



# **NEW TO ADULT AND CONTINUING EDUCATION?**

November 7, 2018

**Doubletree by Hilton**

**Ed Stavnitzky**

# ED'S LEARNING GOALS:

- Awareness of the various forms of Alternative, Adult, and Continuing Education
- Documents / Resources available to support Administrators new to AACE
- Create a support network based on programming and expertise



# WHO AM I? - PERSONAL

Husband and  
Father

- With my Wife for 32 years, married for 28
- Two Sons, 23 & 21

Educator

- Teacher for 30 years
- Administrator for 17

Football Coach

- Played for 15 years – to University level
- Coached 23 seasons over 27 years
- 5 year olds to University level – 10 championships

# WHO AM I? - PROFESSIONAL

Teacher

- Communication Technology
- Economics
- Accounting

Program  
Leader

- Milton District HS
- Business, Coop,  
Library &  
Technology

Administrator

- Vice Principal 5.5  
years
- Principal 5 years
- 7<sup>th</sup> year as ACE  
Principal

# WHAT DO I BELIEVE?

- How Great Leaders Inspire Action
- Simon Sinek, 2014
- Third most watched TED talk of all time.  
(41,246,226 views)



# START

HOW GREAT LEADERS INSPIRE  
EVERYONE TO TAKE ACTION

# WITH

SIMON SINEK

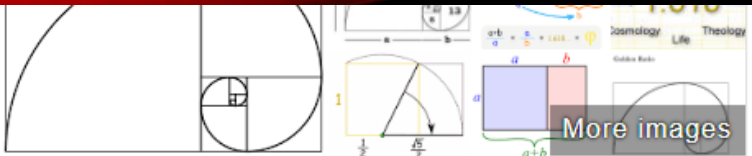
# WHY

WITH A NEW  
PREFACE  
AND  
AFTERWORD

# START WITH WHY

Simon Sinek, 2011

# ED'S PRINCIPLES



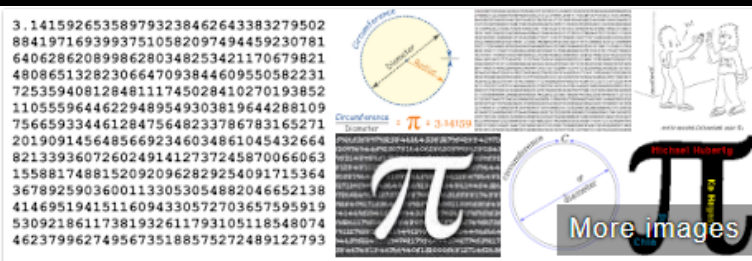
Golden ratio

In mathematics, two quantities are in the golden ratio if their ratio is the same as the ratio of their sum to the larger of the two quantities. The figure on the right illustrates the geometric relationship. [Wikipedia](#)

Binary: 1.1001111000110111011  
Decimal: 1.6180339887498948482...  
Hexadecimal: 1.9E3779B97F4A7C15F39

The image shows a search result for 'Golden ratio'. At the top, there are several geometric diagrams illustrating the golden ratio, including a rectangle divided into a square and a smaller rectangle, and a spiral. Below the diagrams is the title 'Golden ratio' and a share icon. The main text defines the golden ratio and provides a Wikipedia link. Below that, it lists the binary, decimal, and hexadecimal representations of the golden ratio.

Every once in a while we're going to use a "tried and true method" to guide us.



Pi

The number  $\pi$  is a mathematical constant. Originally defined as the ratio of a circle's circumference to its diameter, it now has various equivalent definitions and appears in many formulas in all areas of mathematics and physics. It is approximately equal to 3.14159. [Wikipedia](#)

The image shows a search result for 'Pi'. At the top, there are several diagrams and images related to Pi, including a circle with its circumference and diameter labeled, and a large Pi symbol. Below the images is the title 'Pi' and a share icon. The main text defines Pi and provides a Wikipedia link. Below that, it lists the binary, decimal, and hexadecimal representations of Pi.

What is the "Golden Ratio"?

What is "Pi"?



# HOW TO KNOW

- Have you heard of the “Wisdom of the Crowd”?



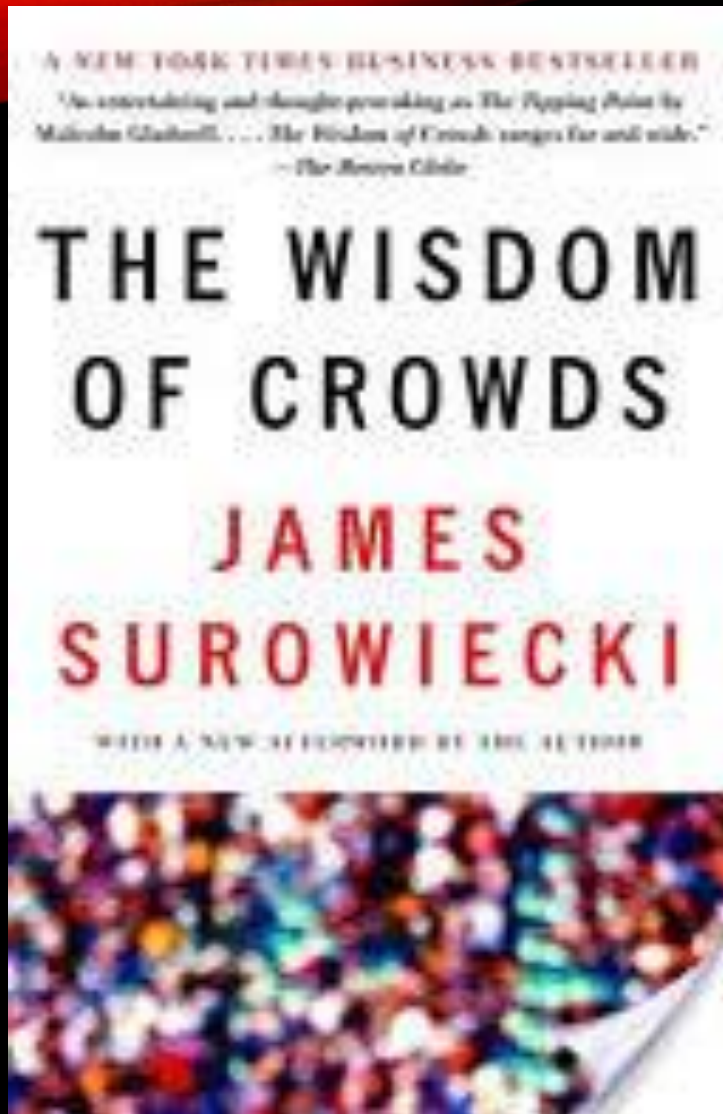
# WISDOM OF THE CROWD

- “A large group's aggregated answers to questions involving quantity estimation, general world knowledge, and spatial reasoning has generally been found to be as good as, but often superior to, the answer given by any of the individuals within the group.”

