Adult and Continuing Education Guide for Administrators New to the Role



BY FRANK HUMMELL

cesba

TABLE OF CONTENTS

Welcome to Adult and Continuing Education 3

A Brief History of Adult and Continuing Education Programs in Ontario 4

The Four Categories of Adult and Continuing Education Programs in Ontario 5

- Ontario Ministry of Education Funded Adult and Continuing Education Credit/Diploma Programs 5
- Ontario Ministry of Education Funded **Non-Credit** Adult and Continuing Education Programs 6
- Other **Non-Credit** Adult Education Programs Funded by Ontario Ministry of Labour, Immigration, Training, and Skills Development 6
- **Non-Credit** Adult Education Programs Funded by the Government of Canada: Immigration, Refugees and Citizenship (IRCC) 7

Some Initial Questions You May Have When You Begin Your Role as an Adult and Continuing Education Administrator 8

What Are the Differences Between Adult and Continuing Education and K-12? 10

CESBA - The Ontario Association of Adult and Continuing Education School Board Administrators 13

Deloitte's 2010 Adult and Continuing Education Business Model Review 14

Who attends Adult and Continuing Education Programs? 18

- Leger Study 2020 18
- Learner Profiles 19
- Top Ten Things About Learners Attending Adult and Continuing Education Programs 21

Supporting Learners who are enrolled in Adult and Continuing Education Programs 22

A Framework for Optimizing Success in Adult and Continuing Education Programs 23

Marketing Adult and Continuing Education Programs 24

Conclusion 26

References 27

- List of Websites Referred to in This Guide 28

WELCOME TO ADULT AND CONTINUING EDUCATION

Welcome to the wonderful world of Adult and Continuing Education (A&CE)! If you are a newly appointed administrator of A&CE, please take the time to review this document to familiarize yourself with this specialty area of education in Ontario.

As you begin your career in A&CE, please keep in mind that it can take between 3 and 5 years of work in this field to develop a thorough understanding of the nuances and interconnectedness of this fascinating component of public education. As you journey in this field, you will extend and sharpen your leadership skills and the capacities identified in the Ontario Leadership Framework (OLF).

The Ontario Leadership Framework:

> "…. describes the school-level practices that research has shown to have a positive impact on student achievement and the actions associated with each. In addition, it describes the system-level practices and associated actions that support effective school leadership."
>
> *(Ontario Institute for Educational Leadership, 2013, p. 9)*

The OLF Includes Five Core Leadership Capacities:

1. **Setting Goals –** This capacity refers to working with others to help ensure that goals are strategic, specific, measurable, attainable, results-oriented, and time-bound (SMART) and lead to improved teaching and learning.
2. **Aligning Resources with Priorities –** This capacity focuses on ensuring that financial, capital, human resources, curriculum and teaching resources, professional learning resources and program allocations are tied to priorities, with student achievement and well-being as the central, unambiguous focus.
3. **Promoting Collaborative Learning Cultures –** This capacity is about enabling schools, school communities and districts to work together and to learn from each other with a central focus on improved teaching quality and student achievement and well-being.
4. **Using Data –** This capacity is about leading and engaging school teams in gathering and analyzing provincial, district, school and classroom data to identify trends, strengths and weaknesses that will inform specific actions for improvement focused on teaching and learning.
5. **Engaging in Courageous Conversations –** This capacity relates to challenging current practices and fostering innovation through conversation, to listen and to act on feedback, and to provide feedback that will lead to improvements in student achievement and well-being.

(Ontario Institute for Educational Leadership, 2013, p. 8)

The enhancement of all five OLF leadership capacities will be proportionate to your understanding and grasp of the complexities of each program offered in A&CE. The OLF leadership five core capacities are referenced throughout this document.

A BRIEF HISTORY OF ADULT AND CONTINUING EDUCATION PROGRAMS IN ONTARIO

Adult education programs in Ontario can be traced back to the 1600s when colonists arrived and learned local geography, climate, housing, transportation, and survival methods from Indigenous people.

More formal adult education programs were created in the mid-1850s with the incorporation and adoption of Mechanics' Institutes in several Ontario communities. Mechanics' Institutes were first established in England during the 1820s and began as voluntary associations of working men who sought self-improvement through education. These institutes offered evening lectures, lending libraries and periodical reading rooms. *(Gaffield, 2013)*

Draper and English (2016) noted that prior to confederation, Queen's University and the YMCA in Kingston offered public lectures and night classes for adults, respectively.

Today in Ontario, adults wishing to improve their literacy skills, employment skills, and/or obtain their high school diploma (OSSD) can do so through programs offered by local school districts.

Below is a listing of A&CE programs that school boards in Ontario currently offer.

Ontario Ministry of Education High School Credit/Diploma Programs:

- Diploma credits (during the day)
- Diploma credits (in the evening, weekends, summer)
- eLearning credits (during the day, evening, weekends, summer)
- Correspondence/Self Study (asynchronous, online, or pen and paper)
- Prior Learning Assessment Recognition credits (PLAR)

Ontario Ministry of Education Non-Credit Programs:

- Grade 7, 8 and 9 Literacy and numeracy reinforcement
- International and Indigenous languages

Non-Credit Programs Funded Outside the Ministry of Education:

- Adult ESL
- Get SET (Skills, Education, and Training)
- Language Instruction for Newcomers to Canada (LINC)

* Not all programs are offered by all school boards

THE FOUR CATEGORIES OF ADULT AND CONTINUING EDUCATION PROGRAMS IN ONTARIO

As you acquire a solid working knowledge of each program offered under the four categories of A&CE, you will develop the OLF five core capacities. You will be more successful in leading your school team to set goals and use data to inform actions related to teaching and learning, because you will have a deeper understanding of the specifics of each program offered, the interconnection between them, and an enhanced capacity to discern data.

