing the same student management system in order to demonstrate their success in graduating students.
 - Importance of ministry funding guidance counselors.

Board Profile: Upper Canada DSB

Scope of Services

Service Delivery by Student Segmentation

- Credit Programming: Mixed delivery model– Day school credit programming for under and over 21; Correspondence, Night school, and E-Learning. (limited, focused on coop programming and Personal Support Worker Program); Summer school (at 5 sites; serves over 400 students). E-learning
- Non – credit Programs: LNS, PSW, International Language (elementary), LINC, LBS, Adult ESL and Immigrant Settlement and Adaptation Program ISAP. No general interest courses offered.
- Combines A&CE and alternative programming.
- Has newcomer reception centers – One in Cornwall with outreach to remainder of Board.
- Top 3 things that affect A&CE in your board? Economy in eastern Ontario; community needs; staffing; proximity to Ottawa.

Student Needs Assessment/ Gap Analysis

- No formal needs assessment process, however a multitude of unofficial local needs assessment avenues e.g., close relationship with municipalities, involvement in a number of stakeholder working groups such as the Economic Planning Board of Brockville.
- Assess student need via Board's research group, enrolment numbers and feedback from students
- Assess community need via close relationships with social and economic groups on the ground
- Assess Board need via attendance at all secondary principal meetings, principal professional development days, and the principal being part of the Student Success team at the school board.
- Focus on flexible teaching arrangements and meeting the needs of their students.
- Biggest environmental factor is the economy in eastern Ontario.

Service Delivery Channels

Classroom and Course Delivery Type

- Large focus on PLAR. Seen as first point of contact for students. Provided a 5 day training session on PLAR for office assistants.
- Use continuous entry with a focus on supporting students on whatever register would meet their needs. Due to learner profile, defined entry and exit points would not work.
- Guidance counseling seen as essential. Provided everyday at every campus.
- Preference of learner profile is in-person contact with the teacher.
- Limited uptake on e-learning; however use the provincial learning management system, Ontario Education Resource Bank and the ILC course materials for correspondence and summer school
- Facilitate learner pathways between regular day school and adult, alternative and continuing education programs. Emphasized idea of 2 way adaptation where the latter meets the needs of the students in whatever way is required, and the regular day school system adapts to students once they return.

Partnerships

- Large focus of principal and controller driven by a philosophy to provide a one stop shop for Ontario Learners.
- Good relationship with St.Lawrence College – TR Leger is largest feeder school to college. Meet with Dean of the College once a month.
- Partnership with Aboriginal groups – Mohawk partnership
- Other partners include child care providers and probation services.

Board Profile: Upper Canada DSB

Business Operations

General Management

- Majority of principal's time is spent on staffing and collective agreements. Controller (Comptroller) supports principal in all aspects of operations, and plays a larger role in negotiating leases.
- SO Champion of A&CE is the Superintendent of School Operations.
- Strong support from the SBO – feels that having a controller specifically for adult and continuing education is integral to maximizing the revenue that can come from this programming and at the same time, minimize the risk to the Board by having a good handle on the finances.
- A&CE functions on a cost neutral basis.
- Functions and services are shared – this includes finance, HR, IT and procurement. Reported that this model provides both the Board and the adult and continuing education program with flexibility.
- A&CE seen as supporting the DSB's mission, vision and strategic plan. A&CE referred to in DSB's strategic plan (CREW charter) and working towards achieving DSB's goal of a 90% graduation rate.
- Strong support from the Board of Trustees that A&CE helps increase public confidence in the Board.
- A&CE makes formal presentations to Strategic Council, the Operations Excellence Committee of the Board and the Board of Trustees at least once a year.

Staffing and Human Resources

- Core management staff includes principal, Manager of Student Services, Office Administrator, Accounting Assistant, Office Assistant (.5), Comptroller of Finance, 4 VP's
- Recruitment done in conjunction with the Board's HR staff using Apply to Education.
- Staffing allocation done in conjunction with secondary staffing allocation team
- No formal succession plan, however informal talent development processes
- Provide staff with specialized PD such as specialized instruction and customer services; and tied into part of Board PD.
- Length of class either 90 hours or 110 depending on the register used

Facility and Resource Management

- Facilities review was conducted 10 years ago.
- 17 sites (full credit-based); 3 partnership sites; 8 additional sites. 2 are Board owned; 7 are provided in kind through providing LBS with partners and 19 sites are leased. Due to leasing costs in the region, costs work in school board's favor.
- A&CE not charged back for Board-owned facilities. Philosophy that using an underused school for adult, alternative and con ed increases the public confidence in the system.
- Location of program driven by need and accessibility for students.
- Transportation is provided for summer students.