[https://en.wikipedia.org/wiki/Wisdom\\_of\\_the\\_crowd](https://en.wikipedia.org/wiki/Wisdom_of_the_crowd)



# WISDOM OF THE CROWD



At a 1906 country fair in Plymouth, 800 people participated in a contest to estimate the weight of a slaughtered and dressed ox.



Statistician Francis Galton observed that the median guess, 1207 pounds, was accurate within 1% of the true weight of 1198 pounds.

# SURVEY OF LAST YEAR'S PARTICIPANTS:

If you could go back in time  
to last October:

What would you tell yourself  
about the role of  
Administrator in Adult  
Education?





# YOUR LEARNING GOALS:

Based on Google Form

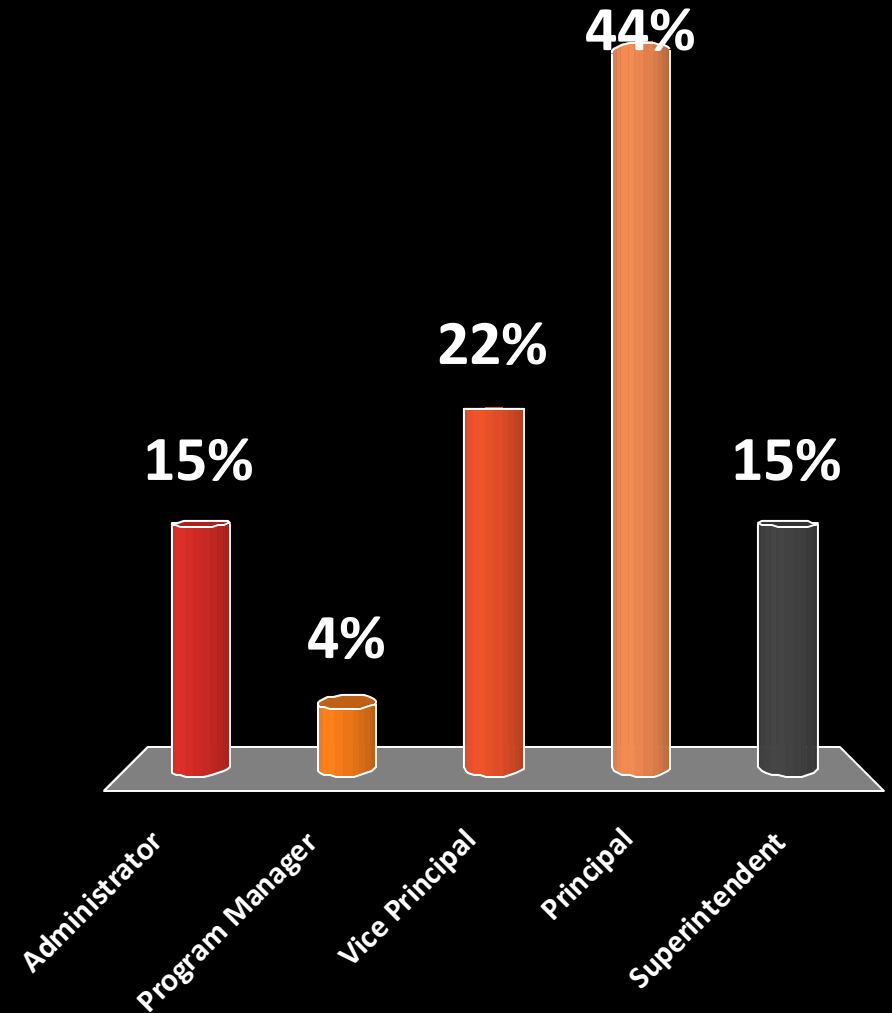
Responses (18 of 44 – 41%)

- Registers (35%)
- Growing (30%)
- Miscellaneous (25%)
- mPLAR (10%)



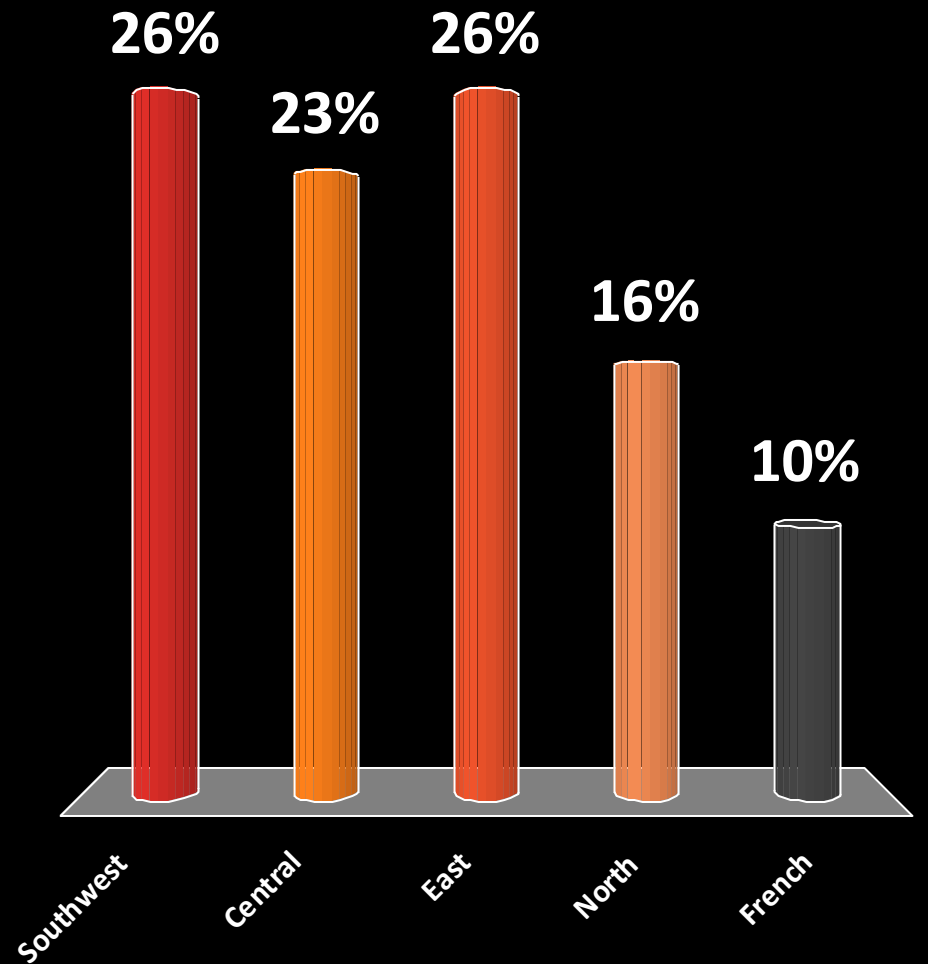
# WHO ARE YOU?