CATEGORY #1

Ontario Ministry of Education Funded Adult and Continuing Education Credit/ Diploma Programs

Adult Credit Programs are for students who wish to gain credits to obtain their high school diploma (**OSSD**). The Ministry of Education funds several delivery models within this category:

a. **Adult Day School –** These credit courses are offered during the regular school day using the Secondary School Register (example: 8 am to 5 pm) and can be delivered in person or online. Taught by a qualified teacher who is paid on the grid or on a specific grid for adult education teachers.

b. **Adult Continuing Education Day School –** These credit courses are offered outside the regular school day using the Continuing Education registers (example: in the evening, on the weekend or in the summer) and can be delivered in person or online. Taught by a qualified teacher who is paid hourly or by terms established by the local collective agreement.

c. **Continuing Education Credit Correspondence/Self Study/eLearning** are offered at any time (provided students are not full time in adult day school) and are based on a 20-lesson format with students working independently and at their own pace. Qualified teachers act as markers for these courses and are paid on a per lesson marked basis or hourly basis (determined by local collective agreement language).

d. **Continuing Education PLAR Credits** – Adult/mature students can earn credit equivalencies for their experiences in the workforce and/or life. These credits can be used toward their OSSD. Assessment of PLAR credits is done by a qualified teacher and is completed outside regular day school hours. Teachers are paid either per assessment or hourly (determined by local collective agreement language). CESBA has a plethora of excellent PLAR resources. Click on this link https://cesba.com/resources/ and then in the search feature type: PLAR
School Year Enrollment Register Instructions: https://www.ontario.ca/page/enrolment-register-instructions. Note to keep in mind when looking at the enrolment register instructions:

   i. Elementary and Secondary Schools (this applies to Continuing Education models delivered with Grid Teachers)

   ii. Continuing Education Programs: for school boards delivering Adult Credit delivered through Continuing Education Hourly teachers (non-grid). Also applies to programs outside the school day funded by Ministry of Education - IILE, Summer School, Literacy/Numeracy, and Correspondence/Self Study/Online.

e. **Other Credit Delivery Programs/Models:**

i. **Personal Support Worker (PSW)** programs that combine OSSD credit courses with PSW accreditation. These programs are taught in either an adult day school model or a continuing education model. CESBA also has a good number of resources about PSW. Click on: https://cesba.com/resources/ and then in the search feature type: PSW

Note: Some school boards offer adult education credit packages tied to credentialling/accreditation in areas such as: hospitality, early childhood education assistance, custodial training, hairstyling, etc.

ii. **TVO/ILC – Independent Learning Consortium –** You will hear the acronym ILC used a lot in A&CE. TVO ILC is an online learning partner of the Ministry of Education. More than 125 high school credit courses are offered and students can enroll anytime. Students can enroll directly via the TVO ILC website if they are not currently registered with a district school board (DSB). If students are registered with a DSB, then your guidance staff can make the necessary arrangements to enroll students in these courses. There is a charge for each course. For more information, visit https://www.ilc.org/

iii. **Ontario eLearning Consortium (OeLC) –** This is a grassroots organization started by a handful of Ontario school boards in 2001. Today, several Ontario school boards are members of this group. If your board is a member of OeLC, your students will be able to access online credit courses (offered in both a day school format and in a continuing education format) by any one of the member Boards, and at no cost. For details, visit https://www.oelc.ca/

CATEGORY #2

Ontario Ministry of Education Funded Non-Credit Adult and Continuing Education Programs

Continuing education non-credit courses are offered outside regular day school hours. There are two major categories of courses - Literacy/numeracy and International and Indigenous Languages Elementary. For more information on the registers, visit: https://www.ontario.ca/page/enrolment-register-instructions. Choose: "school year" Continuing-education-programs-en.pdf

a. **Literacy/Numeracy** – Within this category are **four** different programs that are taught by qualified teachers.

1. Grades 7 and 8 literacy and math support (in summer only, Grades 6 to 8)
2. Grades 9 and 10 literacy and math support
3. Literacy and numeracy support for parents and guardians
4. Grades 7 to 10 literacy and math support for continuing education students OR adults on a regular day school register – used for both the school year and summer.

b. **International and Indigenous Languages Elementary (IILE)** – These programs are offered before and after regular day school hours (evening, weekend, or summer) to elementary students. Taught by either qualified teachers or uncertified instructors (no Ontario Teachers' Federation certification).

CATEGORY #3

Other Non-Credit Adult Education Programs Funded by Ontario Ministry of Labour, Immigration, Training, and Skills Development

1. **Get SET** – Some school boards are service providers for this program for adults 19 years or older looking to develop their reading, writing, math, computer skills and more to get further education, apprenticeship training and employment. The program can be taught by non-certified instructors and can be offered at any time. For more information visit: https://eopg.labour.gov.on.ca/en/programs/get-set-skills-education-and-training/

2. **English as a Second Language (ESL) and French as a Second Language (FSL)** – Some school boards are service providers for these programs to instruct newcomer adult students whose first language is not English or French. ESL/FSL helps students to engage with their community and transition to other education, employment and apprenticeships. For more information visit: https://www.ontario.ca/page/adult-learning and https://www.ontario.ca/page/adult-learning-english-second-language.

CATEGORY #4

Non-Credit Adult Education Programs Funded by the Government of Canada: Immigration, Refugees and Citizenship (IRCC)

1. **Language Instruction for Newcomers to Canada (LINC)** – Some school boards are service providers for this program designed for adult permanent residents to improve their language skills in English or French. For more information visit the Immigration, Refugees, Citizenship Canada website at: https://www.ontario.ca/page/adult-learning-english-second-language and https://www.canada.ca/en/immigration-refugees-citizenship/services/settle-canada/language-skills.html.

2. **Settlement Services** – Some school boards are service providers for IRCC settlement and immigration services where immigrants and refugees can receive assistance with housing, employment, education, health, transportation, community and government services, including assistance with completing permanent residence or citizenship applications and help enrolling in ESL/FSL programs.

SOME INITIAL QUESTIONS YOU MAY HAVE WHEN YOU BEGIN YOUR ROLE AS AN ADULT AND CONTINUING EDUCATION ADMINISTRATOR

To sharpen OLF core capacities related to engaging in courageous conversations and promoting collaborative learning cultures, you should ask a series of questions as you commence your role in A&CE.

