

Edmonton Regional Learning Consortium
Partners in Adult Learning for Students' Sake



Annual Report
2004-2005

Edmonton Regional Learning Consortium
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TABLE OF CONTENTS

PART I: MESSAGE FROM BOARD CHAIRPERSON	3
PART II: MESSAGE FROM EXECUTIVE DIRECTOR	5
PART III: ACCOUNTABILITY STATEMENT	7
PART IV: CONTEXTUAL INFORMATION: Issues and Impact	8
PART V: PRIORITY IMPROVEMENT AREAS	11
PART VI: PARTICIPATION RATES	12
PART VII: GOAL RESULTS	13
PART VIII: FINANCIAL ACCOMPLISHMENTS	22
APPENDIX A: ARPDC Beliefs about Curriculum Implementation	24
APPENDIX B: District Stakeholder Survey – Reality Check Summary	25
APPENDIX C: ERLC Workshop and Participation Register 2004-2005	31

PART I: MESSAGE FROM BOARD CHAIRPERSON

The Edmonton Regional Learning Consortium (ERLC) provides learning opportunities for education stakeholders to be “partners in adult learning for students’ sake”, the mission of the consortium. This is evident in various ways including the board model that governs ERLC. The board includes representatives from College of Alberta School Superintendents (CASS), Alberta Teachers’ Association (ATA), Alberta School Boards Association (ASBOA), Alberta School Boards Association (ASBA), Faculty of Education, University of Alberta (UofA) Alberta Education (AB Ed) and Alberta Home and School Councils’ Association (AHSCA).

During the 2004-2005 year, the board confirmed the mission, vision and goals that align with the Alberta Regional Professional Development Consortia’s (ARPDC) provincial evaluation results and made some minor adaptations. The ERLC mission, vision and goals are:

Mission:

Partners in Adult Learning for Students’ Sake

Vision:

As an advocate for quality professional development and as a service provider, ERLC works with its partners to develop, implement and assess professional development (PD) programs and comprehensive plans that support adult learning for students' sake.

Goals:

1. Facilitate professional development, which supports the effective implementation of:
 - a. The Alberta Education Business Plan
 - b. Jurisdiction and school educational plans; and
 - c. Edmonton Regional School Council priorities
2. Facilitate professional development which supports the effective implementation of:
 - a. Curricula, including instruction
 - b. Assessment; and
 - c. Student learning outcomes
3. Coordinate, broker, and act as a referral centre to assist stakeholders’ access to available professional development resources.
4. Deliver professional development based on the identification and emerging needs of educational stakeholders.
5. Promote and support the development of professional development leadership capacity.
6. Provide stakeholders with access to professional development at a reasonable cost.

The mission, vision and goals will allow the board a clear picture of the results required for success.

This annual report shares how partnerships are evident, we are meeting or exceeding the goals, and more of the jurisdictions are using ERLC as a professional development provider. At our board meetings, it is evident that the ERLC team is responsive to emerging needs, able to adapt to new situations and is handling a heavy workload. The board continues to commend the Executive Director, Val Olekshy and the ERLC team for the work

accomplished to date, including the leadership demonstrated through various projects and initiatives such as the ARPDC beliefs about curriculum implementation.

The board has frequently discussed the size and capacity of ERLC and will continue to review as requests for services and leadership increases.

As a partner in adult learning for students' sake.

Sincerely,

Will Simpson
Alberta Teachers Association
Principal Representative
Board Chair

2004-05 Board Members:

College of Alberta School Superintendents
Faculty of Education University of Alberta
Association of School Business Officials of Alberta
Alberta Teachers Association- Staff Representative
Alberta Teachers Association – Teachers Representative
Alberta Education
Alberta Home and School Council Association
Alberta School Boards Association

Elaine Whitford
Fern Snart
Al Summers
Dorothy Stanley
Gail Berkner
Mark Whetstone
Tracy Kaley
Jean Boisvert

PART II: MESSAGE FROM EXECUTIVE DIRECTOR

The 2004-2005 school year included increased opportunities for learning in our region, and demonstrated "partners in adult learning for students' sake".

