



EDMONTON
Regional Learning
CONSORTIUM

Partners in adult learning for students' sake

EDMONTON REGIONAL LEARNING CONSORTIUM FORMERLY EDMONTON REGIONAL CONSORTIUM

ANNUAL REPORT 2003

Partners and board members of the Edmonton Regional Learning Consortium (ERLC) include:

ORGANIZATION

Alberta Home and School Councils' Association
Alberta Learning

Alberta School Boards Association
Alberta Teachers' Association

Association of School Business Officials of Alberta
College of Alberta School Superintendents
University of Alberta

BOARD MEMBER(S)

Rick Preston
Dianna Millard
Jim McClellan
Terry Bouwman
Dorothy Stanley (ATA)
Will Simpson (Principal)
Patricia Hengel (Teacher)
Jeanne Fontaine
Bill Hoppins (Chair)
Larry Beauchamp

ERLC facilitates learning opportunities for eighteen school districts, as well as Charter schools, private schools and band schools in the Edmonton region.

The eighteen school districts include:

Aspen View Regional Division
Grande Yellowhead Regional Division
Black Gold Regional Division
Conseil scolaire Centre-Nord
Edmonton Catholic Schools
Greater St. Albert Catholic Schools
Edmonton Public Schools
Living Waters Catholic Regional Division
Elk Island Catholic Schools Regional Division
Parkland School Division
Elk Island Public Schools
Pembina Hills Regional
Evergreen Catholic Separate
St. Albert Protestant Schools
St. Thomas Aquinas
Fort McMurray RCSSD
Sturgeon School Division
Fort McMurray Public School District



Partners in adult learning for students' sake

Val Olekshy
Executive Director
Tasha Blumenthal
Executive Assistant
Richard Bonneville
French Language
PD Program
Coordinator

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REPORT FROM EXECUTIVE DIRECTOR

“Change comes when you add *Learning!*” can certainly describe my first year as your executive director. What a lot of learning has occurred in my new role! Highlights for the year are shared throughout this annual report and include personal “highs” such as:

- Meeting and working with such an outstanding regional education community including board representatives of our partner organizations, school district ERLC contacts, advisory committee members, presenters and session participants. All of these contacts should be proud of how they have advocated for **adult learning – all for students’ sake**. There is a common belief that if we want students to achieve we must facilitate ongoing, high quality opportunities for adults to learn.
- Becoming aware of partner organizations and school jurisdiction needs, interests and mandates and continuing to discover how we can **collaborate to facilitate adult learning**. Project management skills and strategies have provided for opportunities to collaborate with many as we determine how best to offer high quality, cost effective and timely learning experiences.
- Responding to the ERC evaluation (Fall 2002) recommendation focusing on **communications** has been a highlight. Based on board direction and approval, our new logo, name and slogan emerged in June of 2003 and we will continue to apply the new strategies, image, website and communication plan throughout the 2003-04 school year.

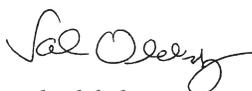
- Continuing to learn about strategies that **support implementation**. Supporting implementation of curriculum, assessment or instruction strategies all include processes and approaches to facilitate increased adult learning that are dependent on the context and content of the change. Guskey states that planning for the “optimal mix” of strategies, approaches and processes that work for a certain content and context is the key to effective professional development plans.

I value the chance to use a backward design and learn with some of our partners and other Alberta Regional Consortia executive directors about approaches that will further support shared responsibility for implementation.

- Learning how office operations work at ERC/ERLC! We have a skilled and dedicated staff that has committed many hours to ensure that a variety of learning opportunities are provided. It was a pleasure working with this team and I thank them on behalf of all program participants.

The first year in any new role implies *learning* however with the ERLC mandate I know that learning is a constant for the consortium! I look forward to providing you with the high quality of service and professional development leadership that you should expect from the consortium – and personally continuing to learn! In the spirit of learning – please continue to let us know how we are doing so that we may continue to be **partners in adult learning for students’ sake**.

Sincerely



Val Olekshy
Executive Director



ERLC BY THE NUMBERS 2002-03

Consulted – with 8 advisory committees, made up of over 125 members, (who represent their own jurisdictions or partner organizations) and who provide quality input and direction to ELRC program offerings. 28 meetings were hosted throughout the year with a total participation of 254 education leaders.

