

**ADULT, ALTERNATIVE, AND
CONTINUING EDUCATION
IN ONTARIO: EMERGING
TRANSITION PATHWAYS**

 Proceedings of a Think Tank Session Facilitated
by ICA Associates on June 14, 2011



A Participatory Process

In spring 2011, the Ministry of Education invited a broad cross-section of stakeholders in the field of adult, alternative, and continuing education to participate in a think tank session on emerging transition pathways. Participants included:

- ❖ superintendents, research staff, principals, vice-principals, and guidance teachers from boards that were participating or had participated in an OnSIS School Improvement Project;
- ❖ representatives from the Higher Education Quality Council of Ontario, Human Resources and Skills Development Canada, and the Association of Educational Researchers of Ontario;
- ❖ staff of the Ministry of Education, the Ministry of Citizenship and Immigration, and the Ministry of Training, Colleges and Universities.

The process was designed for maximum involvement and strategic thinking in order to come up with practical strategies for the effective delivery of adult, alternative, and continuing education in Ontario today.

The overall focus question for the event was:

How does the delivery of adult, alternative, and continuing education programming enable early school leavers and adults (age 18 and older) to earn a secondary school diploma and transition to postsecondary education and training?

Richard Franz, Director of the Student Success/Learning to 18 Strategic Policy Branch, set the context with some opening remarks, citing research findings from Statistics Canada on the significant decline in drop-out rates from 1990–91 to 2004–05, and from the *Education Indicators in Canada Fact Sheet* on “Interrupting High School and Returning to Education”, which states that:

Looking at Canada as a whole, between 1999 and 2007, among the young adults who were followed by the Youth in Transition Survey (YITS),¹ 17% had

interrupted their high school education at some point, mostly before the age of 18 to 20. This represents almost 210,000 high-school students who left high school somewhere along the way.

Although getting them back on track is not necessarily easy and requires investment, the data indicate that provincial/territorial second-chance programs are successful. By the ages of 26 to 28, only 6% of the YITS cohort still had not graduated from high school and had no further education ([Table 1](#)). The remaining 11% had returned and either completed high school or entered postsecondary education.

The *working assumptions* for the day were introduced by the facilitator, and people introduced themselves around the table by giving their name and one thing they valued about adult, alternative, and continuing education. The working assumptions were:

1. Everyone has wisdom.
2. We need everyone's wisdom for the wisest result.
3. There are no wrong answers.
4. The whole is greater than the sum of its parts.
5. Everyone will hear others and be heard.



Figure 1

Identifying the Trends

The group started by identifying trends that they see in the environment that affect adult, alternative, and continuing education. These were plotted on a visual diagram of a wave, displayed on the wall, that helped identify emerging trends and mature trends, as well as those that are spent and those that are pulling things back as an undertow (Figure 1). A focused conversation by the whole group on the pattern of trends identified on the wall helped pinpoint the larger patterns and possible scenarios for the future.



Figure 2

Articulating a Vision

The focus on trends in the environment sparked visionary thinking in the group. First, individuals answered the focus question, “*What do we want adult, alternative, and continuing education to look like in 10 years?*” These ideas were written on cards, and the group clustered them on the wall to see the larger vision that is the consensus of the group (Figure 2). These larger elements of the vision were then named, and the group reflected on this vision.

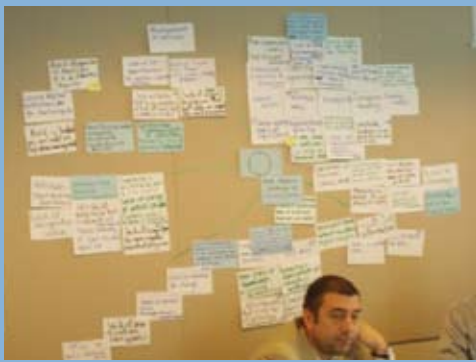


Figure 3

Naming the Obstacles

The next step in the thinking process was to identify obstacles to the vision. These were also written on cards and clustered and named to reveal underlying obstacles to the vision (Figure 3).