History and Operational Questions

- What is the history related to A&CE programs in your board?
- What programs were started and when?
- What programs are operated under adult education? Continuing education?
- What are the current enrolments in each A&CE program?
- What are the current trends associated with program enrolments?
- Are any programs experiencing increases in enrolment? Why?
- Are any programs experiencing decreases in enrolment? Why?
- What facilities might be available to A&CE for new program initiatives and/or expansion of current programs?
- What department(s) of the school board is/are responsible for A&CE?
- What supports are in place for A&CE learners? Is there a student success team? Are there any social workers?
- What specific aspects of A&CE will I be responsible for? (This varies from board to board.)

Human Resources Questions

- Is there a human resources contact at the board who is responsible for A&CE?
- Which articles in the collective agreement(s) are specific to A&CE?
- Are there any outstanding grievances related to A&CE? Any burning issues?
- Who is responsible for grievances in human resources/labour relations?
- Are all employees of A&CE programs unionized? If so, what union(s) are the employees' members of?
- What are the current staffing levels? FTE of grid teachers, FTE of continuing education teachers? FTE of support staff? FTE of non-union staff?

Financial Questions

- Is there a financial officer at the board who is responsible for A&CE?
- What will be my role with finances related to A&CE?
- How do I obtain access to the budget and reports for each program I am responsible for?
- Do we track funding and expenses for each program? If so, are there any programs currently operating with a deficit? What programs are currently operating with a surplus?
- What financial system(s) is/are used to track and maintain A&CE budgets?

- What happens to surplus funds with each program?
- Where are surplus funds reported? Under what category? Deferred Revenue? If so, how do I access these reports?
- What are the sources of funding for A&CE programs? Ministry of Education? Ministry of Labour, Training and Skills Development? Immigration, Refugees and Citizenship Canada? Other sources of funding?
- Do any programs require audited financial statements at year end?
- Do any of our programs operate in leased space? If so, why?
- What do I need to consider for any Memorandum of Understanding agreements, or placement agreements?
- Who is responsible for negotiating/signing lease agreements and renewals?
- What is the status of current leases (expiry dates/contract details)?

Questions About Partnerships

- What community partnerships currently exist?
- How do these partnerships work?
- Are these partnerships "handshake agreements" or are they contractual?
- If contractual, how do I obtain a copy of the contract?
- Are there any competing community agencies that offer the same services?
- Does the coterminous board (the other local public or Catholic board) offer A&CE programs? If so, what programs do they offer? What are their enrolments in each program offered?
- Are any programs offered in partnership/conjunction with the coterminous Board?

Questions About Board Governance

- Who is/are the superintendent(s) responsible for A&CE?
- If multiple Superintendents, who oversees what aspects of our programming?
- Do we offer A&CE programs in all geographic areas of the board?
- If so, have the respective board trustees attached to each area visited our A&CE sites/campuses?
- When did they visit? What was their reaction?
- When do we hold graduation ceremonies? Where do we hold them? Do we invite senior administration and trustees to these ceremonies? What has been the tradition?
- Are there any other special events held at our sites/campuses?
- Have we invited senior administration and trustees to these events in the past?
- Have there been any past presentations to the board administration and trustees about our programs?
- If so, when and what was presented? Why?

WHAT ARE THE DIFFERENCES BETWEEN ADULT AND CONTINUING EDUCATION AND K-12?

a. **Vernacular**
You will quickly realize that staff from A&CE programs speak a language that will have you wondering what planet you landed on! Take your time to review the exclusive world of A&CE acronyms by reviewing this list:

https://cesba.com/resources/acronym-guide/

b. **Funding**
To be a successful leader in A&CE, you will need to understand the complexities of funding. Once you begin to develop a working knowledge of the various sources of funding available to your programs, you will be positioned to align resources with priorities (an OLF Core Capacity) "....to ensure that financial, capital, human resources, curriculum and teaching resources, professional learning resources and program allocations are tied to priorities, with student achievement and well-being as the central, unambiguous focus."

(Ontario Institute for Educational Leadership, 2013, p. 8)

If your background is K-12, you likely did not have much concern for the way in which your school was funded. You received your budget from the school board and worked with your school administrative assistant or other board personnel to manage your discretionary budget of expenses related to managing your school.

It is important to know that the Ministry of Education does not mandate that school boards offer A&CE programs. Currently, CESBA supports over 60 of the 72 publicly funded DSBs. As a result, most school boards in Ontario approach A&CE budgets differently than K-12 school-based budgets. They track and monitor their revenues and expenses related to operating their A&CE programs very carefully.

A&CE programs in Ontario are funded very differently than K-12. In K-12, there is only one register where student attendance is recorded, and it is data from this register that generates provincial funding for your school district. However, depending on the number of A&CE programs your school district offers, there can be as many as 10 different registers used to generate funding! For a quick review of registers used in A&CE, click on this link:

https://cesba.com/wp-content/uploads/2020/10/7a_Continuing-Education-Register-and-Reporting-Flowchart-1.pdf

If certain programs are not generating sufficient revenue (grants) to cover expenses, their sustainability is jeopardized. As an administrator of A&CE, it is always a good idea to know your statement of revenue and expenses related to each program offered, as well as your overall statement of revenue and expenses. Not all offered programs will be run on a cost recovery basis each academic year and some programs may subsidize other programs. Your challenge will be to understand the funding and the relationships between each

program offered so that you are able to provide robust and meaningful programming. Continuing Education programs are funded by various Ministries, and programs generate surpluses or deficits, not profits or losses.

In 2010, the Ontario Ministry of Education commissioned Deloitte, to examine business models associated with A&CE programs offered by a selection of district school boards in the province. The goal was to identify the factors that contribute to the successful delivery of these programs. Please see pages 14 to 17 of this document for more information on the Deloitte's 2010 review.

