EASTERN REGIONAL PARTNERSHIP FOR ADULT EDUCATION (ERPAE)



# STRATEGIC PLAN

## 2017 – 2019

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**The Eastern Regional Partnership for Adult Education**

ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO

HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

LIMESTONE DISTRICT SCHOOL BOARD

OTTAWA CATHOLIC SCHOOL BOARD

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

RENFREW COUNTY DISTRICT SCHOOL BOARD

UPPER CANADA DISTRICT SCHOOL BOARD

Input for this Strategic Plan was received from representatives and stakeholders connected with adult education programs (funded by Ontario Ministry of Education, Ontario Ministry of Advanced Education and Skills Development, Ontario Ministry of Citizenship and Immigration and Government of Canada Department of Immigration, Refugee and Citizenship) offered by one or more of the Boards of Education from the ERPAE. Board representatives and stakeholders participated in planning group sessions and/or individual interviews.

# Background: The Strategic Plan for the Eastern Regional Partnership for Adult Education

The Ontario Ministry of Education has provided the ERPAE with funding to promote a regional and more collaborative approach among member school boards for the provision of Ministry of Education adult education programs and services, that:

- *fosters a shared responsibility for adult learning;*
- *improves accountability for learner outcomes;*
- *identifies and addresses gaps and opportunities; and*
- *ensures availability of a wide range of accessible program delivery options and supports that address the needs of adult learners*

The four key areas described in the **\*Adult Education Strategy, Facilitation Terms of Reference,** which are in scope for regional collaboration, are as follows:

1. *Regionally coordinated access to **flexible delivery** of EDU Adult and Continuing Education programs and/or services that best meet adult learner needs.*
2. *Coordinated information, **intake, assessment, and referral,** provided at school boards to ensure learners are directed to the program or service that best meets their needs.*
3. *Regionally available and **consistently applied PLAR** for mature students working towards a high school diploma.*
4. *Regionally available **guidance, career counselling and pathway planning** for mature students working towards high school diploma or seeking prerequisites for post-secondary education.*

**\***The Terms of Reference are reflected in the Ontario Transfer Payment Agreement for 2016-17 signed by all Directors of Education from participating District School Boards.*

## The 2016-17 Deliverables for the project are...

A) Establish a **collaborative network** of school boards within the region that acts to coordinate member activities related to the EDU Adult Education Strategy.

B) Conduct an **environmental scan** to identify opportunities for innovation and collaboration and identify program and service gaps.

C) Develop a **multi-year strategic plan** based on outcomes of the scan, to direct activities that will promote progress in the four key EDU areas.

## Environmental Scan Results ...

Results of the conducted environmental scan are published in a report:

*An Environmental Scan of Adult and Continuing Education in the Eastern Ontario Region, May 2017.*

Based on the results of the environmental scan as well as feedback received from Board representatives and stakeholders who participated in planning group sessions and interviews, **a fifth area of scope** has been added to the ERPAE Strategic Plan. The fifth area of scope will focus on **enhanced positioning** of adult education by building **community and region wide awareness** of Adult and Continuing Education programs.

# Our Multi -Year Strategic Plan is referred to as ACE and it has three Phases

**Phase 1, 2016-17…. A**wareness – Creation of a regional partnership, completion of an environmental scan report and development of a multi-year strategic plan.

**Phase 2, 2017-18…. C**apacity Building – Continuation of learning from within and outside our region.  Sharing and developing innovative best practices.

**Phase 3, 2018-19…. E**xecution **–** Implementation of innovative best practices. Monitoring the impact of implementation.

Just as in Phase 1, data collection and analysis will accompany phase 2 and 3 of the Strategic Plan.  Data collection and analysis will help us monitor and evaluate the progress we make toward the identified key areas. Innovation is described as a new idea, device or method. Best practice is described as the most effective and most suitable approach given the situational context and available evidence.

# EASTERN REGIONAL PARTNERSHIP FOR ADULT EDUCATION

# STRATEGIC PLAN 2017-2019

**Our Mission:** *To empower and support adult learners in obtaining an Ontario Secondary School Diploma (OSSD) and/or successfully transitioning to a chosen pathway; post-secondary education, training, or the workplace.*

**Our Vision:** *To be recognized as a local, provincial and global leader in the coordination and provision of flexible, innovative and responsive adult education programs and services.*

*We value the following:*

1. **A culture of care,** *rooted within a holistic approach to learning.*
2. **Diverse learners,** *with unique qualities.*
3. **Flexible approaches,** *to support learning.*
4. **Provision of service,** *within local communities.*
5. **Community partnerships,** *that enhance service.*
6. **Pathway planning** *to support the acquisition of an OSSD and/or successful transitions.*
7. **Innovation and creativity,** *that facilitate continuous improvement.*