Formulating Strategic Directions

The final step in the thinking process was to identify strategies. The focus question here was, “*What can we do in the next year to deliver adult, alternative, and continuing education, dealing with the obstacles and realizing our vision?*” In the same way as for the previous steps, cards were written by individuals and small groups, clustered by similar strategies, and named (Figure 3). Then these strategies were clustered into aligned strategic directions.

Reflection on the whole process included conversation about impact, needed resources, and commitment to making these strategies happen (Figure 4).



Figure 4

Summaries of each of the discussions are provided on the following pages. The results that were on the wall at the end of the day are documented verbatim in the appendix.¹

1. The views expressed in this document do not necessarily reflect the views, policies, or future directions of the Ministry of Education or of the Ontario Association of Continuing Education School Board Administrators (CESBA).

Trends



Wave Trend Analysis

Emerging Trends

Some examples of the hints of what might be happening in the future:

- ❖ Today's youth (generation Y) are setting new work ethic trends that call for flexibility and needs-first lifestyles.
- ❖ Social media have established new ways of communicating as well as creating new policy and privacy issues.

Swelling

Some examples of the trends beginning to build and gaining energy:

- ❖ There is a widening class gap and the size of the middle class is declining.
- ❖ The individualism movement is in tension with the community movement.
- ❖ The impact of social media and social networking has supported globalization by enabling constant contact.
- ❖ Demographic shifts have left the sandwich generation with increased responsibilities.
- ❖ Increased immigration and non-traditional families make diversity issues prevalent.

Cresting

Some examples of the trends producing good results but with limited opportunities for growth:

- ❖ A shift from an industrial to a knowledge economy has led to higher expectations, a rapid pace of technological change, and shifting skill sets.

Trough

Some examples of the trends causing uncertainty, anxiety, and confusing signals:

- ❖ Generation Y are different from generation X and baby boomers due to their different social environments.
- ❖ Changing family structures make it difficult to create cohesive and family-friendly societies.

Undertow

Some examples of the deep patterns that are unsettling even in the midst of success:

- ❖ Mental health and addiction issues interfere with student success more than ever before.
- ❖ Internet technology has created security concerns.
- ❖ Fiscal restraints and pension crises call for us to do more with less.

Reflection

What is the world going to need from us?

- ❖ There seems to be a real swell of energy to address mental health.
- ❖ I'm realizing that what's going on in our life, we are really at some sort of intersection where education is not right where it needs to be – we need to get there sooner so that we can be more successful. We need to align ourselves with what the world needs us to be for them.
- ❖ The students are the ones that are forcing us in a direction – we have to listen to what our young folks say we need.

What do you see emerging? What might the world look like in 2021?

- ❖ Face to face is electronic.
- ❖ How could we know? Fifteen years ago the web didn't exist and look where we are now.
- ❖ Global accessibility to content.

- ❖ Much more youth dominated – issues that are out there now won't be issues anymore.
- ❖ Focus on skills building instead of content building.
- ❖ Flex learning continuum is going to dominate and the regular system is going to have to be more flexible – the youth are going to demand flexible learning.
- ❖ Increased diversity in the way the delivery model is customized to support personalized learning.
- ❖ Saturation of knowledge and information.
- ❖ Self-expression through the Internet and the ability to exchange ideas in a manner that can grow quickly.
- ❖ We have always had to be responsive and ready for changes and we will continue to do that – making programs accessible at various times.
- ❖ There will be a more diverse workforce.
- ❖ Adapting education to the global economy.
- ❖ There is a demand for seniors to engage in lifelong learning.
- ❖ Major shift and demand for things like resource management, energy management, carbon management.
- ❖ Workplace changing – e.g., cost of pensions.
- ❖ We will have to address the issues of those who are technologically and economically marginalized.
- ❖ I think the challenges will be extremely complex to solve – they will require people who can turn collaboration into an educative experience.
- ❖ Privatization of education and changes in the governmental structures of funding.
- ❖ Seniors and education – maybe we need a bridge between youth and seniors.
- ❖ There is a whole structure of schools – we are going to lose a whole generation that we will not be able to educate.