The "numbers" have increased this year! Participation, advice and direction at the ERLC advisory committee table, partnership opportunities with district contacts, session participants and the numbers of sessions provided all increased this last year. Thank you to advisory committee members, district contacts, session participants and session facilitators - you all ensured that the success of your consortium occurred. In total this includes 9016 adult learners, approximately 350 facilitators, approximately 100 committee members, and 25 district contacts. What a learning community!

Responding to the provincial ARPDC evaluation of consortia, the numerous comments about professional development in the learning commission report and conversations about curriculum/initiative implementation with teachers, ministry staff, district leaders, and education stakeholders, all provided for ERLC to demonstrate professional development leadership. Involvement, with provincial education stakeholders with the creation of the comprehensive guide to professional development planning, response and action to the ARPDC evaluation and conversations about models to support curriculum implementation were available during the 2004-2005 year.

Increased involvement with "support for implementation" grants from Alberta Education indicates regional and provincial support for the consortium services provided.

In 2004-2005 we received 50% more grants than in the 2003-2004 year. These grants provided for more learning opportunities to support implementation in our region as well as provided for conversations about lessons learned related to implementation. ARPDC developed beliefs about curriculum implementation and those beliefs and ongoing consultations assist us in our planning for programs in our region. Appendix A

Increased grants to support implementation required increased staff to accommodate the program logistics, registrations, tracking and reporting. Our team is most proud of how participants shared in their session evaluations that they were satisfied with the services received from the ERLC office team. Thank you to the ERLC office team for the never-ending commitment to ensuring all is well planned at every session to ensure for participant and presenter satisfaction.

Thank you to the board for the direction provided this last year. The ERLC board clarified its vision, mission and goals and that provided for direction of the management and operations of the ERLC. The commitment of board members, as they attend meetings as representatives of their own organizations, allows for a governance model that is representative of many voices. The advocacy of this group - for adult learning to support student learning is evident.

Increased services have resulted in an increase in expenses as evident on our financial statement. As a result, changes to management, organization and program services will occur for the 2005-2006 school year. The expectation from the ERLC board continues to focus on high quality PD services delivered in a cost effective framework. In service to the board and the education community in the region, the ERLC team will continue to work towards actualizing the mission of "partners in adult learning for students' sake" and ensure for financial stability.

On behalf of the ERLC team, thank you for your ongoing support and partnership so that we may be "partners in adult learning for students' sake".

Val Olekshy
Executive Director
volekshy@ualberta.ca
780-492-4993

PART III: ACCOUNTABILITY STATEMENT*

The Edmonton Regional Learning Consortium Annual Report for the 2004-2005 school year was prepared under the Direction of the Board of the Edmonton Regional Learning Consortium and in accordance with the reporting requirements provided by Alberta Education.

The results of this report are used, to the best of ERLC's ability, to be an advocate for quality professional development and as a service provider working with its partners to develop, implement and assess professional development programs and comprehensive plans that support adult learning for students' sake.

Will Simpson
Board Chair

Val Olekshy
Executive Director

Financial Statement included in report

- Appendix B Summary of Stakeholder survey responses from District Contact, "Reality Check" online survey. Compilation of "Strongly Agree" and "Agree" categories are the satisfaction rate %s reported in each goal.
- Appendix C is the workshop register and participation numbers.
- Additional data used for report includes summaries of session evaluations. This data can be found in binders in the ERLC offices.

PART IV: CONTEXTUAL INFORMATION

In the 2004-2005 school year, the Edmonton Regional Learning Consortium operated with one Executive Director, and 3.6 administrative support positions. ERLC connected with eight different advisory committees as well as contacts from the 19 districts service is predominately provided to. Ongoing consultation with our education stakeholders continues with numerous opportunities to work with Alberta Education in relation to support for implementation grants. ERLC is responsible for provincial coordination, monitoring and reporting of the provincial French language Professional development project, French language summer camps, and Daily Physical Activity Initiative grant.

- 1. TREND:**
Increasing number of initiatives to implement and manage.

IMPACT:
ERLC has had to increase support staff to manage the increased number of initiatives, and requests for programs.

- 2. TREND:**
The Alberta Commission of Learning (ACOL) recommendations were accepted by Alberta Education. Alberta Education provides conditional grants to ERLC to support the implementation of various recommendations.