There is also an Ontario Auditor General report (2017) on Adult Education (namely ESL/FSL/LINC). Below are some relevant links from that report:

Section 3.08 Standing Committee on Public Accounts Follow-Up on Section 3.13, 2017 Annual Report

Section 3.13 https://www.auditor.on.ca/en/content/annualreports/arreports/en17/v1_313en17.pdf

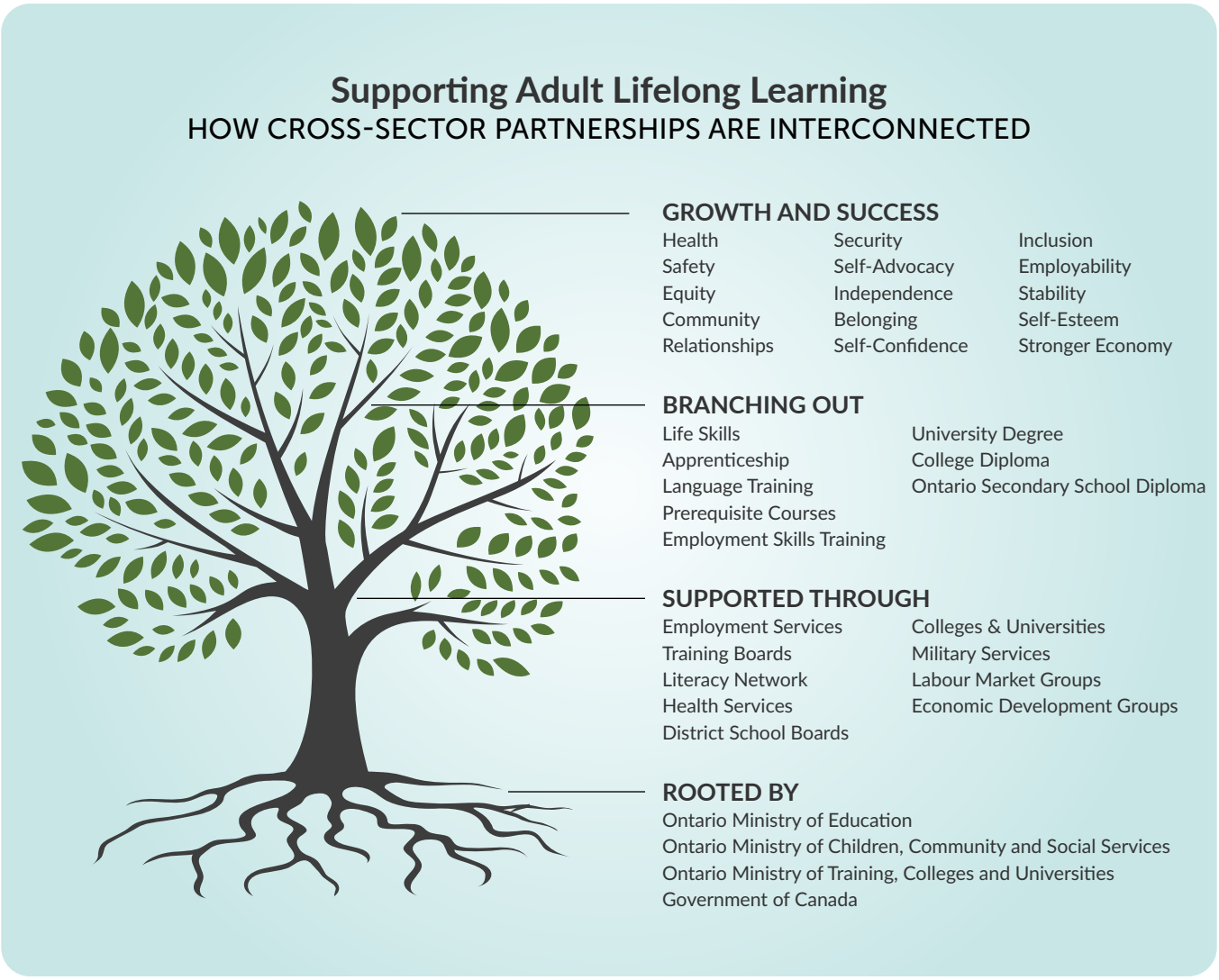
You may find it helpful to review the considerable resources about A&CE found on the CESBA website. https://cesba.com/resources/

c. **Staffing**
As a result of the various stipulations outlined in the registers utilized by A&CE programs, staffing may be quite different than what you experienced in a K-12 setting. It is therefore strongly suggested that you check your respective collective agreement(s) for any specific language pertaining to A&CE. It is also recommended that you check with your human resources department for assistance interpreting language in the collective agreement(s) and receive specifics on any outstanding issues or grievances.

d. **Community Relationships**
No A&CE program will survive if it is not supported by community agencies. As an administrator new to this role, it will be important for you to familiarize yourself with the mandates of these various community partners and then introduce yourself to them and, where possible, expand these critical relationships. It is through these partnerships that your A&CE programs will receive support, both in terms of resources and student referrals. As noted in the OLF, "Promoting Collaborative Learning Cultures" is a core leadership capacity that is "…. about enabling schools, school communities and districts to work together and to learn from each other with a central focus on improved teaching quality and student achievement and well-being."

(Ontario Institute for Educational Leadership, 2013, p. 8)

Below is a graphic illustrating the interrelation of A&CE programs with other supporting agencies. This graphic was produced by the Eastern Regional Partnership of Adult Education in 2018. Please note that some Ontario Ministry names have changed since this graphic was produced.



(Eastern Regional Partnership for Adult Education, 2018)

Lastly, because A&CE is a specialty field, it will be very important that you connect both locally and provincially with colleagues from other school boards who are doing similar work. There is a terrific local and provincial camaraderie that is maintained and supported by CESBA – The Ontario Association of Adult and Continuing Education School Board Administrators.

CESBA - THE ONTARIO ASSOCIATION OF ADULT AND CONTINUING EDUCATION SCHOOL BOARD ADMINISTRATORS

CESBA (full name: The Ontario Association of Adult and Continuing Education School Board Administrators) is a provincial non-profit professional association that represents, advocates for and supports adult and continuing education (A&CE) program staff working in over 60 school boards across Ontario.

Incorporated in 1999 and provincially funded, CESBA works to ensure that adult and continuing education programs offered by school boards are accessible, affordable, and successful in helping learners achieve their education, training and employment goals.

Our members provide programs to thousands of adult learners in Ontario every year. School boards strive to assist learners to obtain their high school diploma and go on to post-secondary education, as well as offer career pathway programs, employment preparation and skills development through credit and non-credit courses.