Vision

In light of the trends we articulated, in the next ten years we envision:

- ❖ **differentiated learning options**, including flexibility of funding and learning options and accessibility of educational opportunities;
- ❖ **integrated programming “L-18 and beyond”**, meaning continuing education is valued, appreciated, and respected as are its students, and programming is integrated into school board business and policy agendas;
- ❖ **strategic outreach and effective partnerships** with key stakeholders in order to build capacity by positioning ourselves as a community hub and coordinating service delivery to maximize impact and accessibility;
- ❖ **being resourced for “success”** by providing equitable and sustainable funding and access to resources, including guidance, for adult, alternative, and continuing education students;
- ❖ **fluid pathways for/to transition(s)**, including supported and fluid transitions to adult education from secondary school and the ability to recognize and capture students in need while maintaining an image of alternative and continuing education as normal and part of life;
- ❖ **adult learner-focused programming** including curriculum development which incorporates new technology in order to increase flexibility and tailored learning to fit the unique needs of the adult learning community, with regard specifically to age and diversity;
- ❖ **nurturing relationships** by maintaining relationships with students, providing holistic and personalized plans, and being a provider of hope and opportunities;
- ❖ **exemplary performance** regarding academic credibility and client satisfaction measured by performance indicators, high graduation rates, and credit accumulation.

Obstacles

Underlying obstacles that block our vision

Current vision of “learning to 18” blocks creative, flexible programming to meet all learner needs.

Some elements of this are:

- ❖ lack of business models that effectively support varying demographic realities;
- ❖ lack of consistency;
- ❖ lack of strategic planning across systems for all students;
- ❖ funding models that are restrictive and lack flexibility;
- ❖ collective agreements that do not support flexibility.

Coordination, communication, and consistency of programming are blocked by lack of governance and framework, resulting in adult, alternative, and continuing education being devalued and unequally recognized across boards as part of a board’s core business.

Some elements of this are:

- ❖ adult, alternative, and continuing education considered as “not core business”;
- ❖ adult, alternative, and continuing education treated as an add-on by senior management;
- ❖ teacher education and curriculum policy focusing only on regular school-age students;
- ❖ exclusion of adult, alternative, and continuing education from board improvement plans;
- ❖ Literacy and Numeracy Secretariat and Student Success Leaders not seeing role for adult, alternative, and continuing education in success for all;

- ❖ lack of recognition of adult students (i.e., the value placed on adult education differs across boards and ministries);
- ❖ an attitude that adults don't deserve a second chance.

Inaccessibility to “just-in-time” resources for learning is a barrier to re-engaging learners.

Some elements of this are:

- ❖ learner barriers to participation, such as economic barriers;
- ❖ technological access not always viable;
- ❖ lack of communication vehicles to help learner choose among options.

The data digital divide challenges the visioning process.

Some elements of this are:

- ❖ lack of culturally relevant assessment tools and measures that are validated;
- ❖ decisions made without evidence beyond the anecdotal.

Lack of integrated funding from different ministries, combined with insufficient data, creates inefficiencies and competition for limited resources instead of effective partnerships within the community.

Some elements of this are:

- ❖ fear or lack of knowledge in creative partnerships;
- ❖ policy and procedures that hinder development of partnerships (e.g., funding eligibility);
- ❖ “turf wars”.

Lack of leadership and common vision provides no incentive for change and results in inertia.

Some elements of this are:

- ❖ fragmented programming;
- ❖ lack of prioritization;
- ❖ duplication of ministries/board/school programming.