# 2017-18 School Year Plan – *Capacity Building – Continuation of learning
from within and outside our region.  Sharing and developing innovative best practices.

| Key areas as identified by the Ministry of Education and ERPAE. | What we will do to support progress in the identified key areas. | What milestones will be associated with progress. | How our progress will be monitored and evaluated. |
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| *1. Regionally coordinated access to **flexible delivery** of EDU Adult and Continuing Education programs and/or services that best meet adult learner needs.* | • A region wide study group will help promote the mobilization of knowledge associated with the flexible delivery of EDU programs and services.<br><br>• Professional development (PD) for administrators, finance personnel and other identified staff.<br><br>• PD will focus on sharing, learning and training related to the various adult education programs, funding sources, delivery methods and learner profiles best served by each program.<br><br>• The RPAE table will commit funding to Boards who implement a new or enhance delivery of an adult education program in 2018-19 that is characterized by flexible delivery – eLearning, hybrid, course bundling, diploma, skill based courses, dual credit, cooperative education, experiential learning etc. | • Sessions will be in October, November, March and April.<br><br>• RPAE table update and consultations – September, early December, early April and mid-May.<br><br>• Confirmation of 2018-19 implementation Boards and associated budget by end of May.<br><br>• Target: two implementation Boards from the ERPAE. (Boards will self-select an area for implementation/ improvement planning that aligns with their adult education goals and priorities). | • PD evaluations.<br><br>• Participant surveys.<br><br>• Study group reports.<br><br>• Implementation proposals, reviews and reports. |

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| **2.** *Coordinated information, **intake, assessment, and referral**, provided at school boards to ensure learners are directed to the program or service that best meets their needs.* | • A region wide study group will examine current best practice related to intake, assessment and referral.<br><br>• The study group will examine and develop innovative intake, assessment and referral approach(es) that best meet the needs of our learners.<br><br>• The RPAE table will commit funding to Boards who implement innovative intake, assessment and referral approaches in 2018-19. | • Sessions will be held in October, November, March and April.<br><br>• RPAE table update and consultations – September, early December, early April and mid-May.<br><br>• Confirmation of 2018-19 implementation Boards and associated budget by end of May.<br><br>• Target: two implementation Boards from the ERPAE. (Boards will self-select an area for implementation/ improvement planning that aligns with their adult education goals and priorities). | • Participant surveys.<br><br>• Study group reports.<br><br>• Implementation proposals, reviews and reports. |
| **3.** *Regionally available and **consistently applied PLAR** for mature students working towards a high school diploma.* | • A region wide PLAR study group will help create and offer a series of PLAR focus group sessions.<br><br>• A series of PLAR focus group sessions will be held in the region.  Participants will include staff from each Board responsible for PLAR and/or who deliver PLAR.<br><br>• The sessions will focus on identifying:  How PLAR is administered in each Board? What is working with PLAR? What are the inconsistencies with PLAR?  What are the barriers to consistently applying PLAR?<br><br>• What innovative PLAR practice(s) will enhance the consistent application of PLAR? | • Sessions will be held in October, November, March and April.<br><br>• RPAE table update and consultations – September, early December, early April and mid-May.<br><br>• Confirmation of 2018-19 implementation Boards and associated budget by end of May.<br><br>• Target: two implementation Boards from the ERPAE. (Boards will self-select an area for implementation/ improvement planning that aligns with their adult education goals and priorities). | • Participant surveys.<br><br>• Study group reports.<br><br>• Implementation proposals, reviews and reports. |

| | • The RPAE table will commit funding to Boards who implement innovative PLAR practice(s) in 2018-19. | | |
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| **4.** *Regionally available* **guidance, career counselling and pathway planning** *for mature students working towards high school diploma or seeking prerequisites for postsecondary education.* | • A region wide study group including stakeholder representatives will examine current best practice related to guidance, career counselling, pathway planning and development of an innovative approach(es) that best meet the needs of our learners.<br><br>• The RPAE table will commit funding to Boards who implement innovative approach(es) related to guidance, career counselling and/or pathway planning in 2018-19. | • Sessions will be held in October, November, March and April.<br><br>• RPAE table update and consultations – September, early December, early April and mid-May.<br><br>• Confirmation of 2018-19 implementation Boards and associated budget by end of May.<br><br>• Target: two implementation Boards from the ERPAE. (Boards will self-select an area for implementation/ improvement planning that aligns with their adult education goals and priorities.) | • Participant surveys.<br><br>• Study group reports.<br><br>• Implementation proposals, reviews and reports. |
| **5.** Enhanced positioning of adult education by building **community and region wide awareness** of Adult and Continuing Education programs. | • A region wide study group including stakeholder representatives will examine ways to enhance the positioning of Adult and Continuing Education programs by building community and region wide awareness of those programs.<br><br>• The study group will focus on identifying:  How are Adult and Continuing Education programs promoted internally and externally in each Board? How are Adult and Continuing Education programs promoted in other regions of the province/country? | • Sessions will be held in October, November, March and April.<br><br>• RPAE table update and consultations – September, early December, early April and mid-May.<br><br>• Confirmation of 2018-19 implementation funding and associated budget by end of May.<br><br>• Target: two implementation Boards from the ERPAE and/or region wide promotion of programs of services. | • Participant surveys.<br><br>• Study group reports.<br><br>• Implementation proposals, reviews and reports. |