- A. Administrator
- B. Program Manager
- C. Vice Principal
- D. Principal
- E. Superintendent



# WHERE ARE YOU?

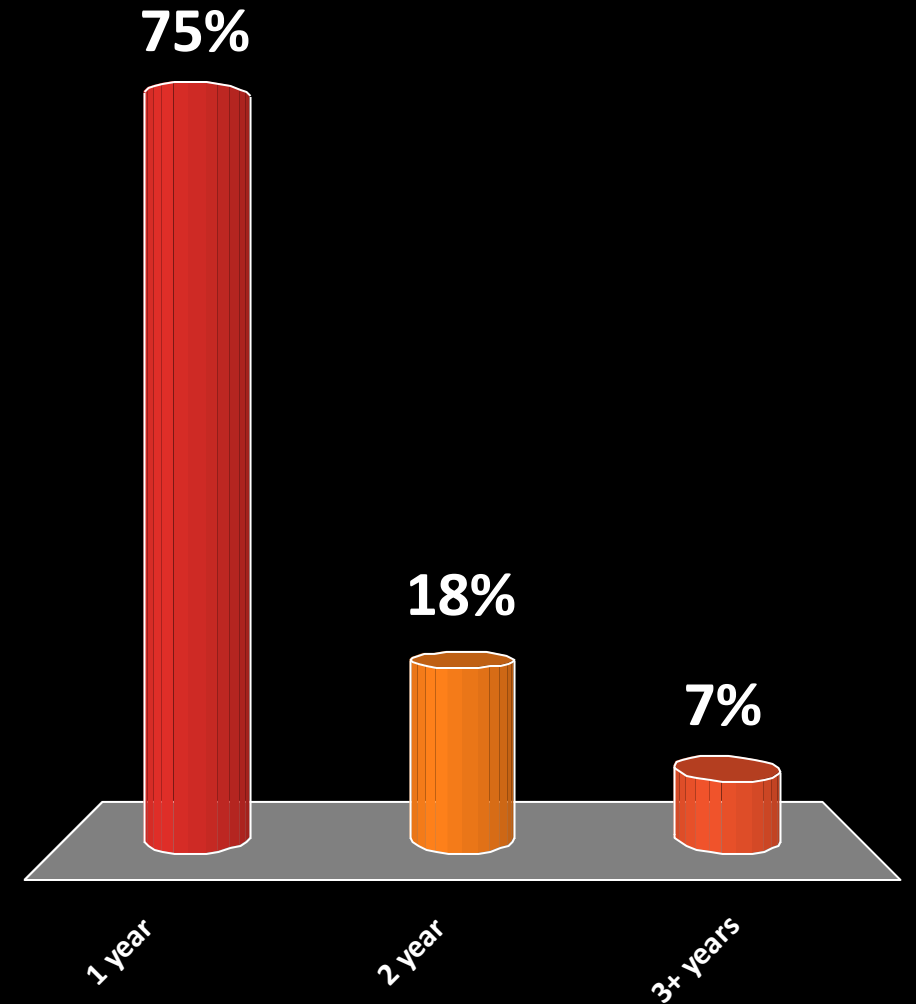
- A. Southwest
- B. Central
- C. East
- D. North
- E. French





# HOW LONG IN THE ROLE (NEW TO ACE)?

- A. 1 year
- B. 2 year
- C. 3+ years



# PROGRAM RESPONSIBILITY?

Take five minutes and list the programs for which you are responsible.

Discuss with your elbow partner

Would you like to sit by “common program responsibilities”?

What are our Program Responsibilities?



# CORE COMPETENCIES?

Take five minutes and list three core competencies that you feel are required to run the programs for which you are responsible.

Discuss with your elbow partner

What are our Core Competencies?