Strategies

In order that the delivery of adult, alternative, and continuing education programming enable early school leavers and adults (age 18 and older) to earn a secondary school diploma and transition to postsecondary education and training, we propose the following:

1. Work towards evidence-based decision making, supporting our vision by:

- ❖ **engaging in board improvement planning** by soliciting input from frontline staff, coordinating school improvement plans and having adult, alternative, and continuing education representation on the Board Improvement Planning committee;
- ❖ **building capacity in data collection, holdings, and use** by developing learning skills that will help us use data to support decision making, analyse learner success, and provide a clear picture of adult, alternative, and continuing education contributions in order to make a case for ourselves;
- ❖ **planning and prioritizing goals** (at the local and provincial level) by articulating our next steps and defining a measurable goal by consensus and working towards it.

2. Work towards effective delivery by:

- ❖ **developing innovative programming** by engaging neighbouring boards in dialogue to coordinate and maximize programs and choosing pilot projects that show how adult, alternative, and continuing education supports the larger system;
- ❖ **partnering with key stakeholders to improve delivery** by making contacts with ministries, funding mechanisms and incentives for better integration, and engaging with other providers to coordinate programs;
- ❖ **staffing strategically so that adult, alternative, and continuing education is aligned with the board's vision** (e.g., by building leadership capacity, meeting with superintendents to discuss succession planning, and negotiating flexibility in staffing and the workday in the upcoming collective agreements).

3. Work towards leadership vision by:

- ❖ **promoting adult, alternative, and continuing education to the board/leadership** by talking to board members and trustees, inviting them to events, and increasing the number of presentations. We will also prepare and present a board report on adult, alternative, and continuing education success and publicize findings from the business model review;
- ❖ **redefining adult, alternative, and continuing education provincially** by aligning our agenda with the government agenda, developing a policy framework, making it part of an election platform, and establishing a central steering committee. We will also continue to participate in the Ontario Association of Adult and Continuing Education School Board Administrators (CESBA) annual conference and colloquium and promote a strong voice for adult, alternative, and continuing education;
- ❖ **advocating the profile of adult, alternative, and continuing education** by increasing public marketing and advertising, changing the language we use when we speak about adult, alternative, and continuing education, and having courageous conversations at all levels.

Appendix

Verbatim Documentation from the Workshops

WAVE TREND ANALYSIS

What is the world going to need from us? What do you see emerging? What might the world look like in 2021?

Emerging	Swell	Crest	Trough	Undertow
<p>Needs-first lifestyle.</p> <p>Changing work ethic.</p> <p>New Canadians returning to home country (not getting suitable opportunities).</p> <p>Impact of changing politics and stripping of services.</p> <p>Social justice.</p> <p>Social media.</p> <p>Globalization.</p> <p>Generation Y setting new circular trends – not linear, flexibility of generation Y.</p> <p>Technology: privacy issues, etiquette, are we lagging behind.</p> <p>Democracy.</p> <p>Flexibility.</p> <p>Students communicate electronically but not face to face as well.</p> <p>Uncertainty in planning for the future.</p>	<p>Demographic shift “bursting”, esp. aboriginal groups.</p> <p>Social media.</p> <p>Online learning.</p> <p>Changes in technology.</p> <p>Mental health and self esteem.</p> <p>Increased immigration.</p> <p>Technology is changing the way we communicate/learn.</p> <p>Loss of middle class.</p> <p>Focus on environment.</p> <p>Social media.</p> <p>Technology-assisted lifestyles.</p> <p>Global connectivity.</p> <p>Increased individualization.</p> <p>Jeunesse crée les tendances – Éducation alternative est une de leurs tendances.</p> <p>World is flat!</p> <ul style="list-style-type: none"> • global impact • constant contact worldwide <p>Réponse à une diversité d'apprenants – on va faire plus avec moins (éducation).</p> <p>Canada compétitif.</p> <p>Individualism vs. community or collective.</p> <p>Knowledge economy requires new skills.</p>	<p>Shift from manufacturing to knowledge industries.</p> <p>Significant relationships.</p> <p>Higher expectations.</p> <p>Rapid/pace of technological change.</p> <p>2^e génération d'immigrants-décrocheurs.</p> <p>Instant gratification.</p> <p>Emphasis on individuality.</p> <p>Shifting skill sets.</p>	<p>Intergenerational differences.</p> <p>Divergent influences.</p> <p>Family structure and dynamic changing.</p>	<p>Change to social fabric – how do adults cope?</p> <p>Security concern with IT.</p> <p>Essential skills.</p> <p>Job (global) market – shift in trends.</p> <p>Use of social media – technology.</p> <p>Mental health addiction issues.</p> <p>Conservative direction in Canada.</p> <p>Fiscal restraints to do more with less.</p> <p>Impersonal.</p> <p>Mental health:</p> <ul style="list-style-type: none"> • awareness increased • self medicate <p>Pensions crisis/crisis.</p>