IMPACT:
The key recommendations from this report which had implications for ERLC were:

Recommendation:	Impact: Action during the 2004-2005 school year. (selected examples of service provided)
7. Introduce a new wellness program for all students from kindergarten to grade 12.	Professional development workshops were implemented in school jurisdictions to build the leadership capacity of people who were responsible for implementation of DPA. A partnership was formed with <i>School Comes Alive</i> to provide expertise in daily physical activity and wellness learning opportunities.
8. Provide all students with the opportunity to learn a second language.	Professional development workshops were implemented in school jurisdictions to prepare for the mandatory implementation of the <i>Second Languages Initiative</i> in September 2006. ERLC provincial lead for french language PD – which includes FSL programs. ERLC applied for and was successful in receiving a grant for summer language camps offered throughout Alberta.
9. Ensure support for implementation of new curriculum.	Professional development workshops were provided to support school jurisdictions with new curriculum implementation; e.g., social studies.

13. Require every school to operate as a professional learning community.	ERLC provided sessions for school jurisdictions to share experience and expertise in implementing the professional learning communities concept.
24. Ensure that all schools encourage positive attitudes, good behavior and respect for others.	ERLC provided implementation support with workshops by Michelle Borba on character education Michelle Borba also trained teams of school facilitators responsible for implementing safe and caring programs in schools. As well, workshops on <i>Effective Behavior Support</i> were offered.
27. Implement and provide adequate resources for the FMNI Policy Framework.	ERLC provided a number of support programs including: <i>Building the Home/School Community for Aboriginal Student Success</i> , <i>Weaving Aboriginal Culture into Curricula</i> , <i>Cultural Awareness Experience</i> , <i>Traditional Aboriginal Teachings Workshop</i> and <i>Integrating Aboriginal Experiences into the Curriculum</i> . Support for the 3 FNMI pilot schools from our region occurred and provided additional learning opportunities for those schools
42, 44, and 46: meeting the needs of special education students	ERLC provided a number of programs to increase the capacity of teachers to provide quality education to special needs students. Workshops were held on Fetal Alcohol Syndrome, Autism Spectrum Disorders, Functional Behavior Analysis, Fragile X Syndrome, Creating and Monitoring Routine Based IPPs.
54. Continue to support research and innovative approaches for improving student outcomes.	Many of the ERLC workshops are providing support for AISI projects particularly in the area of early literacy and differentiated instruction.
59. Ensure teachers have access to classroom assessment materials and practices.	ERLC conducted a series of workshops on performance based assessment focusing on social studies and daily physical activities.
72. Comprehensive professional development plans.	ERLC was an active partner with other educational stakeholders in the development of the <i>Comprehensive Guide to Professional Development Planning</i> . ERLC continues to employ an advisory committee structure in priority areas to ensure that PD planning is planned in a systematic way, and reflects a comprehensive regional model when possible.

ACOL has provided focus and prioritization for ERLC work.

3. TREND:
Request for service has increased (e.g. participation rates, Alberta Education grants to support implementation.)

IMPACT:
Infrastructure grant does not cover infrastructure or program costs. Planning and budget analysis will be increased to ensure a balanced financial statement and a cost recovery model continues. Revised budgeting and tracking procedures have been implemented to ensure cost effectiveness for participants and ERLC.

4. TREND:
Comprehensive PD Planning framework provides opportunities for partnership.

IMPACT:
ERLC's size provides for increased opportunities to facilitate comprehensive PD planning amongst districts across the region. Multiple initiatives also allow for plans that can address the common needs of stakeholders.

“Wonderful two days of extensive information – well done.”

“My contact with ERLC staff has been very positive and helpful.”

PART V: PRIORITY IMPROVEMENT AREAS

1. Professional development for support staff, parents and school councils.

- ERLC will develop a plan to provide enhanced inclusive programming for administrative support personnel, teacher/education assistants, school councils and parents.

2. Building Leadership Capacity

- Based on consultations and planning in the 2004-05 ERLC has developed and will implement a series of workshops designed to build the leadership capacity of district PD leaders. ERLC needs to work closely with stakeholder partners and through the Advisory committee structure to ensure comprehensive delivery of services with a focus on sustainability through PD leadership capacity. This is modeled in a different PD format with the junior high math initiative and yet a different “curriculum facilitator” approach for the social studies initiative.

3. Assessment of Programs

- ERLC will develop an assessment model to determine if programs are making a difference to support implementation.