(www.cesba.com)

Please visit https://cesba.com/events for upcoming events and professional development opportunities.



DELOITTE'S 2010 ADULT AND CONTINUING EDUCATION BUSINESS MODEL REVIEW

As referenced earlier in this document, in 2010, the Ontario Ministry of Education commissioned Deloitte to complete a business model review of A&CE programs. The review identified five valuable practices, along with 26 supporting recommendations that boards should consider in their establishment of, and their delivery of adult education programs.

The five valuable practices and associated recommendations are:

1. **Leadership**
   Recommendations:
   i. DSBs should ensure consistent messaging from senior administration that A&CE is a valuable 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.
   ii. The SO (Supervisory Officer or Superintendent) 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.
   iii. SO Champions should attend one CESBA conference each year to develop a greater understanding of A&CE.
   iv. 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.
   v. DSBs and SO Champions should recognize the unique skill set of A&CE leaders (managers and principals) as being key to managing A&CE programs in a fiscally responsible way and integral to managing the relationship between the DSB and the A&CE program.
2. **Partnerships** – Internal and External
   Internal Partnerships Recommendations:
   i. A&CE should maximize back-office efficiencies with the DSB in the area of information and communications technology.
   ii. 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.

iii. 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.

iv. 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 needs.

External Partnerships Recommendations:

v. 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.

vi. A&CE should partner with organizations that offer other government programs, such as LBS (now Get SET), 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.

vii. A&CE should partner with community-based agencies to integrate wraparound 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.

3. **Annual and Strategic Planning**
Recommendations:

i. 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.

ii. 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.

iii. 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.

4. **Key Personnel**
Recommendations:

   i. 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.

   ii. 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.

   iii. 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.

   iv. 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.

5. **Professional Development**
Recommendations:

   i. DSBs should recognize the importance of professional development for all A&CE staff and should include A&CE staff in DSB professional development opportunities.

   ii. DSBs should include A&CE staff as part of their succession and talent development plan.

   iii. All A&CE staff should develop annual learning and training plans.

   iv. 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.

   v. 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.

   vi. 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.

   vii. A&CE staff should participate actively with CESBA in forums for learning and sharing best practices.

(Deloitte, 2010)

It is recommended that you read Deloitte's full report through the link below. It will provide you with a great overview of A&CE and strengthen your understanding and knowledge about this specialty area of education.

https://cesba.com/wp-content/uploads/2020/11/Adult-Education-Business-Model-Review-Final-Report_Deloitte-2016-01-27.pdf



WHO ATTENDS ADULT AND CONTINUING EDUCATION PROGRAMS?

There is no specific student profile that can capture the scope and complexity of people who attend A&CE programs. However, a report produced by the Ontario Government in 2005 noted a few general characteristics of adult learners:

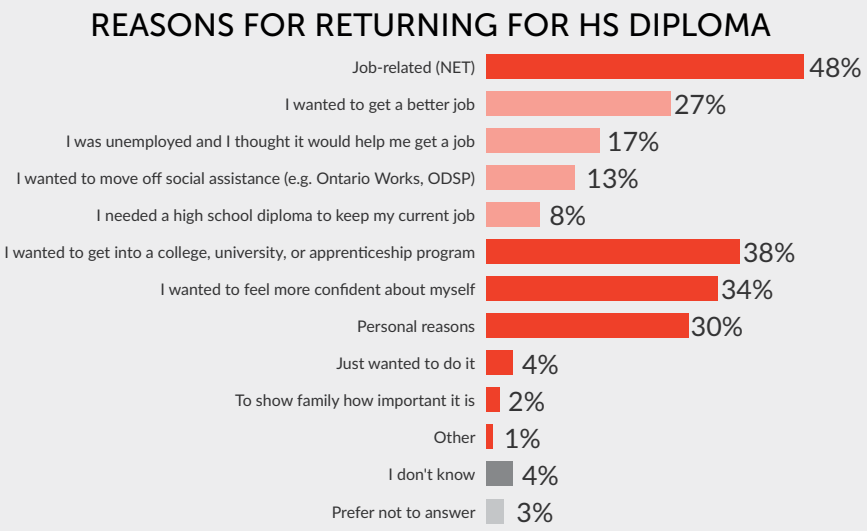
> "Adult learners live complex lives. Their re-entry into the learning environment, in many instances, requires a profound leap of courage, and yet their learning success is integral to the health of our communities and our economy. These learners are the parents of the children in our public schools. They are newcomers whose expertise we require in our workforce. They are young adults who want to contribute but need to find a way back into the education systems before they can enter the workforce. Often, they are students at risk of leaving school, even 16- and 17-year-olds, who can benefit from strategies used in adult programs. And they are seniors who will stay healthy and mobile if they are able to remain active in the community."
>
> *(Wynne, 2005)*

Leger Study 2020

A study conducted by Leger, for CESBA, in 2020 tracked 400 Ontario Adults who returned to high school credit-based programs. This research showed that 48% returned to high school for job related reasons – "getting a job, (17%), keeping one (8%) or getting a better one (27%)."

HALF RETURNED TO HIGH SCHOOL FOR EITHER JOB-RELATED REASONS, TO GET OR KEEP A JOB, OR TO GET A BETTER JOB.

Graduates mention a number of reasons for having gone back to high school, such as the desire to further their education by getting into college, university, or an apprenticeship program (38%), and the need to feel more confident about themselves (34%). For many, though, it was about a job (48%) - either getting one (17%), keeping one (8%), or getting a better one (27%). Others wished to move off social assistance (13%).



94%

had at least one reason for returning to get their high school diploma.

"I wanted the satisfaction of completing it."

"I wanted my grandchildren to see the importance. It's never too late."

"Wife needed hers too, we did it together, and I wanted it done."

"I wanted to prove my mother wrong. I am smart and I am valuable."

(CESBA.com)

Find additional information on the Leger report at: https://cesba.com/wp-content/uploads/2020/10/Leger-Cesba-Adult-Learners-Report-08-29-2019-v.03-ha.pdf (Slide format)

Research conducted by the Eastern Regional Partnership for Adult Education in 2017, determined that some adult learners are vulnerable due to challenging and adverse life circumstances. Their report highlights the voices of several students attending A&CE programs in Ottawa and throughout eastern Ontario.