Financial Management

- Comptroller of Finance develops budget in conjunction with Principal. Reporting relationship is to principal with a dotted line to the SBO.
- Locus of control for flows and revenues lies with Comptroller.
- Registers used by school board include:(Independent Study Register, Correspondence Register, Regular Day School Register, Literacy Numeracy Register, Summer School Register, Adult for Credit Register, English as a Second Language (MCI) Register.)
- Strong support by the SBO and Board for a Comptroller of Finance due to the complexity of register system; and the ability to minimize the risk to the school board.
- No use of on-line catalogue, registration and payment system due to the learner profile they are

Board Profile: Upper Canada DSB

serving and the inconsistency of internet access in a rural area.

Performance Management

- Department develops an annual school success plan that it evaluates itself against.
 - Receives feedback through school culture scans and exit surveys.
-

Summary/ Conclusions

- What would make a difference in improving continuing and adult education programming?
 - Need right staff in right positions to provide services to the community.
 - Con ed register should reflect the HR time used to support the flexibility and nature of program
 - Using a 'con ed model only' in a rural board does not work (difficult to congregate enough students from a rural area to generate a class and revenue to make the program viable)
 - Increase funding. Why? HR and program growth
-

Board Profile: York Region DSB

Scope of Services

Service Delivery by Student Segmentation

- Model: Continuing Education Day school with hourly paid teachers
- Credit Programming: Adult Day School; Personal Support Workers, summer school, night school, virtual schooling.
- Non – credit Programs: International languages, Adult ESL, LINC, Citizenship classes, LBS, Driver Education; after school literacy and numeracy. General Interest Courses provided.
- Separates adult and continuing education and alternative programming; alternative programming provided as part of K-12 system.
- Newcomer Reception is moving to the Centre for Continuous Learning (the new Continuing Ed. Site) in January 2011. There is only one centre at this time.
- Top 3 things that affect credit programming: Community need and the DSB's belief in communities and education and that learning doesn't stop at 18; serving the increase in student need and demand (partly due to view of high standards and resulting credit integrity from A&CE in the system and partly due to students using A&CE as a means to get compulsory credit to free up an option in regular school year); and the ability to remain financially viable.
- Top 3 challenges around delivering A&CE credit programming: Cyclical nature of student needs; marketing; lack of support staff who have a solid understanding of A&CE programming.

Student Needs Assessment/ Gap Analysis

- No formal needs assessment process, however a formal survey is currently being developed for distribution in summer 2010 to influence programming for fall 2010.
- A&CE currently receives the majority of its feedback through conversations with teachers and guidance counselors in the K-12 system. Management team commented that they key to assessing needs is feedback from guidance counselors.
- Student need is focused on 2 major groups: those that need 1-2 courses to graduate and those that are looking for a career change. Capture student need partly through Career Cruising program as ACE forms part of the system and staff can see what courses students are planning on taking in summer school (and night school as of 2010-11)
- Assess Board need via attendance at all secondary P and VP meetings; guidance counselor meetings and area meetings.
- ACE is seen as a support and enhancement to the Board's response to the ministry's directions. There is a high level of integration between the Board and A&CE. Courses from A&CE are seen as an extension and viable alternative for students to complete a course. From the Board perspective, this is just a different form of student success.

Service Delivery Channels

Classroom and Course Delivery Type

- Preference of learner profile is the classroom with in person contact with the teacher. Teacher-student relationship cited as the most important aspect for student success. This applied particularly to those 19+.
- However, Virtual Schooling used to offer courses for students.
- E-learning is part of the regular day school system
- Guidance counselors referred to as 'lifeblood' of adult credit programs.
- The school board makes use of the resources Ontario Education Resources Bank for PD purposes and uses ILC course materials.
- Strong learner pathways between regular day school and adult and continuing education. Part of this success due to sharing the same IT system.