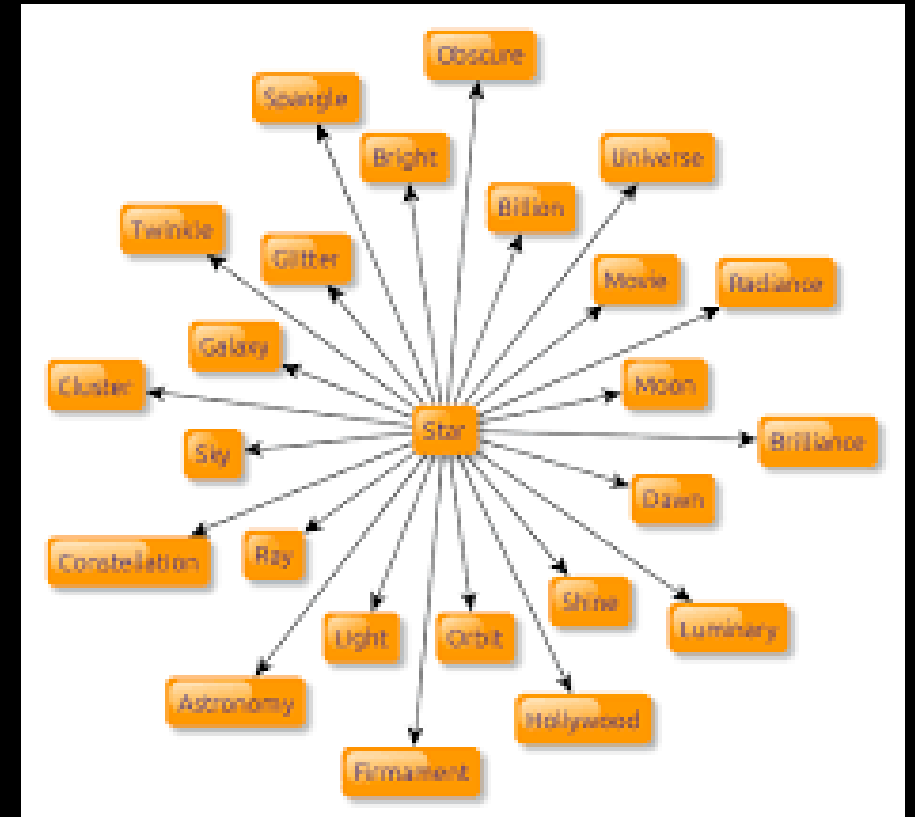
# WORD ASSOCIATION ACTIVITY

1. Take out a blank sheet of paper.
2. In next 60 seconds list as many words as you can.



# WORD ASSOCIATION ACTIVITY

1. Take out a blank sheet of paper.
2. In next 60 seconds list as many words as you can.
3. The word is “Icebreaker”.



# WORD ASSOCIATION ACTIVITY

1. How many groups had more than 15 common words?
2. More than 10? - More than 5?
3. Thoughts?



“DON'T TAKE MY WORD FOR IT . . . .”

1. What is the knowledge / skillset that we should pursue?



# Core Competencies



## Global Ends # 4

School board senior administrators and CEBSA members recognize core competencies unique to the administration of Adult & Continuing Education



# CESBA RESOURCES

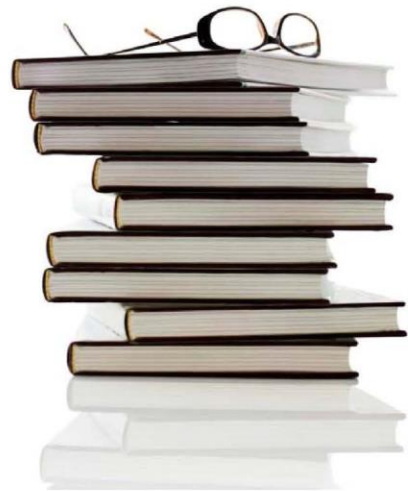
<http://cesba.com/our-work/>



**Deloitte.**

Adult and Continuing  
Education Business  
Model Review:  
Final Report

Submitted to the  
Ministry of Education



# BUSINESS MODEL REVIEW

Deloitte, 2011



# BUSINESS MODEL REVIEW

## 2 Executive Summary

### 2.5 Valuable Practices and Supporting Recommendations

1. Leadership
2. Partnerships – Internal and External
3. Annual and Strategic Planning
4. Key Personnel
5. Professional Development