4. Tracking school jurisdiction participation rates in ERLC programs.

- ERLC has implemented a tracking process to gather data on school jurisdiction participation in ERLC programs. This data will inform school jurisdictions of how their own jurisdiction is accessing programs and inform ERLC the programs that are well attended, that school jurisdictions are getting value added programming as well as meeting the needs of school jurisdictions.

*“One of the best presentations
(and useful) that I have ever
attended. Very practical!”*

PART VI: PARTICIPATION RATES

ERLC is a leading professional development provider and enjoys the support of partner organizations in addressing emerging needs and providing learning opportunities accessible for all in the region to access. This support takes a variety of forms including attendance at workshops, providing input on advisory committees or providing a representative on the ERLC Board. Some of the programs focus on building professional development leadership capacity (e.g., social studies curriculum facilitators) where district leaders are trained via ERLC sessions and/or PD workshop materials and then return to deliver PD in their district based on the ERLC training and/or PD materials. This “ripple affect” – initiated from ERLC support and PD leadership, and often as a result of grants to the region, supports adult learning focused on a job/district embedded model. When gathering data on participation rates, all the various programs and roles of supportive partners need to be acknowledged.

2004-05 Participation rates*

ERLC Activity	Number of Days of meetings /sessions*	Participants
Advisory Committee and Board meetings	31	464
PD Leadership Capacity (dpa district days, junior high math district days, social studies district delivered PD events),	50	1301
ARPDC events	14	310
ERLC Learning Opportunities (workshops, series, conferences)	188	6941
Total	283	9016

Year to Year Comparison

Category	2003-2004	2004-2005
Number of Sessions	163	188
Number of Participants	6275	6941
Advisory Committee participants	300	464
Number of Advisory Committee/Board Meetings	22	31

“Registration was easy.”

Analysis

ERLC has had a very successful year in terms of the participation of stakeholder partners. There has been an increase in the number of sessions, participants, and the numbers of meetings.

ARPDC PD counting model*

- Half day and full day sessions count as one day (because the time to organize a full day or half day session is the same).
- Conference over multiple days – each day counts as a day of PD (conference over three days counts as three).
- Conference with multiple sessions in one day still counts as one day.

*“ERLC staff is fantastic –
easy to work with.”*

*“Very personable, helpful
people running the session.”*

PART VII: GOAL RESULTS

The Edmonton Regional Learning Consortium will:

Goal 1	Facilitate professional development which supports the effective implementation of: <ol style="list-style-type: none">1. The Alberta Education Business Plan2. Jurisdiction and school educational plans; and3. Edmonton Regional School Council priorities
Outcomes	ERLC offerings align with needs identified through stakeholder planning documents and consultations.
Performance Measures	<ul style="list-style-type: none">• Percentage of stakeholder contacts who agree that PD offerings align with needs identified in their plans.• Satisfaction of stakeholder contacts with consortia overall.• Number of Participants attending (Appendix C).
Metrics	<ul style="list-style-type: none">• Survey of educational stakeholders (district contacts).• Summary of Session evaluations completed by PD participants.
Results	<ul style="list-style-type: none">• 100% of district contacts agreed that the PD offerings align with the needs identified in their plans.• 88% of district contacts shared that “overall they were satisfied with the services provided by ERLC”.• 99 % of program participants indicated satisfaction that sessions provided content and activities which matched intended outcomes.• 96% of program participants shared that overall they were satisfied with the session.• 9014 participants attended ERLC and ARPDC learning opportunities.

Over All Rating: Meeting and Exceeding Expectations

It was the goal of ERLC to achieve a satisfaction rating of 80%-89% in this area.

- ERLC reviews the Alberta Education business plan, Three Year Educational Plans and AISI projects for school jurisdictions to identify the PD needs.
- ERLC facilitates 8 different advisory committees where district reps offer advice about PD programs that should be offered via ERLC and are based on their district needs. Districts send representatives to these meetings as they are able.

The Edmonton Regional Learning Consortium will:

Goal 2

Facilitate professional development which supports the effective implementation of:

1. Curricula, including instruction
2. Assessment; and
3. Student learning outcomes

Outcomes

ERLC facilitated PD, effective implementation of curricula (inclusive of assessment and instruction), and student learning outcomes.