Board Profile: York Region DSB

Partnerships

- Partnerships are a philosophy of the Board – current partnerships include dual credit with Georgina Tech and co-terminus DSB; Seneca College; and Centennial College.
- Partnership with Chippewas of Georgina Island First Nation.
- Main challenge of developing external partnerships is around sharing facilities and negotiating transportation. Partnerships are easiest to negotiate up north (geography dependent)
- For external partnerships, focus on 'triaging' e.g., Board provides one piece of the partnership. Example provided was the Access Employment Centers where the board provided the language classes and the agency found jobs.
- Concern around the lack of coordination around newcomer and settlement services in the York region.

Business Operations

General Management

- SO of A&CE is a Superintendent of Education.
- Majority of principal's time is spent on staffing and collective agreements and administering programming. Marketing support is provided by DSB's communication staff.
- Strong integration between A&CE and the Board. Programs operate in Board owned facilities. A&CE charged for caretaking expenses as part of our permitting of YRDSB sites outside of school hours.
- A&CE seen as supporting the board's mission, vision and strategic goals specifically by: providing differentiated learning to increase student achievement, and increasing public confidence in the board as they are the school board's face in the community.
- A&CE is required to be cost recovery. Take overall view as opposed to line by line items.

Staffing and Human Resources

- Core management staff includes Principal, 2 VP's, Continuing Education Technology Administrator and a supervisor of general interest. Strong focus on developing a core staff with a periphery that can be staffed on an as required basis.
- Recruitment done in conjunction with the DSB's HR staff using DSB recruitment policies. Preference given to district staff first.
- Recruitment and retention of support staff for night and summer school was cited as an issue. This is partly due to the transient nature of these positions. However, this was cited an area of concern given the high degree of understanding of the ACE model these positions require.
- A&CE seen as training grounds for day school system.
- Strong focus on PD – all instructors receive PD based on a PD plan developed through a needs assessment survey. Developing PD is a key role of one of the VP's.
- Length of Class: 110 hours

Facility and Resource Management

- No formal facilities review however philosophy of only using board owned facilities. Currently operate at 2 facilities. New facility opening as of January 2011 that will consolidate a number of programs including some IT services.
- Consolidated model in use (vs. Distributed model). Philosophy that number of sites matter.
- Strong partnership with facilities department which includes on-going discussions regarding best location for programming.
- Principals looking for opportunities to deliver summer school at their school – seen as providing a service to the community.
- Board Occupational Health and Safety policies apply at all sites.

Board Profile: York Region DSB

Financial Management

- A&CE have their own budget which they develop in conjunction with DSB finance staff.
- Locus of control for flows and revenues lies with the Principal; interim financial reports are prepared by the DSB finance department.
- Financial analyst with DSB finance department is the key contact for A&CE. Strong support by the SBO and Board for this structure due to the complexity of register system; and the ability to minimize the risk to the school board.
- Cost effective strategies include: early registration dates; reinforcement registration (e.g., Calls to students if they do not show up on the first day of class); instructor positions are based on confirmed student numbers)
- Surplus dollars go towards the Board's budget; in return, a deficit will also be covered by the Board. Reported that this model provides both the Board and the adult and continuing education program with flexibility.

Performance Management

- Full time Continuing Education Technology Administrator – ability to track graduation rates. This information is presented to trustees at the end of each year.
- Feedback on programs received through surveys.

Summary/ Conclusions

- What would make a difference in improving continuing and adult education programming?
 - The need to fund professional development for A&CE. This would be used to customize learning for hourly paid instructors. PD currently very complex to provide for casual and hourly staff.
 - Increased coordination between ministries and Employment Ontario
 - Better integration of settlement and newcomer services in the York Region.
-

Board Profile: Conseil des écoles publiques de l'Est de l'Ontario

Scope of Services

Service Delivery by Student Segmentation

- Credit courses: Courses offered according to a personalized approach (regular day program), independent study, packages leading to employment, Major/Concentration in Hospitality and Tourism, e-learning, evening independent study, correspondence courses and co-op.
- The board does not offer general interest programs, as there is not enough interest.
- The board offers several programs for newcomers, such as: French as a second language courses, LINC, and orientation classes (academic make-up courses for young students who are new to Canada and unable to attend a regular secondary school).
- Mix of adults and teenagers in order to offer a wider range of courses.