# Core Competencies



**System thinking with a vision**

**Financial acumen**

**Flexible in thought and approach**

**Collaborative**

**Advocacy**

**Active participation**

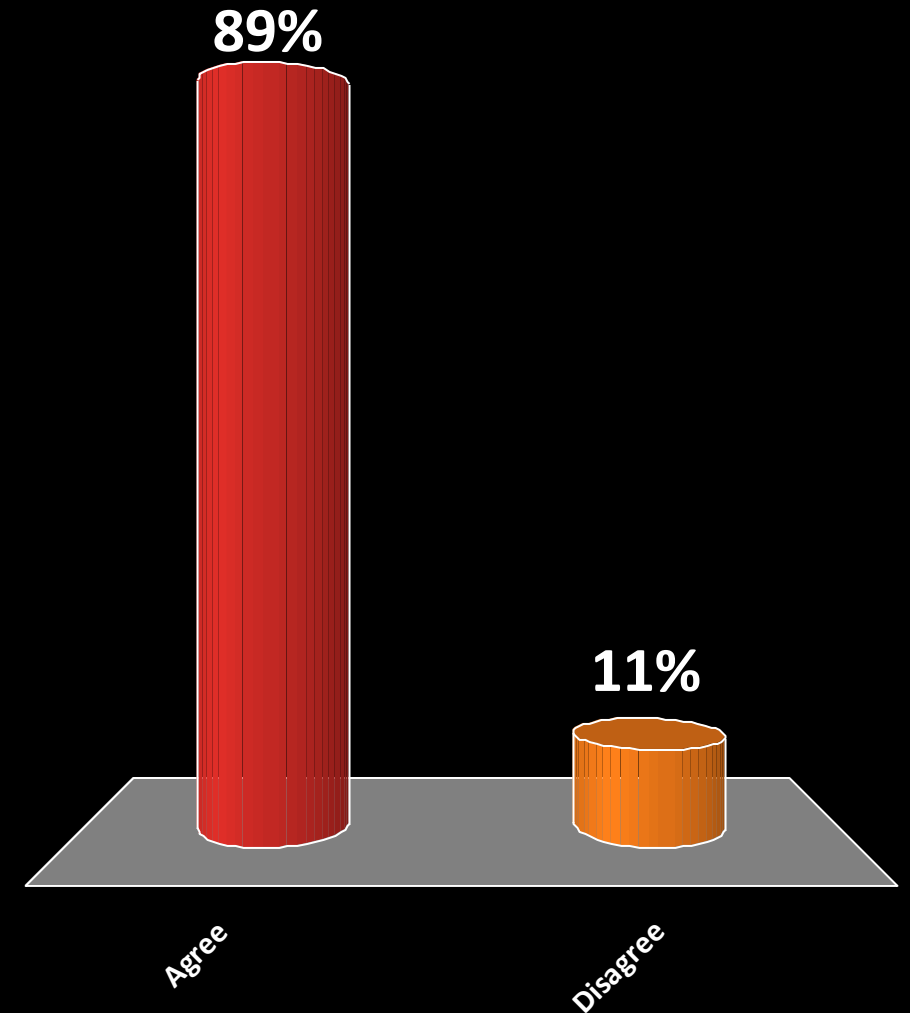
**Transition**

**Risk taker**

# IS PREVIOUS BUSINESS EXPERIENCE AN ADVANTAGE?

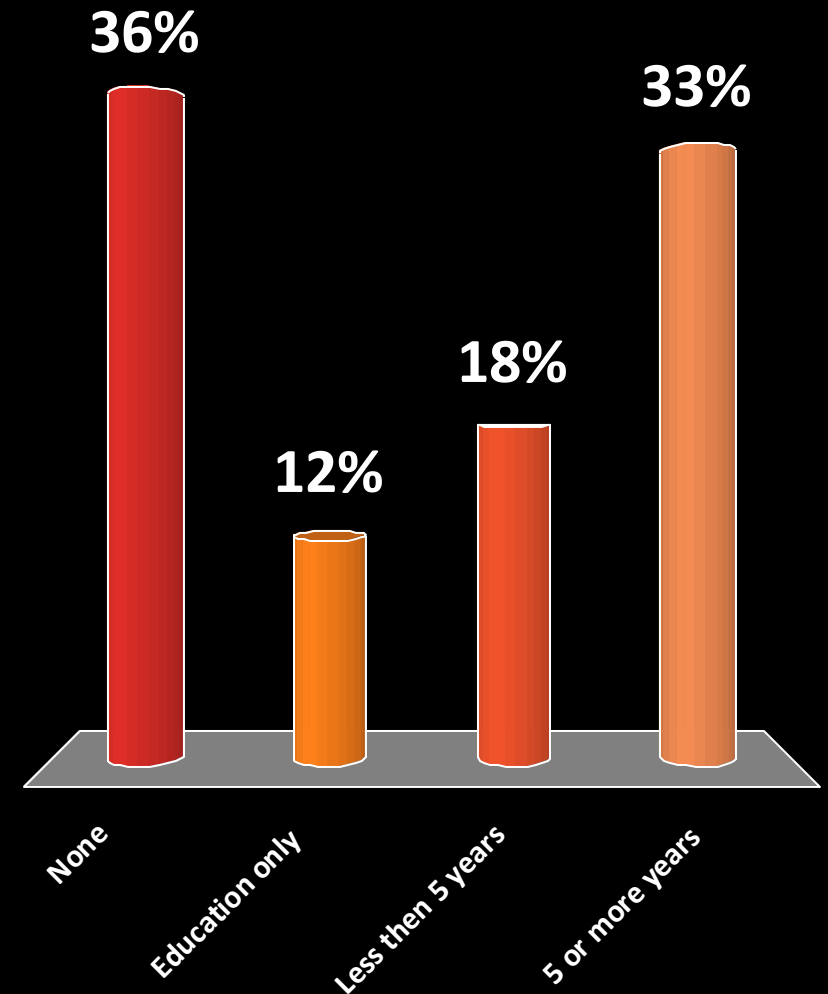
A. Agree

B. Disagree



# PREVIOUS BUSINESS EXPERIENCE?

- A. None
- B. Education only
- C. Less than 5 years
- D. 5 or more years



# WHO AM I? - BUSINESS

1. Newspaper delivery
  - Two employees
2. Concert Promotion & Band Management
  - Lost a lot of money fast!
3. Quinn Electronics
  - Repair - commissions to referees – debt free from University
4. Apartment Building Owner / Manager
  - 35 - 1 bdrm units in 3 buildings – 4 hours a week
5. Edge Academy
  - Private Career College

# 10 THINGS ADULT HIGH SCHOOL PRINCIPALS NEED TO KNOW

or

Things I can finally say because I  
am retiring!

John Karam, Principal  
St. Nicholas Adult High School  
Ottawa Catholic School Board



# 10 THINGS - START WITH THE FIRST 3!

1. The Bottom Line is The Bottom Line
2. Don't Give up Control of your Budget
3. Marketing
4. Trends - Online Online Online .....Paid Co-op & Training Programs
5. Partnerships – OW, Region, etc.
6. Adult Day School - Convert to Grid
7. Choose the Model that Works Best for You
8. Know Your Community
9. Build a Network
10. Succession Planning

# Achieving Excellence

## Adult Education Strategy

### Our Commitment

Our government is committed to providing our adult learners with the best programs and services they need to reach their full potential.

In the Spring of 2014, the Ministry of Education made a commitment in Achieving Excellence: A Renewed Vision for Education to “ensure that the adult education system better supports adult learners in their efforts to finish high school and successfully transition to postsecondary education, training or the workplace.” The Ministry of Education Adult Education Strategy supports this commitment and provides an opportunity to explore innovative ways to reengage adult learners and build school board capacity to better assist them in achieving their goals.

### What do we want to achieve?

We want to ensure that all of our adult learners have access to consistent, high quality programs and services that will help them achieve their goals through the most direct and effective route possible, regardless of where they live in the province. We are seeking to achieve the following:

- Promote a regional and more collaborative approach among school boards to foster a shared responsibility for adult learning that will improve accountability for learner outcomes.
- Ensure availability of a wide range of accessible program delivery options and supports that are responsive to adult learner needs.
- Improve the transitions for learners between Ministry of Education adult credit programs and programs funded by the Ministry of Training, Colleges and Universities and the Ministry of Citizenship, Immigration and International Trade.

### Where do we want to start?

Our phased approach will start by building on opportunities and promising practices in four key areas, working together with school boards towards an adult education system in which all adult learners have access to the following:

1. Regionally coordinated access to **flexible delivery** of Adult and Continuing Education programs and services (e.g., e-learning, hybrid delivery programs) 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 **Prior Learning Assessment and Recognition (PLAR) for Mature Students** working towards a high school diploma.
4. Regionally available **guidance, career counselling and pathway planning** for mature students working towards a high school diploma or seeking prerequisites for postsecondary education.

### How do we plan to get there?

Initiate and support a three-year, phased approach for ongoing dialogue and province-wide innovation, supported by concurrent Ministry of Education policy renewal.