Wave Trend Analysis (continued)

Emerging	Swell	Crest	Trough	Undertow
<p>Need for instant gratification with youth.</p> <p>Youth work ethics (work hard then turn it off and play hard).</p>	<p>Widening gap between high-skilled and low-skilled.</p> <p>Competition for entry-type jobs.</p> <p>Social media.</p> <p>Impact of social networking.</p> <p>Constant communication.</p> <p>+ droits de parole – médias sociaux – dichotomie.</p> <p>+ la vague conservateur est forte – tea party.</p> <p>Intérêt croissant pour le développement personnel.</p> <p>Increased interest in personal growth and development.</p> <p>Flex learning continuum.</p> <p>Demographic challenge in supporting older population.</p> <p>Sandwich generation with responsibilities increasing.</p> <p>Global class shift = Δ jobs.</p> <p>Non-traditional families increasing.</p> <p>Increased diversity of student population.</p> <p>Have and have-not GAP increasing.</p>			

VISION

Given these trends, what do we want adult, alternative, and continuing education to look like in ten years?

Differentiated learning options	Integrated programming "L-18 and beyond"	Strategic outreach and effective partnerships	Resourced for "success"	Fluid pathways for/to transition(s)	Adult learner-focused programming	Nurturing relationship	Exemplary performance
<p>Accessible.</p> <p>More virtual learning.</p> <p>Year round access (24/7!).</p> <p>Flexibility.</p> <p>Totally flexible funding and delivery.</p> <p>A credit \$ is a credit \$ independent of age.</p> <p>Menu of flexible options for program delivery and cont. intake (24/7).</p> <p>Greater choice of delivery. Mode – e-learning, experiential, etc.</p> <p>Facilitated accessibility for all.</p> <p>Virtual classrooms: 1 teacher to unlimited learners.</p>	<p>Recognized and valued by our own board.</p> <p>Learning for adults should be part of a continuum from learning to 18.</p> <p>Adult and continuing ed. as integrated part of the Board.</p> <p>Integration of continuing ed. into the context of Education (policy, funding, program).</p> <p>Education permanente partie intégrale du plan d'amélioration du conseil.</p> <p>Ed. Adultes fait partie du mainstream du continuum – financée comme l'élève du jour.</p>	<p>Recognized by employees.</p> <p>Community- Δ oriented and driven.</p> <p>Access to multiple services not just learning.</p> <p>Partnerships within community.</p> <p>Community hub model (OW, EI, mental health services, etc.) Newcomer EO.</p> <p>Have built capacity with all stakeholders in adult ed.</p> <p>Develop a meaningful relationship with colleges.</p> <p>Coordinated outreach of services to diverse groups – LBS, ESL, ERC, OW.</p>	<p>Equitable sustainable funding.</p> <p>Equal quality (\$ funding??).</p> <p>Fully funded guidance for con. ed.</p> <p>Financement MFCU (ACE) vers : – Centre pour adultes. – Programme inter-paliers Sec – collège Sec – université Sec – apprentissage Proper funding. Financement équitable pour tout apprenant jusqu'à l'obtention du DESO. Other supports. Guidance staff. Equality of resources.</p>	<p>Strong pathway planning with postsec. employment/training.</p> <p>Seamless continuum K– over 21.</p> <p>Fluidity b/w secondary & adult & con. ed.</p> <p>Alternative transition pathways/ structures.</p> <p>Support for transitions to college/university as adults redefine their careers.</p> <p>Better articulation agreements.</p> <p>Continuing ed. as part of life (normal).</p> <p>Access to enhanced guidance and career counselling.</p>	<p>Diversity in delivery model (blended e-learning.)</p> <p>E-portfolios for mobile learners.</p> <p>Better recognition of immigrants' prior learning.</p> <p>Appreciation of the unique principles of adult learning – not for the kids.</p> <p>Teaching and using social media appropriately.</p> <p>Recognition of ACE expertise of at-risk adult learners.</p> <p>Une offre élargie de programmes.</p> <p>Expanded course and program offerings</p> <p>Adult-centred curriculum.</p> <p>Culturally relevant academic and literacy upgrading.</p>	<p>Holistic personalized plan.</p> <p>Still maintain a <u>relationship</u> with students.</p> <p>Provider of hope and opportunities</p>	<p>High grad. rates and credit accumulation.</p> <p>Performance indicators.</p> <p>Academically credible value of an OSSD.</p> <p>Excellent client satisfaction <u>rates</u> measured.</p>