Student Needs Assessment/Gap Analysis

- There is no formal assessment; however, the board is developing a survey for the schools' students and for counsellors.
- Future needs are extrapolated and based on the budget, growth rate, courses offered and observations of neighbouring boards (English and French).
- Student needs are also considered through the delivery channels, which include mainly continuous intake for packages – formal approach and personalized approach to encourage students to start immediately.
- The board focuses on offering flexible full-time or part-time programs.
- The programs offered are constantly changing; the school adapts to needs and creates new programs.

Service Delivery Channels

Classroom and Course Delivery Type

- Most programs are offered in lecture format and as individual study by modules.
- Courses are offered every day, on a full-time or part-time basis, during the school year and in the summer.
- The board has a co-operative education program and a remediation program for students in grades 7 and 8, as well as for secondary school students and adults.
- The school of continuing education uses a computer program, Moodles, e-mail and e-Learning Ontario resources.
- The school for adults has two counsellors with an open-door policy.
- The board's philosophy is that teachers are responsible for student success, and they offer on-site guidance.
- Courses are offered on several campuses outside Ottawa, in Casselman, Rockland, Cornwall and Hawkesbury.
- 90-95% of programs are offered in class. Students are encouraged to use databases, but they often find it difficult to do so.

Partnerships

- The board considers partnerships to be essential. It has entered into the following partnerships :
 - City of Ottawa, Ontario Works (which offers its own PSSP course), OCISO multicultural liaisons
 - Partnerships with other adjacent boards: CSDCEO, CSDCCEO and the English-language Upper Canada board in order to serve rural areas
 - Partnership with Alfred College
- The board organizes several open-door sessions and uses this forum to create new partnerships with colleges, universities, etc.

Board Profile: Conseil des écoles publiques de l'Est de l'Ontario

- The board networks a great deal in order to establish new partnerships.
- There is competition among the colleges, literacy centres and board in terms of the programs offered by various organizations.

Business Operations

General Management

- Continuing education is supervised by the superintendent, finance department and executive committee.
- The school and board share various services, such as the IT, technical, human resources, finance and management departments.
- The principal of the adult school champions continuing education.
- The school and board have the same goals: bridging gaps, and student retention and success. The board wants to provide a transition with make-up courses and to have a positive impact on and a way of improving student performance.
- The concept of self-financing is included in the budget.
- There is a great deal of resource sharing: administrative support is managed by the board.

Staffing and Human Resources

- Recruiting and staffing are done according to board policies and procedures.
- The human resources department handles the technical aspect (position approval, background checks, etc.)
- The school performs the assessment and makes hiring recommendations to the board.
- Teachers, instructors and the principal are included in regular board training, including training about new policies, and they take part in other training with alternative schools, such as CESBA, SHSM conferences, etc.
- Continuing education staff is assigned according to the board's collective agreements.
- The finance department handles the budget and sends a template for the school to fill out, whereas the human resources department keeps track of qualifications and seniority.
- The staffing process goes by the number of students and by school. Positions are posted according to supply and demand. The alternative school with students under the age of 21 is treated like a regular secondary school.
- There is no formal succession plan, but the board has a transfer plan that helps to determine interest in principal positions.

Facility and Resource Management

- The most recent facility review was carried out in 2002.
- Management and custodial costs are part of the core budget.
- Most programs are offered at École des adultes Le Carrefour, but several courses are offered at board schools. The board also uses community centres for French as a second language courses.
- The board does not offer transportation.