# HAVE YOU HEARD ABOUT . . .

1. Adult Credit Education Strategy?
2. New Government's Ernst & Young Report?

# OPPORTUNITIES AND PROMISING PRACTICES IN FOUR KEY AREAS:

1. Regionally coordinated access to **flexible delivery** of Adult and Continuing Education programs and services (e.g., e-learning, hybrid delivery programs) that best meet adult learner needs.
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# EASTERN REGIONAL PARTNERSHIP FOR ADULT EDUCATION

THE EASTERN REGIONAL PARTNERSHIP FOR ADULT EDUCATION  
(EASTERN RPAE)



Phase One Part B:  
**An Environmental Scan of Adult and  
Continuing Education in the Eastern  
Ontario Region**

REPORT BY:  
DR. SANDY YOUMANS, QUEEN'S UNIVERSITY  
DR. LORRAINE GODDEN, QUEEN'S UNIVERSITY  
FRANK HUMMELL, EASTERN RPAE COORDINATOR

JUNE 2017 | FINAL REPORT

# EASTERN REGIONAL PARTNERSHIP FOR ADULT EDUCATION

EASTERN REGIONAL PARTNERSHIP FOR ADULT EDUCATION (ERPAE)



## STRATEGIC PLAN

2017 - 2019

STRATEGIC PLAN | 2017-2019

Roadmap for Success

78. The immediate priorities are for Government to prioritize specific opportunities, picking enough of them to generate excitement in the reform opportunities, while at the same time freeing up resources that can be re-invested to support detailed business case development and necessary investments in the medium-to-longer term modernization of Ontario's public sector.



Process aligns with Government's existing fiscal cycle and planning process, including Cabinet and Treasury Board approvals



Figure 17 Implementation Roadmap

# HAVE YOU HEARD ABOUT . . .

1. Adult Credit Education Strategy?
2. New Government's Ernst & Young Report?

## Roadmap for Success

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Process aligns with Government's existing fiscal cycle and planning process,

TIME FOR A BREAK





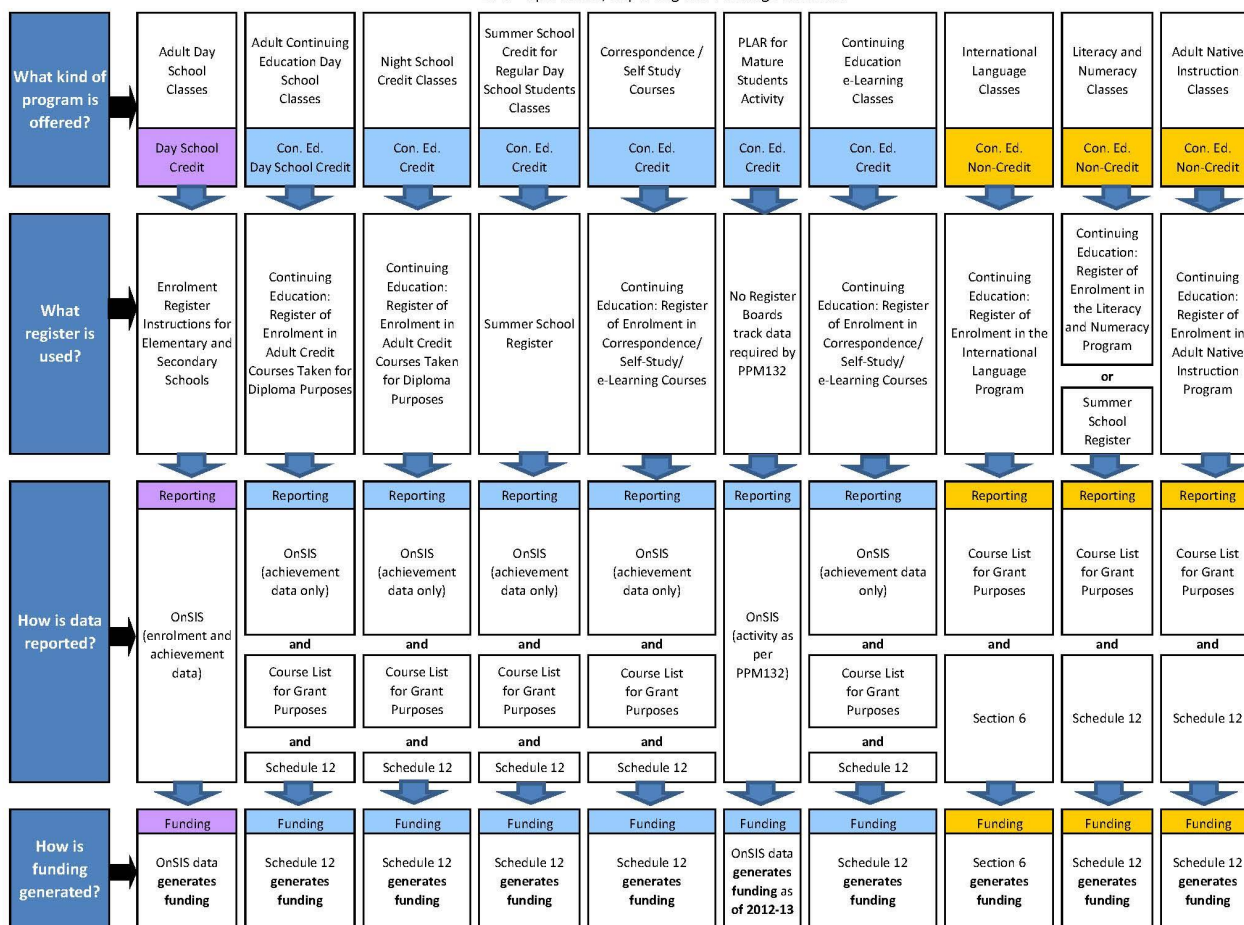
# FUNDING, REPORTING AND REGISTER OVERVIEW

- From the viewpoint of an Administrator
- Find and or Designate an Expert
- Cesba Conference workshops Day 1: A6 & B1
  - Namita Aggarwal, Program Manager, Toronto District School Board
  - Rene Bourget, Comptroller of Finance, Upper Grand District School Board
  - Deborah Cook, Technology Administrator, York Region District School Board



# WHY AN OCTOPUS?

Adult and Continuing Education  
EDU - Operations, Reporting and Funding Flowchart



- Depends on how many programs you have!