Vision (continued)

Differentiated learning options	Integrated programming "L-18 and beyond"	Strategic outreach and effective partnerships	Resourced for "success"	Fluid pathways for/to transition(s)	Adult learner-focused programming	Nurturing relationship	Exemplary performance
	<p>A learner is a learner.</p> <p>More impact on in-school students.</p> <p>Part of core business of a school board.</p> <p>No stigma for adult ed.</p>	<p>Partnerships transcend poli/reli views.</p> <p>Planning and support for mental health (fit into education plan).</p> <p>Coordinated intake and assessment across delivery agencies.</p>		<p>Recognize aging pop. to access learning.</p> <p>Part of continuum K-success.</p> <p>Capture at-risk students earlier (but image issues with adult ed.</p>	<p>Reconnaissance + large des apprentices.</p> <p>Curriculum designed more specifically for diverse adult students.</p> <p>Emphasis on language training.</p> <p>Greater experiential learning.</p> <p>Integrated learning (i.e., PSW accreditation).</p> <p>Learner focused.</p> <p>Flexible, customized learning to meet diverse needs of learners.</p> <p>Variation in the modes of teaching and learning.</p> <p>E-learning face to face.</p> <p>Blended learning model – ICT, scientific learning, trades, guidance, numeracy, range of community offerings.</p>		

OBSTACLES

What is blocking our vision?