Learner Profiles

Displaced Worker

Mary graduated high school with her peer group and then attended college in a large city in Ontario. While attending college, Mary completed a co-operative education (co-op) placement at a major bank. The bank was impressed with her work and offered her a permanent full-time job. Mary opted not to finish her college diploma and took the job offer from the bank. When she wasn't working at the bank, Mary would care for an elderly neighbour who needed assistance with everyday living. The extra money she earned caring for her neighbour was needed because Mary was a single mother raising two children in a large urban city. Mary had worked at the bank for 15 years when she received notice that she was being laid off due to teller positions being reduced nationwide. Although Mary searched for work, she could not find a job that matched the salary she was earning at the bank. After much soul searching, she concluded that she really enjoyed caring for elderly people and began investigating what she would need to do to be a certified Personal Support Worker (PSW). Mary's initial enthusiasm was met with disappointment when she learned that most college based PSW programs were two years in length, and she knew she could not afford to return to school for that length of time. Mary did not give up hope of becoming a certified PSW and eventually found a PSW program offered by a district school board that she could complete in 16 weeks. The only issue was that she would need to sell her home and move her family to the district school board that offered the PSW program. Mary sold her home and used the generated equity to relocate and support her family while she returned to school. Mary will soon receive her PSW certification and because of the contacts she made during her PSW program co-op placements, she is confident that she will find a full-time job as a certified PSW when she graduates.

(Youmans, Godden, Hummell, 2017, p.13)

Early School Leaver and Career Advancement/Change

Sam struggled in high school and eventually dropped out in Grade 10. Sam worked for a while as a stone mason but then decided to join the military. The military was a good choice for Sam as it boosted his confidence and provided him with solid structure. Sam had been in the military for 12 years and was tired of seeing people who he felt had less experience and skills get promoted because they had a high school diploma and he didn't. He decided to return to school to earn his high school diploma. Fortunately, Sam's local school board offered face-to-face evening classes that allowed Sam to continue working during the day while he attended school in the evening. Face-to-face classes, with a teacher in front of the class, aligned well with Sam's preferred learning style as he is an auditory learner. Sam appreciated that his local school board offered him PLAR, as the PLAR process served as a robust refresher and gave Sam the confidence he needed to succeed in school. Sam received his high school diploma and recently enrolled part time at the

University of Ottawa Conflict Studies program. Sam looks forward to completing his university degree and to being promoted in the military!

(Youmans, Godden, Hummell, 2017, p.15)

Alternative Education

Samantha hated regular school revealing how she "...had a horrible experience there... the drugs, the alcohol, the drama, the social scene...everything I did there was a crazy attempt to fit in, but it didn't work out...and now I am enrolled in this young moms' program." Samantha feels a sense of belonging in the young moms' program and recognizes that her teacher, through being caring and supportive, helps her to feel comfortable in her learning program. Samantha is attending a program that is a partnership between the school and other community agencies. While attending class, the young mothers can have their children attend day care, which is in the same building as their classroom. Samantha explained how "you grow up quickly when you are a young mom, I am now focused on school and want to do well to have a better future for me and my daughter." Sam plans to go to post-secondary after she completes the requirements for her OSSD.

(Youmans, Godden, Hummell, 2017, p.28)

Newcomer

Nadir was born in Somalia. As a young child he witnessed the deaths of his entire family during war. His aunt from Canada managed to evacuate Nadir out of Somalia and decided for him to be temporarily relocated to an orphanage in Malaysia. Nadir spent four years at the orphanage before he could immigrate to Canada. Nadir arrived in Canada in 2010 and was enrolled in an ESL program. He did well in the ESL program and eventually transferred to the high school credit program. However, Nadir struggled to understand his childhood experiences and became depressed. To cope with his depression, he turned to drugs and alcohol. His addictions prevented him from attending school with any sort of regularity. He would become sober for a period, re-register in school, but then succumb to his addictions and end up not attending school. This pattern continued for several years until Nadir was able to get help for addictions from a community agency. He is no longer using (drugs or alcohol) and is now fully committed to obtaining his high school diploma. Nadir is deeply motivated to help others and explained how he is currently working with Syrian refugees. The Syrians "motivate me to come to school to help them as a fellow refugee. Some of them feel the same way I did when I first came to Canada. They help me emotionally and I help them." Nadir eventually wants to go to university or college to do something related to renewable energy.

(Youmans, Godden, Hummell, 2017, p.64)

Early School Leaver

As a teenager, Carolyn was raped seven times. At the age of 16, Carolyn became pregnant, eventually raising her child by herself. School back then just wasn't a priority for Carolyn. A few decades later Carolyn's life started to slow down, and she started thinking about going back to school to obtain her high school diploma. Her daughter had been attending a local adult education program and encouraged Carolyn to also enroll in the program. Her daughter explained that the teachers in the adult program were supportive and there were other older adult students in the program. Carolyn eventually decided to try adult education and she reported that the en-