Performance Measures

- Percentage of stakeholders satisfied that ERLC facilitated PD supports for effective implementation of curricula.
- Percentage of PD program participants satisfied with the session.
- Percentage of Alberta Education designated leads for conditional grants who are satisfied.

Metrics

- Survey of educational stakeholders.
- Session evaluations.
- Summary from Alberta Education designated leads.

Results

- 93% of district contacts were satisfied that ERLC facilitated PD supports for effective implementation of curricula.
- 95% of PD program participants shared that they will be able to apply the information learned in the session in their classroom, school or jurisdiction.
- Based on feedback from the conditional grant Alberta Education leads there was overall satisfaction with the services provided by the consortia.

“One of the most practical and helpful sessions I’ve been to in a long time.”

Over All Rating: Exceeding Expectations

It was the goal of ERLC to achieve a satisfaction rating of 80%-89% in this area.

- ERLC works very closely with stakeholders to ensure strong support to implement curricula through relevant and quality learning opportunities focusing on instruction and assessment practices that facilitate student learning of the outcomes in the prescribed programs of study.
- Program feedback from each session is summarized and reviewed to identify participant (most often teachers) needs and requests for future programming. The program feedback information is also used to gather presenter feedback and shared with the facilitator to support his/her own growth and development.
- ERLC is the provincial lead for French language PD and summer camps and the Daily Physical Activity initiative. We also provide a collaborative leadership role with other consortia executive directors when we meet with Alberta Education managers and school improvement branch staff to discuss lessons learned about PD plans that can support implementation. (Appendix A – Curriculum Implementation Beliefs.)

“Fourth class with you – all exceptionally well planned, teacher-friendly, and provocative! I look to you first for PD planning.”

The Edmonton Regional Learning Consortium will:

Goal 3

Coordinate, broker, and act as a referral centre to assist stakeholders' access to available professional development resources.

Outcomes

ERLC coordination, brokering and referral services are responsive to stakeholder needs.

Performance Measures

- Percentage of stakeholders accessing these services that are satisfied.

Metrics

- Survey of educational stakeholder contacts.

Results

- 87% of district contacts accessing these services are satisfied.

Over All Rating: Exceeding Expectations

It was the goal of ERLC to achieve a satisfaction rating of 80%-89% in this area.

- ERLC office receives requests weekly for presenter contact information as well as requests for program planning and delivery. Many of these requests come from individual schools PD planners who are not surveyed.
- ERLC is attempting to coordinate more programs in the Edson and Fort McMurray regions. There has been an increase in sessions coordinated in these areas over previous years.

"Thank you ERLC for making sure these workshops get out to rural schools. So many times we are forgotten if we don't live in the city."

The Edmonton Regional Learning Consortium will:

Goal 4	Deliver professional development based on the identification and emerging needs of educational stakeholders.
Outcomes	ERLC programs met the identified and emerging needs of educational stakeholders.
Performance Measures	<ul style="list-style-type: none">• Percentage of stakeholders satisfied that the programs met their identified and emerging needs.• Descriptions of services offered. (Appendix C – Workshop and Participation Register)
Metrics	<ul style="list-style-type: none">• Survey of educational stakeholders.• Qualitative measures (descriptions and testimonials).
Results	<ul style="list-style-type: none">• 87 % of the district contacts indicated satisfaction that the PD offerings align with the identified needs in their plans and their emerging needs.• Evaluation comment: “... (the ERLC team) has done as much as they possibly can to accommodate requests and needs in this large region.”

Over All Rating: Meeting Expectations

It was the goal of ERLC to achieve a satisfaction rating of 80%-89% in this area.

- Each year ERLC provides an ever increasing wide range of PD opportunities that are based on the emerging needs of stakeholders.
- Over 275 learning opportunities were provided in the region – either directly by ERLC or as result of PD leadership capacity opportunities arranged via ERLC and in many cases funded with grant dollars.