<p>An articulated ministerial vision of “learning to 18” blocks creative, flexible programming to meet all learner needs.</p> <p>Lack business models that effectively support varying demographic realities.</p> <p>Funding models.</p> <p>Don’t have expertise and funding to develop innovative strategies and develop effective partnerships.</p> <p>Unstable funding (i.e., no access to multi-year funding).</p> <p>Lack of consistency.</p> <p>Program.</p> <p>Leadership.</p> <p>Rules vs. student need.</p> <p>Incongruent funding.</p> <p>Lack of funding due to other priorities.</p> <p>Lack of strategic planning across system for all students.</p>	<p>Coordination, communication, and consistency blocked by lack of governance and framework.</p> <p>Adult Ed is devalued and unequally recognized – blocked from core business.</p> <p>Adult and con. ed. “not core business”.</p> <p>Lack of support for programs that don’t make an impact like core K–12 programs.</p> <p>Lack of trust from board and not complete delegation of powers.</p> <p>Lack acct’ability that brings awareness of A and CE at board level (e.g., EQAO, SS indicators).</p> <p>Misalignment of services.</p> <p>Lack of PD opportunities for system capacity building.</p> <p>Imperative succession of expertise.</p> <p>A+CE is treated as an add-on by senior management.</p> <p>The “driver” of con. ed. is student success or revenue generation.</p>	<p>Attitudes that devalue adult education</p> <p>LNS + SSL not seeing role for A+CE in success for all.</p> <p>Lack of recognition for non-regular day-school programs.</p> <p>Credibility and visibility as part of K–12 success.</p> <p>Lack of recog. of adult students (different value by boards and ministries).</p> <p>Public and internal valuing of con. ed. and adult ed.</p> <p>Lack of recognition and value.</p> <p>Attitude (don’t deserve 2nd chance).</p>	<p>Inaccessibility to just-in-time resources for learning</p> <p>Access to technology.</p> <p>Learner barriers to participation – economic.</p> <p>Our learners lack identity in terms of needs profile.</p> <p>Technological access is not always viable.</p> <p>Communication vehicle to help learner choose among options.</p> <p>Limitations of location (rural, north).</p>	<p>Data illiteracy challenges the visioning process.</p> <p>Lack of culturally relevant assessment tools and measures that are validated.</p> <p>Decisions made without evidence beyond anecdotal.</p> <p>Insufficient information.</p> <p>Access to quality data.</p> <p>Lack of research and data.</p>	<p>Lack of integrated funding from different ministries, combined with insufficient data, creates inefficiencies and competition for limited resources instead of effective partnerships within the community.</p> <p>Lack of resources from community partners.</p> <p>Fear/lack of knowledge in creative partnerships.</p> <p>Policy and procedures that hinder dev. of partnerships (e.g., funding eligibility).</p> <p>Potential duplication of services = inefficiencies.</p> <p>Competition (not a level playing field).</p> <p>“Turf-wars”.</p>	<p>Lack of leadership and common vision leads to no incentive for change and results in inertia.</p> <p>Inertia.</p> <p>Fragmented programming.</p> <p>Time and energy (and fear at times).</p> <p>Time to build partnerships.</p> <p>Lack of prioritization (5001 goals).</p> <p>Need for common visions – ministries–board/school program.</p> <p>Lack of incentive for change.</p>
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Obstacles (continued)

<p>An articulated ministerial vision of “learning to 18” blocks creative, flexible programming to meet all learner needs.</p>	<p>Coordination, communication, and consistency blocked by lack of governance and framework. Adult Ed is devalued and unequally recognized – blocked from core business.</p>	<p>Attitudes that devalue adult education</p>	<p>Inaccessibility to just-in-time resources for learning</p>	<p>Data illiteracy challenges the visioning process.</p>	<p>Lack of integrated funding from different ministries, combined with insufficient data, creates inefficiencies and competition for limited resources instead of effective partnerships within the community.</p>	<p>Lack of leadership and common vision leads to no incentive for change and results in inertia.</p>
<p>No org. structure to oversee con. ed. at provincial level. Regional/local priorities. Ministry silos. Funding models are restrictive and lack flexibility. Leadership organizational structure (silos) – there is disconnection. Lack of flexibility of models. Collective agreements that do not support flexibility. Labour issues. Collective agreements. Staffing limited by funding and coll. agreement. Lack of appropriate school improvement planning framework aligned with BIP. Poor communication – lack of understanding.</p>	<p>Teacher education and curriculum policy focus only on regular school-age student. No access to guidance for A+CE students. Lack of teacher professional dev. for continuing ed. Critical to develop skill sets relevant to adult ed. – for teachers, administrators, etc. Exclusion of continuing ed. from BIP. Ministry recognition of adult + alt. ed. needs. Board recognition of adult/alt. ed. as an educational priority.</p>					

STRATEGIES

What can we do in the next year to deliver adult, alternative, and continuing education, dealing with the obstacles and realizing our vision?