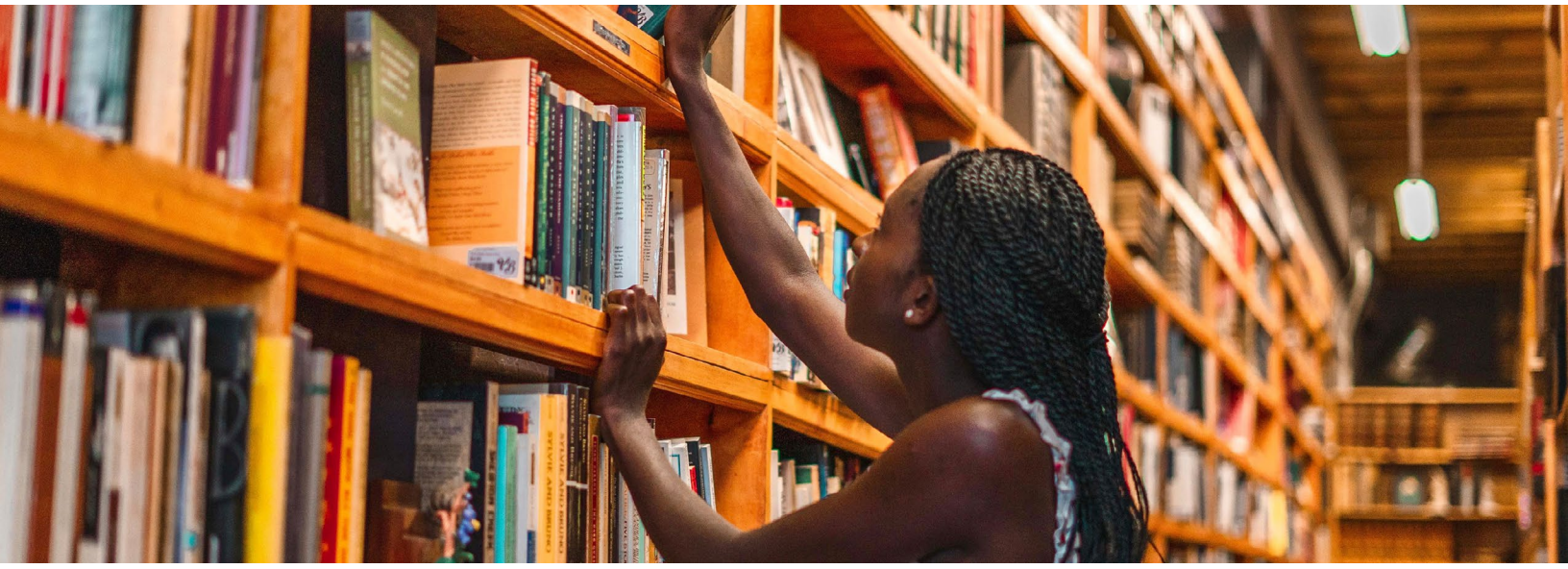
tire adult education experience was very supportive. Carolyn gets depressed often, but when attending school, she says that her depression subsides because she feels “at home” at school. Carolyn also suffers from anxiety, a condition that worsens when she must drive for long periods of time. Thus, Carolyn was particularly pleased that the adult education program was only a short distance from her home. Carolyn received her OSSD last spring but has re-enrolled in the program this year to take a trigonometry course.

(Youmans, Godden, Hummell, 2017, p.46)

For more adult education student stories, please follow this link https://cesba.com/wp-content/uploads/2021/02/Success-Stories-OSSD.pdf

Top Ten Things About Learners Attending Adult and Continuing Education Programs

1. Each student has a unique and different background.
2. Students have competing priorities and obligations in their lives (work, family, children, health, etc.).
3. Some students may need to enroll/ re-enroll several times before they complete their program (multiple attempts).
4. Student motivation will vary.
5. Financial and economic hardships can overwhelm students.
6. Student resiliency is always present.
7. Mental health can adversely impact goals.
8. Students view their adult classroom as a welcoming and caring place.
9. Guidance and career counselling for adult students is vital.
10. Although “hope” isn’t a strategy for adult students, it is an underpinning theme, shared by most students.



SUPPORTING LEARNERS WHO ARE ENROLLED IN ADULT AND CONTINUING EDUCATION PROGRAMS

A recent survey conducted by Dr. Sandy Youmans, Queen's University and Dr. Lorraine Godden, Carleton University, uncovered 6 tips to support learner success in A&CE programs.

01 The more flexibility, the better.

Adults have complex lives with multiple responsibilities (e.g., work, family, etc.). Flexible A&CE program options, like hybrid learning, online learning, and evening classes, enable adults to fit education into their busy schedules. Flexible course completion schedules are also helpful when adults encounter personal or family issues.

02 Pathway planning is essential.

There are a number of pathways that adult learners can pursue (e.g., high school completion, employment certification, career retraining, course upgrading for post-secondary education). Trained guidance counsellors can help adults develop and monitor individual pathway plans.

03 Build in regular check-ins.

Adult learners benefit from regular check-ins with at least one A&CE staff member. Check-ins help adults feel connected to their program and cared for by staff.

04 Provide learning supports.

Learning supports are critical for adult learner success. Some adult learners may have learning gaps that can be addressed through programs like Get SET or individual tutoring. Other adult learners may have learning disabilities that require special education assistance. The availability of homework help (in-person or virtual) is beneficial for all adult learners.

05 Make adults aware of Prior Learning Assessment and Recognition (PLAR).

Prior Learning Assessment and Recognition (PLAR) allows eligible adult learners to earn up to 26 high school credits for past work, life, and learning experiences. PLAR honours adults' experiences and helps them earn a high school diploma quickly.

06 Offer wraparound services.

Wraparound services help meet the holistic needs of adult learners, like transportation, childcare, food, and mental health services. A&CE programs that offer wraparound services remove barriers to success, making it easier for adult learners to focus on their educational goals.

(Youmans, Godden, 2021)

A FRAMEWORK FOR OPTIMIZING SUCCESS IN ADULT AND CONTINUING EDUCATION PROGRAMS

In 2020, Youmans and Godden developed a framework for optimizing success in A&CE Programs. The framework includes six key principles that are essential to these programs.

1. Raising awareness of A&CE programs
2. Being responsive to adult learner needs
3. Offering flexibility for adult learners
4. Creating a culture of care
5. Developing and sustaining community partnerships
6. Fostering innovation

The framework includes a series of tips, promising practice, and prompts to help educators and administrators apply the framework across their A&CE settings.

(Youmans and Godden, 2020)



MARKETING ADULT AND CONTINUING EDUCATION PROGRAMS

As noted above, the sustainability of A&CE programs is based on securing sufficient funds from grants tied to student enrolment. The viability of offering any given Adult or Continuing Education program is dependent on enrolment. As a result, most programs set goals (an OLF Core Capacity) for enrolment. If program enrolment is accurately projected and sustained then priorities and alignment of resources (another OLF Core Capacity) can be allocated "with student achievement and well-being as the central, unambiguous focus."

(Ontario Institute for Educational Leadership, 2013, p. 8)

Therefore, most Boards make a concerted effort to promote and market their A&CE programs.