Hosted – 4 board meetings with representatives from our 7 partner organizations* (*Alberta Teachers' Association, Alberta Home and School Council Association, Alberta School Board Association, College of Alberta School Superintendents, Alberta Learning, University of Alberta and Alberta Association of School Business Officials). The board governs the direction of the consortium and evaluates the executive director. The board is made up of 9 members of our partner organizations and 2 ERLC staff also attend the meetings.



Staffed – ERLC office team includes 3 full time staff (executive director, executive assistant, and administration assistant) and 2 part time staff (registration clerk and bookkeeper). The French language PD coordinator is contracted through our office as well as other contractors that support our work for specific projects and initiatives.

Offered – 164 learning/professional development opportunities with 112 being delivered. Cancellations of sessions may be attributed to many variables including communications, lack of funds or time available for attendance, as well as contextual situations like job action.

- 2656 adult learners attended the 112 learning opportunities.
- 112 learning opportunities were offered over 184 different days (e.g., series of sessions).
- During the 184 days that the 112 sessions were offered 3873 participants attended.
- The 112 sessions offered 843 hours of learning – the 112 sessions offered over 184 different times totaled 20,944 hours of learning (total number of participants x total number of hours in which the session occurred).
- The early literacy symposium counts as 1 workshop and includes 43 separate sessions attended by 294 adult learners.
- We consider the advisory committee and board meetings to be a learning opportunity. (E.g., networking, study groups, reflection and dialogue) Adding those 34 gatherings to the 184 ERLC sessions delivered totals 218 different learning opportunities for adult learners in our region.

Committed/Booked – Over 150 presenters requiring 150 agreements to deliver the 112 sessions.

Funded – Average fee per one-day session is \$55.00. Costs for registrations most often cover presenter, facility, food, handouts and internal registration costs.

Provided – six different PD approaches. (E.g., conference or symposium, workshop development, study group, full day or half day workshop, series of 2 or more workshops and meetings.)

ERLC REPRESENTED BY WORDS AND PURPOSES 2002-03*

**There are “so many words” to share about our work – this summary offers one highlight for each of our 6 purposes which are often referred to as goals, and were identified in the guidelines for establishing consortia in 1996. For further information about how we meet our purposes and achieve our goals please contact the executive director.*

Support for the implementation of school jurisdiction goals, and the goals and strategies of Alberta Learning three-year plan.

Strategies: District contacts that represent the 18 jurisdictions ERLC serves advise on program directions. Advisory committees also exist in the following areas: early literacy, middle literacy, health, French, teaching and learning with technology, school information and library services, special needs (programming for student success) and aboriginal student success. Programs were suggested based on jurisdiction needs as identified by representatives on advisory committees, feedback from participants' evaluation forms and district contacts' input. Alberta Learning implementation schedule, staff contacts, grants and new projects also determine program offerings.

Results: Sessions were offered in the following areas: French, aboriginal student success, assessment, social studies, teaching and learning with technology, special needs, leadership, science, support staff, school council training, early literacy, middle literacy, math, physical education, health, English language arts, parent programs and instructional strategies.

Sessions and programs were also planned based on Alberta Learning program of studies implementation schedule (e.g., health), consultation with Alberta Learning staff (e.g., assessment sessions) and three year business plan (e.g., school council training, aboriginal student success).

Broker, coordinate, evaluate and act as a clearinghouse for available training and development of resources.

Strategies: Participants' session evaluations, and conversations with other PD service providers, including the regional consortia executive directors from across the province, allow for an ongoing review and evaluation of programs. Reviewing the literature is another strategy used to identify programs that align with stakeholder needs.

Results: ERLC continues to provide information and respond to requests for information about professional development resources and learning opportunities. We brokered 9 sessions last year and offered advice and ideas about potential workshops or presenters for local PD events. When requested, we post partner organizations' programs that support our communities learning needs and interests on our website. We adapted our brokering procedures last year and do not charge a fee for brokering a session which most often includes facilitating contracts for presenters.