- Plus ESL, LBS, PSW, Alt. Ed.?

**Adult and Continuing Education**  
**EDU - Operations, Reporting and Funding Flowchart**



# REGISTERS

- What are they?
- How many are there?
- How do they work?
- How do I plan / budget?



# REGISTERS - EDU

## Continuing Education

- Diploma purpose (day, night, other)
- Correspondence / Self Study / eLearning
- International Languages
- Literacy Numeracy
- Summer School
- Adult Native Language

# REGISTERS – EDU (CON'T)

Adult Day School – Grid  
– Independent Study  
– High Credit

mPLAR – not really



REGISTERS

Adult Non-credit ESL – HARTS /CLARS

Education Funding

Technical Paper  
2018–19

Spring 2018  
Ministry of Education

REGISTERS

It all starts with the  
Technical Paper

Released every  
spring



## Learning Opportunities Grant

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The Learning Opportunities Grant (LOG) provides funding for a range of programs to help students who are at greater risk of poor academic achievement.

The Learning Opportunities Grant comprises:

- Demographic Allocation – \$362.9 million,
- Literacy and Math Outside the School Day Allocation – \$17.9 million,
- Student Success, Grades 7 to 12 Allocation – \$49.0 million,
- Grade 7 and 8 Literacy and Numeracy and Student Success Teachers Allocation – \$22.7 million,
- Ontario Focused Intervention Partnership (OFIP) Tutoring Allocation – \$8.4 million,
- Specialist High Skills Major (SHSM) Allocation – \$18.7 million,
- Outdoor Education Allocation – \$17.3 million,
- Library Staff Allocation – \$9.8 million,
- Local Priorities Fund - \$235.4 million, and
- School Authorities Amalgamation Adjustment – \$0.6 million.

The total LOG is projected to be \$742.9 million in 2018–19.

### New in 2018–19

#### Literacy and Math Outside the School Day

Starting in 2018–19, students enrolled in Continuing Education classes/courses will now be eligible for funding in remedial literacy and/or math courses/classes through the Continuing Education and Other Programs Grant at the rate for Continuing Education ADE. Adult day school and fully high-credit pupils enrolled in day school will continue to be eligible to enrol in these courses, but will now be funded through the Continuing Education and Other Programs Grant at the rate for Adult Day and High-Credit Secondary Day School ADE.

#### Transfers into the Program Leadership Allocation

The following components of the Learning Opportunities Grant have been consolidated into the new Program Leadership Allocation (PLA): the Mental Health Leaders Allocation; the Co-ordinator component of the Student Success, Grade 7 to 12 Allocation; and the School Effectiveness Framework Allocation. Details of this realignment can be found under the School Board Administration and Governance Grant.

# REGISTERS

## Two sections

# Learning Opportunities Grant

## Continuing Education and Other Programs Grant

The Continuing Education and Other Programs Grant supports adult and high-credit day-school programs and continuing education programs, including adult Indigenous language, adult day school credit, correspondence/self-study/e-Learning programs, secondary crossover or transfer courses, summer school courses, elementary and secondary reach-ahead courses, credit courses outside the school day, elementary international language courses, and Prior Learning Assessment and Recognition (PLAR) for mature students.

The Continuing Education and Other Programs Grant consists of:

- Adult Day School – \$16.2 million,
- High-credit Day School – \$6.0 million,
- Summer School – \$33.7 million,
- Continuing Education – \$55.6 million,
- Prior Learning Assessment and Recognition (PLAR) – \$1.8 million, and
- International and Indigenous Languages, Elementary (ILLE) – \$28.0 million.

In 2018–19, the Continuing Education and Other Programs Grant is projected to be \$141.2 million.

Funding is \$3,462 per ADE for adult day and high-credit secondary day school, summer school students, and continuing education students (excluding students for whom fees are chargeable under the tuition fees regulation).

- This includes ADE in a non-credit class in literacy and/or math for adult day and fully\* high-credit day school students for whom a Grade 9 or 10 remedial program in literacy and/or math has been recommended by the principal of the day school.

Funding through the School Facility Operations and Renewal Grant is provided for day-school students aged 21 and over, high-credit secondary day-school ADE, and for students enrolled in summer school programs and in continuing education credit courses offered during the day.

### **New in 2018–19**

#### **Remedial Literacy and Math / Literacy and Math Outside the School Day**

Starting in 2018–19, students enrolled in continuing education classes/courses will be eligible for funding in remedial literacy and/or math courses/classes through the Continuing Education and Other Programs Grant at the Continuing Education ADE rate. Adult day school and fully

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\*A fully High-Credit Day School student is a day school student who generates no regular day-school ADE (i.e., the day school student generates all day school funding at the High-Credit Day School ADE rate).

# REGISTERS

## Two sections

# Continuing Education

- Learning in Ontario** ▾
  - ▶ Child Care
  - ▶ Full-Day Kindergarten
  - ▶ Elementary
  - ▶ Secondary
  - ▶ French-Language Education
  - ▶ Postsecondary
  - ▶ Adult Learning
- Employment Ontario** >
- Popular Topics** >
- Publications** >
- Frequently Asked Questions** >
- Explore Government** >
- Contacts** >



## Education Funding, 2018-19

Each year the ministry provides funds to school boards through a series of grants. This page contains information on this year's grants, plus links to information on grants from previous years.

An updated 2018-19 Education Funding: Guide to the Grants for Student Needs will be available in the coming weeks.