| | What promotional or other practices within our region and outside our region yield the highest community awareness?<br><br>• What innovative promotional/awareness practice(s) should our region adapt?<br><br>• The RPAE table will commit funding in 2018-19 to implement innovate region wide strategies that enhance the positioning of Adult and Continuing Education programs by building community and region wide awareness of those programs. | (Boards will self-select an area for implementation/ improvement planning that aligns with their adult education goals and priorities). | |

**Notes:**

*In the capacity building year, the ERPAE will draw on the expertise and resources from within and outside our region, including the Ministry of Education (MoE), Ministry of Advanced Education and Skills Development (MAESD) Ministry of Citizenship and Immigration (MCI), Immigration, Refugees and Citizenship Canada (IRCC), Continuing Education School Board Administrators (CESBA) and other association organizations, such as, Employment Ontario and local training boards.

**ERPAE** – refers to the nine District School Boards who are members of the Eastern Regional Partnership for Adult Education.

**RPAE table** – refers to the appointed representatives (one from each District School Board of the ERPAE) who provide governance to the adult education project.

# 2018-19 School Year Plan – Implementation of innovative best practices.  Monitoring the impact of implementation.

| Key areas as identified by the Ministry of Education and the ERPAE. | What we will do to support progress in the identified key areas. | What milestones will be associated with progress. | How our progress will be monitored and evaluated. |
|---|---|---|---|
| **1.** *Regionally coordinated access to* **flexible delivery** *of EDU Adult and Continuing Education programs and/or services that best meet adult learner needs.* | • Self-selected Boards will implement an innovative best practice related to this key area. | • September – meeting to review parameters of the implementation, budget, data collection methods and timelines.<br><br>• October, January, March – monitoring within implementation Boards.<br><br>• RPAE table update and consultations – September, early December, early April and mid-May. | • Data analysis.<br><br>• Interview data.<br><br>• Survey data. |
| **2.** *Coordinated information,* **intake, assessment, and referral,** *provided at school boards to ensure learners are directed to the program or service that best meets their needs.* | • Self-selected Boards will implement an innovative best practice related to this key area. | • September – meeting to review parameters of the implementation, budget, data collection methods and timelines.<br><br>• November, February, April, monitoring within implementation Boards.<br><br>• RPAE table update and consultations – September, early December, early April and mid-May. | • Data analysis.<br><br>• Interview data.<br><br>• Survey data. |
| **3.** *Regionally available and* **consistently applied PLAR** *for mature students working towards a high school diploma.* | • Self-selected Boards will implement an innovative best practice related to this key area. | • September – meeting to review parameters of the implementation, budget, data collection methods and timelines. | • Data analysis.<br><br>• Interview data.<br><br>• Survey data. |

| | | • October, January, March – monitoring within implementation Boards.<br><br>• RPAE table update and consultations – September, early December, early April and mid-May. | |
|---|---|---|---|
| **4.** *Regionally available **guidance, career counselling and pathway planning** for mature students working towards high school diploma or seeking prerequisites for postsecondary education.* | • Self-selected Boards will implement an innovative best practice related to this key area. | • September – meeting to review parameters of the implementation, budget, data collection methods and timelines.<br><br>• November, February, April, monitoring within implementation Boards.<br><br>• RPAE table update and consultations – September, early December, early April and mid-May. | • Data analysis.<br><br>• Interview data.<br><br>• Survey data. |
| **5.** Enhanced positioning of adult education by building **community and region wide awareness** of Adult and Continuing Education programs**.** | • Self-selected Boards will implement an innovative best practice related to this key area. | • September – meeting to review parameters of the implementation, budget, data collection methods and timelines.<br><br>• November, February, April, monitoring of the implemented practices/strategies.<br><br>• RPAE table update and consultations – September, early December, early April and mid-May. | • Data analysis.<br><br>• Interview data.<br><br>• Survey data. |