Our session evaluation includes the use of many of T. Guskey's ideas for evaluating professional development. Our evaluation summaries are analyzed and inform future program plans. As well the session evaluation summary is sent to the presenters for their own review and reflection and provides a complete evaluation cycle that can inform presenter's practice.

A number of ERLC programs initiated through our programming are now evident in individual school districts PD programs.



Undertake the development of professional development programs to meet the emerging needs.

Strategies: Consultation strategies as mentioned above as well as looking for opportunities and resources for workshop development to support implementation requests.

Results: A total of 218 different learning opportunities were provided for our region. We provided a wide variety of learning opportunities and approaches and this is commonly interpreted as “workshop development”. We would like to highlight another way we interpret “workshop development” to meet emerging needs.

Advisory committees input, AISI lessons learned or new curriculum suggest a need for new PD experiences that align with student learning. We believe that developing materials in a collaborative manner, adapting as we go based on committee input and pilot experiences, provides for the development of high quality learning experiences based on the collective wisdom of our community and focusing on emerging needs of the education community.

This year we developed the following workshops: Learning Strategies in Math (2 day workshop), Assessment for Learning (3 part series) in collaboration with Alberta Assessment Consortium and Health workshops (4 part series) that supports implementation of the new program of studies and was funded by a grant from Health Canada. ERLC believes that being involved in this development work demonstrates our PD leadership (e.g., effective PD strategies and adult learning processes), as well as makes use of our retained earnings. Workshop development also models the board's belief about the value of the consortiums role in facilitating district PD leadership capacity. These workshops are most often developed so that district leaders can make use of the session in their own community.

Provide a collaborative and coordinated approach to the delivery and support of ongoing professional development opportunities for all participants in education.

Strategies: We rely on our advisory committees, 18 district contacts and partner organizations to collaborate and consult with in relation to program plans. Feedback received from our participant evaluation also provides input into future program needs. Whenever possible we strive to collaborate to offer professional development opportunities with other organizations as well.

Results: Specific examples of collaboration to provide a coordinated approach to PD would include:

- Publishers involvement sponsoring speakers at the Early Literacy Symposium
- Partnering with the Edmonton ATA regional guidance and counseling group to offer sessions by Michelle Borba
- Health Canada funding to support implementation of K-9 Health and Life skills leading to additional support from Alberta Learning and the ATA Health and Physical Education Council
- Adult Learning for Students Sake – Thomas Guskey Workshop as a result of collaboration with the 6 Alberta regional PD consortia

Help implement school based decision-making, school councils, and the functions included in redefined roles and responsibilities.

Strategies: Network with the parent community, including through the Alberta Home and School Association, to determine needs and interests for learning opportunities.

Results: A variety of sessions were offered to support school council success. Learning opportunities related to Joyce Epstein work were a highlight.



Offering programs to parents through the consortia model could be more successful. This area is a target for the coming year in determining communication strategies that will share our programs with interested parents. We also look forward to collaborating with the Alberta Home and School Council Association to coordinate school council learning opportunities.

Through collaboration and coordination, the consortium will provide improved access to in-service, training and professional development programs at a reasonable cost.

Strategies: All programs are based on a cost recovery formula; an anticipated number of participants, actual costs for presenters, facility and food, presenter handout costs and additional costs incurred by the consortium. (E.g., registration and administration support costs)

Results: The average cost per day for consortium sessions was \$55.00. We received excellent in kind support from the University of Alberta (office, meeting and classroom space), which allow us to offer programs at a lower cost. Many of our programs are held at the ATA - Barnett House, which also provides for costs savings. We appreciate when programs can be further subsidized through Alberta Learning conditional grants as well as the willingness of organizations such as Alberta Learning, the Alberta Teachers' Association and other community groups that can deliver programs without charging for presentation time.

Additional Highlights for the 2002-03 year:

- ERLC is the lead consortium for the provincial French language PD initiative. This project includes identifying, monitoring, communicating and planning for French language PD initiatives for all regions in the province. Richard Bonneville is contracted to fulfill many of these roles through our regional consortium.

- ERLC is the lead consortium for the provincial plan to support implementation of K-9 Health and Life Skills program of studies. Through our initiative we accessed funds from Health Canada to support our own regions implementation and then received funding from Alberta Learning and the ATA Health and Physical Education Council to support implementation for others throughout the province.