*“Keep up the great work,
These sessions are valuable
and appreciated.”*

The Edmonton Regional Learning Consortium will:

Goal 5	Promote and support the development of professional development leadership capacity.
Outcomes	ERLC contributes to the development of PD leadership capacity.
Performance Measures	<ul style="list-style-type: none">• Percentage of stakeholders satisfied that the efforts of the ERLC contribute to development of professional development leadership capacity• Descriptions of services offered. (Appendix C – Workshop and Participation Register)
Metrics	<ul style="list-style-type: none">• Survey of educational stakeholders.• Qualitative measures (descriptions and testimonials).
Results	<ul style="list-style-type: none">• 93% of stakeholders satisfied that the efforts of the ERLC contribute to development of professional development leadership capacity.• Evaluation comment: <i>“For smaller districts, (ERLC) has been invaluable as it provides a networking and teaming opportunity.”</i>

Over All Rating: Exceeding Expectations

It was the goal of ERLC to achieve a satisfaction rating of 80%-89% in this area.

- Providing PD opportunities to build PD leadership capacity is an emerging need. Based on feedback from school jurisdiction representatives and a selected review of the literature in this area, ERLC will be offering a series of PD opportunities to build professional development leadership capacity. This series will commence in fall 2005.
- Support for curricula facilitation in the areas of health, social studies and math were initiated during the 2004-05 year.

“Excellent website!! Very up to date and useful.”

“Excellent and informative. Great job!”

The Edmonton Regional Learning Consortium will:

Goal 6

Provide stakeholders with access to professional development at a reasonable cost.

Outcomes

ERLC provides professional development at a reasonable cost.

ERLC offers PD on an overall cost recovery basis.

Performance Measures

- Percentage of program participants agreeing that fees are reasonable.
- Financial records indicating cost recovery operations.

Metrics

- Survey of stakeholders contacts.
- Qualitative measures: financial records.

Results

- 88% of the district contacts were satisfied with the services provide by ERLC.
- 93% of district contacts were satisfied that ERLC provided services at a reasonable cost.
- 99.5% of program participants are satisfied ERLC services are provided at a reasonable rate.
- Evaluation comment: *“ERLC ensures that dollars available are expended wisely and efficiently.”*

Over All Rating: Exceeding Expectations

It was the goal of ERLC to achieve a satisfaction rating of 80%-89% in this area.

- ERLC strives to provide quality service at a reasonable rate giving good value to the stakeholders.
- Increased services resulted in increased costs and staffing requirements. Financial management and cost recovery approaches will be further developed.

“Very reasonable cost – principals say ‘yes’!”

PART VIII: FINANCIAL INFORMATION (audited statement)

**ALBERTA
LEARNING**

**Regional Consortium
Form 1 - Statement of Revenues & Expenses
For the Year Ended August 31, 2005 (in whole dollars)**

CONSORTIUM NAME:

	Actual 2004/05	Budget 2004/05	Actual 2003/04
REVENUES			
Alberta Learning:			
Management & Infrastructure (Note 1)	\$166,368	\$166,368	\$163,106
Programming Grants (Note 2):			
AB Education - Health		1,083	
Aboriginal Liaison	20,000	18,622	12,514
CPR/Heart Health	46,000	1,083	1,821
Curriculum Coordinator		6,159	
Daily Physical Activity	150,000	75,966	93,498
English Language Arts		52	
FASD	3,500	3,500	
French Language Camps		43,582	
Frimm, FR, FSL (French)	150,000	95,160	114,024
ICT Assessment Toolkit	20,000	8,797	1,768
Junior High Math	60,839	30,408	
K-3 Social Studies	66,790	52,475	
K-3 Social Studies Summer Workshops		13,300	
Other Alberta Learning			39,724
Other Revenue:			
Program Registration (Note 3)	250,000	270,871	251,402
Grants - Health Canada & HPEC			24,015
Grants - Non government sources (Note 4)		3,000	
Other (Note 5):		8,018	
Bank Interest	10,000	12,934	13,151
Publishers Displays	3,000	4,120	3,505
TOTAL REVENUES	\$946,497	\$815,498	\$718,528
EXPENSES			
Management & Infrastructure (Note 6):			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	219,000	272,762	188,611
Board expenses (Note 8)	3,500	3,771	3,078
Programming:			
Costs of Delivering Programs (Note 9)	609,843	677,592	686,809
Other:			
TOTAL EXPENSES	\$832,343	\$954,125	\$878,498
REVENUES less EXPENSES (Note 16)	\$114,154	(\$138,627)	(\$159,970)
Accumulated Surplus at beginning of year	\$153,564	\$153,564	\$313,534
Accumulated Surplus at end of year	\$267,718	\$14,937	\$153,564