### How are capital investments improving Ontario's publicly funded schools?

The Ontario government is investing in a variety of ways to make schools better places to learn. When students are in good learning environments, they can focus on achievement and getting better outcomes. [Learn more...](#)

### Plan to Strengthen Rural and Northern Education

The province has developed a Plan to Strengthen Rural and Northern Education. [Learn more...](#)

## Information on the 2018-19 Grants for Student Needs

Summer 2018

- Learning in Ontario**
  - ▶ Child Care
  - ▶ Full-Day Kindergarten
  - ▶ Elementary
  - ▶ Secondary
  - ▶ French-Language Education
  - ▶ Postsecondary
  - ▶ Adult Learning
- Employment Ontario**
- Popular Topics**
- Publications**
- Frequently Asked Questions**
- Explore Government**
- Contacts**



## Enrolment Registers Instructions

- [2018-2019 Enrolment Register Instructions for Elementary and Secondary Schools](#)
- [2018-2019 Enrolment Register Instructions for Continuing Education Programs](#)

## Previous Years

### Enrolment Register Instructions

- [2017-2018 Enrolment Register Instructions for Elementary and Secondary Schools](#)
- [2017-2018 Enrolment Register Instructions for Continuing Education Programs](#)
- [2016-2017 Enrolment Register Instructions for Elementary and Secondary Schools](#)
- [2016-2017 Enrolment Register Instructions for Continuing Education Programs](#)
- [2015-2016 Enrolment Register Instructions for Elementary and Secondary Schools](#)
- [2015-2016 Enrolment Register Instructions for Continuing Education Programs](#)

**Enrolment Register Instructions  
for Elementary and Secondary Schools**

**2018–19 School Year**

**Enrolment Register Instructions  
for Continuing Education Programs**

**2018–19 School Year**

# REGISTERS – CESBA RESOURCES

- Planning Considerations: Operations, Funding and Reporting
- Grant Summary

# REGISTERS – ED'S RESOURCES

- Night School
- Literacy Numeracy
- International Languages

## FUNDING - EFIS

- Schedule 12
- Section 6
- Others?





## SURPLUS / DEFICIT

Track your finances like a business!

From 2013 to 2018:

- Gross revenues increased from \$3.8 mil to \$4.8 mil
- An increase of 26.3%

# MPLAR

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning.

- PPM 132 - mPLAR
- PPM 129 – Adolescent Day School

# MPLAR

- Once out of “Day School” for one year
  - Up to 16 Junior PLAR – Tests for core courses
  - Up to 10 Senior PLAR – Life experiences
- Too many COOP’s tied to Junior credits mucks it up
- Alternative: go to Senior Workplace or Open courses.



MPLAR

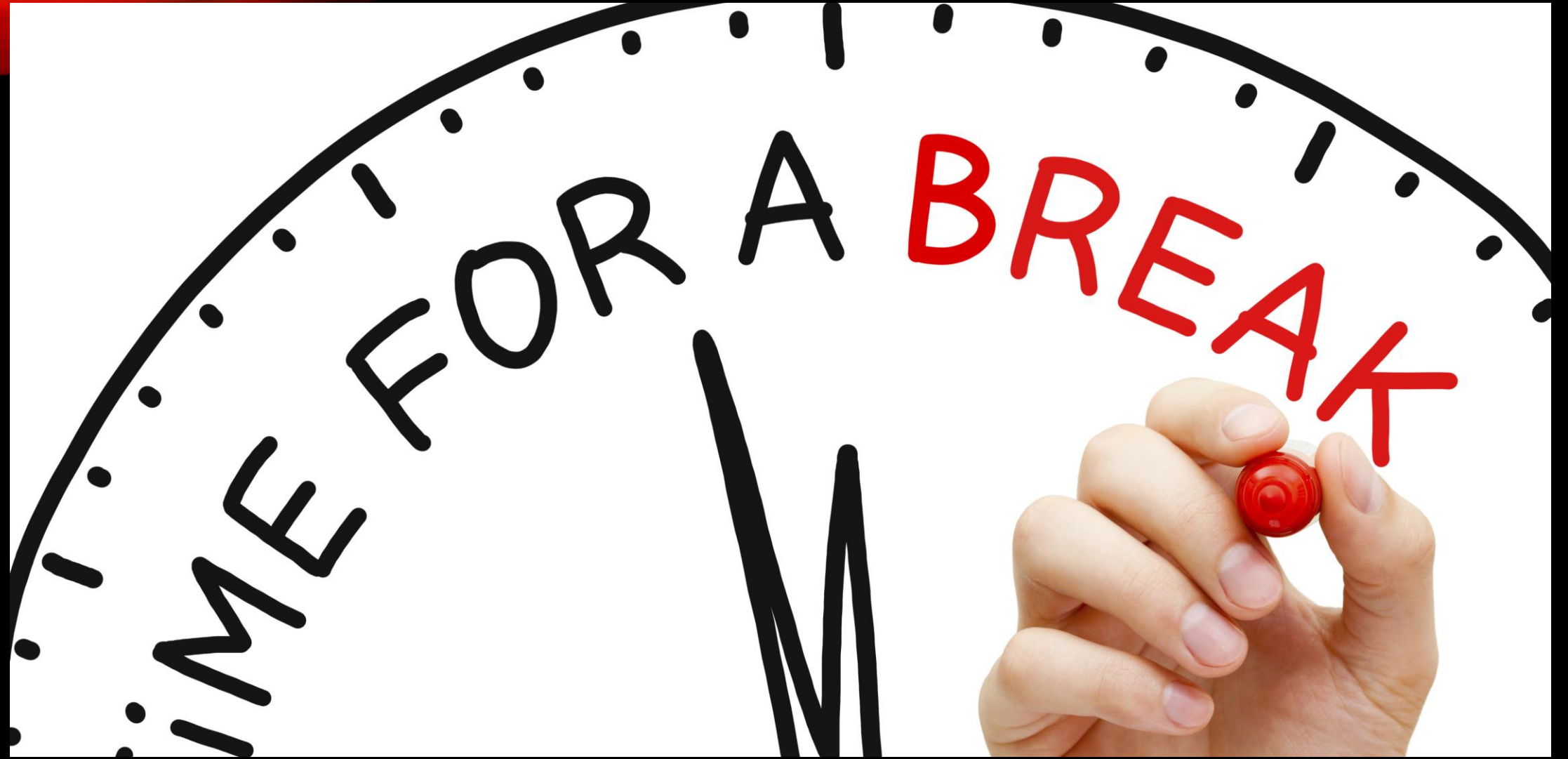
Money to pay for Guidance  
Counsellors!!

Waterloo Catholic



# CHECK WITH THE EXPERTS

Let's view last  
year's  
presentation  
slides for a  
review.



TIME FOR A BREAK