Financial Management

- The budgeting process for continuing education is part of the board's core budgeting process and development of the technical paper on funding.
 - Continuing education has its own cost centre in the SAP financial system.
 - Income is forecast and grants are based on previous years as the starting point; then, expenses are budgeted accordingly.
-

Board Profile: Conseil des écoles publiques de l'Est de l'Ontario

- The budget is also based on the forecasted number of students.
- The school receives the following grants:
 - Funding from the Ministry of Education (GSN)
 - Ministry of Citizenship and Immigration
 - LINC

Performance Management

- The board develops a survey every other year for the schools' students and for ? counsellors in order to measure satisfaction levels.
- The board assesses its performance based on the following factors:
 - Growing number of students
 - Capacity for self-financing
 - Visibility in the community
 - Growing number of partnerships
 - Positive results of the student survey

Summary/Conclusions

- What would make a difference in improving continuing and adult education programming?
 - The board would benefit from the opportunity to receive more funding in order to offer more evening courses, which are difficult to fund, and to offer more services for exceptional students.
 - An improvement in data management (especially OnSIS), which requires a great deal of time and effort.
 - The dates October 31 and March 31 are problematic for hiring a teacher during the school year, which is particularly difficult because adult and continuing education operate on the basis of continuous intake during the school year.
-

Board Profile: CSD catholique des Grandes Rivières

Scope of Services

Service Delivery by Student Segmentation

- The board offers the following programs:
 - Students in regular day courses (including alternative education)
 - Dropouts (under the age of 21)
 - Adults aged 21 and older
 - Other students are from the Aboriginal and English-speaking communities. The board also offers “Express 2002+”, which is a program for young parents.
- The board offers several literacy programs and has partnerships with Collège Boréal (ACE Program).
- The board offers basic literacy and numeracy courses. It also offers basic construction and welding courses, computer courses or workshops, and several nutrition, well-being, self-management, visual arts and other workshops.
- The board offers independent study courses for suspended students in an area with no service.
- The board also offers a co-operative education program.
- There is no orientation centre for newcomers; there is no need for one in the area. However, the board welcomes newcomers when the occasion arises.
- There is a mix of adults and teenagers, but the centres try to keep them separate (different classes). The goal is the same for both groups: to earn their OSSD.
- The board offers young parents a daycare service through the early childhood centre.

Student Needs Assessment//Gap Analysis

- There is no formal assessment; however, needs are determined on enrolment. Needs change from year to year depending on various factors (especially the economy in the area).
- The board offers a continuous intake service and often combines courses (e.g., 9th and 10th-grade science). Courses are often personalized. Attendance is not easy with dropouts.
- The board plans annually the programs to be offered. The centres operate as secondary schools. The board adjusts which courses are offered based on demand.
- Basic courses are always offered through the continuous intake service, independent study, correspondence courses and e-learning.
- Everything offered at secondary schools is offered at the centres (major, dual credit, credit recovery, acceleration program and summer courses). Each centre comes under a secondary school, and students may go from one to the other.
- Needs vary a great deal from centre to centre, since they serve different areas.
- A study was conducted among employers in Timmins. Half of the employers (6/12) required an OSSD.

Service Delivery Channels

Classroom and Course Delivery Type

- Most types of courses are offered in class as personalized/independent study and continuing intake courses.
- On-line courses are difficult and seldom used. Many students are uncomfortable with electronic media, and the “human” aspect offered in class, which is the best format available, is lacking. The schedules for the on-line format may discourage many students.
- Personalized pen-and-paper courses best meet student needs.
- Evening courses are very popular in Hearst, as are the CO-OP program, distance education courses and prior learning assessment.

Board Profile: CSD catholique des Grandes Rivières

- Most centres are separate from the secondary schools, except the one in Hearst, which is in the secondary school but has a separate entrance. Centres often have to share with service points and work to maximize the available space. This helps to promote partnerships. All of the premises are board property.
- Continuing education centres do not have dedicated counsellors, but share them as needed with the secondary schools. It is often the role of the teacher or centre coordinator to act as a counsellor.

Partnerships

- Partnerships are established as needed. There are several agreements with Collège Boréal, Ontario Works, Employment Ontario (second career).
- There are also several partnerships with Northern colleges and universities, and adjacent boards. They share travelling expenses.
- There are partnerships with community services, such as the police, some community centres for their kitchens or gyms, health centres, etc.
- The board is facing the following challenges:
 - Discrepancies in the programs (based on size) in order to reach an agreement on what is offered
 - Not all areas have the same needs or realities.
 - Travel is a problem.
 - There is also some competition between the boards and colleges (ACE program). The school/college juncture is a challenge, because many people think they can skip a step and go directly to college.
- The colleges are having an impact on the centres' programs. This is perceived as healthy competition that forces the centres to review their practices.