Important distinctions must be made around several promotional terms that are often used interchangeably: The four commonly used terms are:

Marketing

Advertising

Public Relations

Branding

The following graphic illustrates the difference in these terms:



Marketing – a single message. Usually delivered with a single method.

Advertising – the repeating of a single message. Repetition through single or various methods.

Public Relations – earning trust that flourishes into an endorsement. Could start with something like a press release that leads to a positive article that builds trust which leads to an endorsement.

Branding – a memorable and positive image of your school and programs.

Obviously, your goal in promoting your A&CE program is to reach "branding" status where potential students, referring agencies and staff (including your senior team and trustees within the school district) view your service as exemplary.

Some things to consider when attempting to reach branding status:

- What you say when promoting your programs should align with your school's mission and vision statement.
- The average person only retains 5-7 key ideas in their short-term memory – so think carefully about what key messages you want people to know about your school and the programs you offer.
- A&CE programs are system wide programs – meaning they support all communities (and schools) within your entire school district. You must frame your messaging from a system perspective. Think system – not insular.
- Ensure your internal messaging (within your DSB) provides distinct linkages between your A&CE programs and your DSB's improvement plan, strategic plan, and mission/vision statement.
- When communicating internally and with outside agencies – remember that simple exposure of your programs is not sufficient, you will need hard data, evidence, and connections to make your reasoned arguments and position known.
- Here are some samples of promotional materials available on the CESBA website. These are only samples, for a complete list visit: www.cesba.com/resources

https://cesba.com/wp-content/uploads/2020/10/CESBAToolkitEng.pdf

https://cesba.com/wp-content/uploads/2020/10/PLAR-promotional-video-info-sheet_2017_EN.pdf

CONCLUSION

This guide is intended to be a working document that will evolve as new ideas and policies emerge to support A&CE programs in the Province of Ontario. Nevertheless, we hope that you find this information helpful as you begin your role in this specialty field of education. There is a lot of information to digest and become comfortable and familiar with, but as stated earlier, it can take anywhere between 3 to 5 years of active work in this field to develop a solid understanding of the many facets and intricacies of A&CE. You are encouraged to frequent this document and to regularly reach out to the many partners who support A&CE programs. You are also encouraged to review the OLF document as it will serve as a valuable tool for self-reflection and assessment as you move forward in the wonderful world of A&CE.



REFERENCES

CESBA. (2022). *About Us.* Retrieved March 27, 2022, from https://cesba.com/about/

CESBA. (2022). *Leger – Ontario Adult High School Education Report – 2020*. Retrieved March 29, 2022 from https://cesba.com/wp-content/uploads/2020/10/Leger-Cesba-Adult-Learners-Report-08-29-2019-v.03-ha.pdf

Deloitte. (2010). *Adult and continuing education business model review: Final report submitted to the Ministry of Education.* Queen's Printer for Ontario. Retrieved from https://cesba.com/wp-content/uploads/2020/11/Adult-Education-Business-Model-Review-Final-Report_Deloitte-2016-01-27.pdf

Draper, J., & English, L. (2016). *Adult Education in Canada.* In The Canadian Encyclopedia. Retrieved from https://www.thecanadianencyclopedia.ca/en/article/adult-education

Dreamstime. (2022). *Branding, Marketing, Advertising.* Retrieved March 29, 2022, from https://www.dreamstime.com/stock-illustration-marketing-branding-advertising-difference-public-relations-image47894164

Eastern Regional Partnership for Adult Education. (2018). Retrieved from https://www.eosdn.on.ca/sites/default/files/CrossSectorPartnershipsPOSTER_2018_FNL.pdf

Gaffield, C. (2013). Mechanics' Institutes. In *The Canadian Encyclopedia*. Retrieved from https://www.thecanadianencyclopedia.ca/en/article/mechanics-institutes

Ontario Institute for Educational Leadership (2013). *The Ontario Leadership Framework: A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action.* Retrieved from https://www.education-leadership-ontario.ca/application/files/8814/9452/4183/Ontario_Leadership_Framework_OLF.pdf

Wynne, K. (2005) *Letter from the Parliamentary Assistant to the Minister of Education, Ontario Learns: Strengthening our Adult Education System.* Queen's Printer for Ontario.

Youmans. S., Godden. L., & Hummell, F. (2017). *An Environmental Scan of Adult and Continuing Education in the eastern Ontario region*. The Eastern Regional Partnership for Adult Education, Eastern Ontario Staff Development Network. Retrieved from https://www.eosdn.on.ca/sites/eosdn.on.ca/files/envrionmental%20scan%20FINAL_0.pdf

Youmans. S., Godden. L., (2020). *A Framework for Optimizing Adult and Continuing Education.* Retrieved from https://www.eosdn.on.ca/sites/default/files/envrionmental%20scan%20FINAL_0.pdf

Youmans. S., Godden. L., (2021). *How Can We Support Adult Learner Success in Adult & Continuing Education Programs?* Retrieved from https://www.eosdn.on.ca/sites/default/files/envrionmental%20scan%20FINAL_0.pdf

List of Websites Referred to in This Guide

www.cesba.com/resources

https://cesba.com/wp-content/uploads/2020/10/CESBAToolkitEng.pdf

https://cesba.com/wp-content/uploads/2020/10/PLAR-promotional-video-info-sheet_2017_EN.pdf

https://cesba.com/wp-content/uploads/2021/02/Success-Stories-OSSD.pdf

https://cesba.com/wp-content/uploads/2020/10/Leger-Cesba-Adult-Learners-Report-08-29-2019-v.03-ha.pdf

https://cesba.com/wp-content/uploads/2020/11/Adult-Education-Business-Model-Review-Final-Report_Deloitte-2016-01-27.pdf

https://cesba.com/events

https://www.auditor.on.ca/en/content/annualreports/arreports/en20/FU_308en20.pdf

https://www.auditor.on.ca/en/content/annualreports/arreports/en17/v1_313en17.pdf

https://cesba.com/wp-content/uploads/2020/10/7a_Continuing-Education-Register-and-Reporting-Flowchart-1.pdf

https://cesba.com/resources/acronym-guide/

https://www.oelc.ca/

https://www.ilc.org/