Towards evidence-based decision making supporting our vision		
<p>Engaging in board improvement planning (and inclusive)</p> <p>Con. ed. rep. on BIP committee. Solicit input from front line staff to inform program evaluation and improvement planning. Coordinate SIPs (ACE and student success).</p>	<p>Building capacity in data collection, holdings and use</p> <p>Continue to further analyse learner success and pertinent data (as a result of recent research project). Develop a prov. program/assets map of all AACE programs (all ministries). Identify data needed to support decision making. Provide data and interpretation of data to CE to support evidence-informed decision making. Build data capacity to make strong and compelling case for A and CE. Collect/present data to back up contributions. Develop data literacy skills. Data gathering and analysis at board level. Use effective student management systems (ACE/board cond.). Figure out what questions to ask so that the data collected is useful and relevant.</p>	<p>Planning and prioritizing goals (at local and provincial level) (identify champions in SMG)</p> <p>Articulate next steps from this day of visioning. Define a measurable goal by consensus and work towards it.</p>

Strategies (continued)

Towards effective delivery		
<p>Develop innovative programming</p> <p>Choose pilot projects to show how con. ed. supports system/board/students.</p> <p>Include con. ed. in school-college-work initiatives.</p> <p>Dialogue with neighbouring boards to coordinate and maximize programs.</p>	<p>Partnering with key stakeholders (community and government) to improve delivery</p> <p>Make contacts with the ministries to improve service delivery.</p> <p>Funding mechanisms and incentives for better integration (within boards and with funding from different ministries). Break down silos.</p> <p>Engage with other providers to coordinate programs.</p>	<p>Staffing strategically with the vision</p> <p>Leadership capacity building.</p> <p>Meet with superintendents to discuss succession planning and develop a strategy.</p> <p>Negotiate flexibility in staffing/workday in collective agreements 2012–2013.</p>
Towards leadership vision		
<p>Promoting (positioning) con. ed. to the board/ leadership</p> <p>Release/publicize business model review.</p> <p>Promoting (positioning) con. ed. to the board/leadership.</p> <p>Talk to trustees to promote A&CE.</p> <p>Invite board, trustees, staff, etc. to con. ed. events.</p> <p>Increase board presentations.</p> <p>Prepare board report on A&CE highlights, grad. rates and successes.</p>	<p>Redefine A&CE provincially</p> <p>Develop an A&CE policy framework.</p> <p>Continue to participate in CESBA and promote a strong voice for A&CE.</p> <p>Make an election platform.</p> <p>Establish a central steering committee – mandate prior governance/framework.</p> <p>Align A&CE agenda with government agenda (show win/wins).</p>	<p>Advocating the profile of A&CE</p> <p>Build awareness of adult, alternative, and con. ed. by CODE.</p> <p>Marketing and advocacy for adult ed.</p> <p>Change the language we use when speaking about con. ed.</p> <p>Seek out the champions' role model.</p> <p>Get the word out.</p> <p>Invite media to events – good news stories.</p> <p>Have courageous conversations at all levels.</p> <p>Increase public marketing to advertising.</p>

Key to Abbreviations

AACE – adult, alternative, and continuing education

ACE, A/CE, A+CE, A&CE – adult and continuing education

BIP – board improvement plan

CESBA – Ontario Association of Adult and Continuing Education School Board
Administrators

CODE – Council of Ontario Directors of Education

Con. ed., CE – continuing education

DESO – Diplôme d'études secondaires de l'Ontario

EI – Employment Insurance

EO – Education Officer

EQAO – Education Quality and Accountability Office

ERC – Education Resource Centre

ESL – English as a second language

ICT – information and communications technology

IT – information technology

LBS – literacy and basic skills

LNS – Literacy and Numeracy Secretariat

MFCU – Ministère de la Formation et des Collèges et Universités

OSSD – Ontario Secondary School Diploma

OW – Ontario Works

PD – professional development

PSW – Personal Support Worker

Sec – secondary/secondaire

SIP – school improvement plan

SMG – Senior Management Group

SS – Student Success

SSL – Student Success Leader