Business Operations

General Management

- The budget is prepared by the board and sent to the centres, which have little leeway.
- Each centre has its own mission, which is related to the board's mission: help young people to succeed and earn their OSSD. The board wants to support the success of teenagers and adults.
- The centres are always included in the training offered by the board.
- Continuing education is viewed as an environment where young people are treated like adults, and they often do not want to return to a regular school. The ultimate goal is to reintegrate young people into regular schools.
- The school and board share various departments, such as the IT, technical, human resources, finance and management departments.
- The board's supervisory officer advocates for continuing education.
- The centres are self-financed; they have different enrolment and funding sources, ministries and employment centres. Programming is done by ensuring that the allocation is made.
- There is a great deal of resource sharing: administrative support is managed by the board.

Staffing and Human Resources

- Recruiting and staffing are done according to board policies and procedures.
 - Positions for qualified teachers are posted internally. This generally provides enough candidates, given that the enrolment of regular students is declining.
 - Instructors are hired by the coordinators. The coordinators conduct interviews with the instructors.
 - There is a mix of instructors and qualified teachers.
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Board Profile: CSD catholique des Grandes Rivières

- Teachers are part of the pay grid.
- Teachers, instructors and coordinators are included in regular board training, and they take part in other training with alternative schools, such as CESBA, COFA conferences, etc.
- Like in secondary schools, the staffing and assignment process is carried out on an historical basis.
- The staffing process goes by the number of students and by school. Positions are posted according to supply and demand.
- The teacher's profile is more important than qualifications. The centres aim for a balance of skills.
- There is no formal succession plan.

Facility and Resource Management

- No facility review has been conducted.
- Management and custodial costs are part of the core budget.
- Programs are offered at all four of the board's continuing education centres: Hearst, Kapuskasing, Timmins and New Liskeard.
- The board offers transportation to all of its students, including students at continuing education centres.

Financial Management

- The budgeting process for continuing education is part of the board's budgeting process.
- Each centre has its own budget; however, the centres do not manage the budgets or have access to the pay tables.
- The centres operate on a cost recovery basis and make sure they have at least 12-15 students in a class.
- What registers does the board use?
 - Continuing Education: Register of Enrolment in Credit Courses Taken for Diploma Purposes]
 - Independent Study Register for Day School Pupils]
 - Continuing Education: Register of Enrolment in Correspondence/Self-Study Courses]
- Custodial costs are charged for centre premises.
- The finance department supervises the budget. The board does not charge administrative fees for the services rendered to the centres, but charges only the costs related directly to the centres.
- There are relatively few financial difficulties, since the centres are self-financed as a result of multiple funding sources.
- The school receives the following grants:
 - Ministry of Education (MEO)
 - Ministry of Training, Colleges and Universities (MTCU)
 - And several others (Employment Ontario, Ministry of Northern Development and Mines)

Performance Management

- The success of the continuing education centres is assessed based on the graduation rate and other data (credit accumulation, provincial secondary school literacy test pass rate).
 - Centre principals are responsible for the success of the programs. The finance department is also involved in order to ensure that minimum standards are met.
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Board Profile: CSD catholique des Grandes Rivières

Summary/Conclusions

- What would make a difference in improving continuing and adult education programming?
 - The board would benefit from the opportunity to receive more funding in order to offer more services to students over the age of 21. There is a large disparity with the services offered to students under the age of 21.
 - The board would benefit from the opportunity to offer English courses, since there is a great deal of demand in the areas served by the board.
 - The dates October 31 and March 31 are problematic for funding on those dates. If a student enrolls on November 2 and drops out in the second semester (e.g., February 1) and that student has been enrolled in Trillium, no funding is received for that student. If the student enrolls in a board school, the board will receive the funding anyway, but the student will often enrol in another board, which means that from November to February, the alternative education centre has provided all of the services to that student, but has not received any funding for doing so.
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ISBN xxx-xxx-xxxx (PDF)

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