Targets for 2003-04 (*Measures to be further developed and include items italicized in brackets*)

- A plan to provide enhanced programming for parents, administrative support personnel and teacher assistants. (*Increased program offerings, positive comments from participants*)
- Increased incidence of collaboration and partnership to coordinate delivery of learning opportunities in our region. (*Increased examples of collaboration with jurisdictions and organizations as demonstrated through programs, partner qualitative comments*)
- Plans to make use of accumulated surplus to benefit program offerings. (*Incidence of PD Workshop development and curriculum facilitator leadership development*)
- Increased opportunity to facilitate professional development leadership capacity for districts. (*Advisory committee structure and opportunities to meet, program offerings related to school and teacher leadership*)
- Board review, development and clarification of the Mission, Vision and Goals based on outcomes of learning commission, and the provincial ARC assessment. (*Evident in board minutes and annual report for 2003-04*)



FINANCIAL STATEMENTS

Alberta
LEARNING

REGIONAL CONSORTIUM
STATEMENT OF FINANCIAL POSITION
For the Year Ended August 31, 2003
(in dollars)

NAME: Parkland School Division #70
Edmonton Regional Learning Consortium

	Aug. 31, 2003	Aug. 31, 2002
ASSETS		
Current assets		
Cash and temporary investments	406,258	415,573
Accounts receivable (net after allowances)		
Province of Alberta	75,000	78,000
Other Alberta school jurisdictions	-	-
Other	32,618	67,999
Prepaid expenses	150	-
Other current assets (GST receivable)	8,668	5,280
Total current assets	522,694	566,852
LIABILITIES		
Current liabilities		
Bank indebtedness	-	-
Accounts payable and accrued liabilities		
Province of Alberta (deferred revenue)	155,058	102,223
Other Alberta school jurisdictions	10,723	-
Other	43,379	68,579
Total current liabilities	209,160	170,802
NET ASSETS		
Accumulated surplus (deficit)		
Uncommitted surplus (deficit)	313,534	396,050
Operating reserves	-	-
Total net assets	313,534	396,050
Total net assets and current liabilities	522,694	566,852

CERTIFICATION

I certify to the best of my information and belief that the information identified above is correct.

[Signature]
Financial Officer/Agent Board
Parkland School Division #70

Date

Dec 2/03

[Signature]
Chair (Regional Consortium)

Date

November 28, 03

Alberta
LEARNING

REGIONAL CONSORTIUM
STATEMENT OF REVENUES AND EXPENSES
For the Year Ended August 31, 2003
(in dollars)

NAME: Parkland School Division #70
Edmonton Regional Learning Consortium

	Budget 2002-03	Actual 2002-2003	Actual 2001-2002
REVENUES			
Alberta Learning			
Regional Consortium			
Establishment and Maintenance	159,908	159,908	159,908
Alberta Learning: Other Grants	231,998	232,155	115,452
Total Alberta Learning	391,906	392,063	275,360
Other Revenue	311,451	303,033	288,257
Subtotal			
Funds from Accumulated Surplus	396,050	396,050	567,014
Total Revenues	1,099,407	1,091,146	1,130,631
EXPENSES			
Professional Development & In Service			
Salaries, wages and benefits	183,128	184,089	74,583
Services, contracts and supplies	592,876	592,235	658,714
Other	-	-	-
Board of Director Expense			
Meeting fee	-	-	-
Services, contracts and supplies	-	-	-
Travel and Subsistence	1,288	1,288	1,284
Total Expenses	777,292	777,612	734,581
Surplus (Deficit)	322,115	313,534	396,050
Transfer to reserve	-	-	-
Surplus (Deficit) after reserve	-	-	-

Note: Please ensure that any current year deficit is offset by sufficient funds in the Accumulated Surplus as shown in the Statement of Financial Position.

CERTIFICATION

I certify to the best of my information and belief that the information identified above is correct.

[Signature]
Financial Officer/Agent Board
Parkland School Division #70

Date

Dec 2/2003

[Signature]
Chair (Regional Consortium)

Date

November 28/03

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