PLEASE RETURN hard copies of completed Forms 1 and 2 and the certification to School Finance Branch, 8th floor, Commerce Place, 10155-102 Street, Edmonton T5J 4L5 BY DECEMBER 1, 2005

Regional Consortium
Form 2 - Statement of Financial Position
As At August 31, 2005 (in whole dollars)

CONSORTIUM NAME:

ASSETS	Actual 2004/2005	Actual 2003/2004
Cash in Bank and Temporary Investments	\$206,350	\$520,407
Accounts Receivable (Note 10):		
Province of Alberta	22,870	5,918
Alberta school jurisdictions	30,374	4,950
Other	26,072	7,830
Prepaid Expenses (e.g. deposits for programming)	575	70
Other assets	9,052	9,685
TOTAL ASSETS	\$295,293	\$548,860
LIABILITIES		
Accounts payable	35,444	136,999
Accrued liabilities (Note 11)		
Deferred Revenue:		
Programming Grants (Note 2):		
Aboriginal Liaison		16,123
CPR/Heart Health	48,096	49,179
Curriculum Coordinator - DPA	7,841	
Daily Physical Activity	71,536	156,503
English Language Arts	5,490	5,542
Frimm, FR, FSL (French)		
Health Canada		1,083
ICT Assessment Toolkit		26,632
Junior High Math	30,431	
K-3 Social Studies	15,018	
Other Social Studies	57,500	
Prepaid registration (Note 12)		3,235
Other:		
Arnold Foundation	9,000	
Total Deferred Revenue		
TOTAL LIABILITIES	\$280,356	\$395,296
ACCUMULATED SURPLUS		
Operational Reserves (Note 13)		
Unrestricted Funds (Note 14)	14,937	153,564
TOTAL ACCUMULATED SURPLUS (Note 15)	\$14,937	\$153,564
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	\$295,293	\$548,860

General Note: It is suggested that each consortium keep a separate account in it's ledger for each programming grant, posting all receipts and expenses to this account. Any credit balance at the end of the year will represent the unexpended funds, to be adjusted out of this account to deferred revenue. For Financial Statement purposes, the grant revenue will be calculated by adding up the credits (deducting the deferred revenue adjustment) and the expenses by adding up the debit entries (except for the deferred revenue adjustment).

**ALBERTA
LEARNING**

Regional Consortium Financial Statements

CONSORTIUM NAME:

CERTIFICATION For the Year Ended August 31, 2005

I certify that to the best of my knowledge, the information detailed on Forms 1 and 2 (attached) is correct.


(Signature) Chair of Consortium

Nov 30, 2005
Date


(Signature) Financial Officer

Nov 30 2005
Date

NOTES TO FORMS 1 AND 2

- Note 1** Management and Infrastructure grant from Alberta Learning (total amount allocated for the year).
- Note 2** The grant revenue in Form 1 represents the amount of the grant expended during the current year, including any amount expended that was carried forward from previous years. The deferred revenue in Form 2 represents funding deferred to future years when it will be matched with the expenditures.
- Note 3** Registration rates are intended to cover the direct costs reported as programming expenses.
- Note 4** E.g. grants and subsidies from private partnerships (Shaw).
- Note 5** Funding from other provincial government departments or the Federal government; bank interest reported should be placed in this section as well.
- Note 6** Costs of operating and maintaining the consortium office.
- Note 7** Including Executive Director, Executive Assistant and office staff. Fixed overheads include office space, utilities, office supplies and equipment.
- Note 8** Including meeting fees, supplies, travel and subsistence and board development.
- Note 9** Including part-time and contracted staff (e.g. program host, presenters, registration staff) and other direct costs including materials, site, audio-visual, catering, etc.
- Note 10** Amounts owed to the consortium but not received pertaining to the current year.
- Note 11** E.g. Unpaid wages pertaining to the year.
- Note 12** Pertaining to programming planned for subsequent year(s).
- Note 13** Board-approved funds earmarked for future operations or programming.
- Note 14** Unrestricted Funds represent the net assets (total assets minus total liabilities) less any operational reserves for earmarked programming.
- Note 15** Accumulated Surplus is the total of operational reserves and unrestricted funds.
- Note 16** Please ensure that any over-expenditure is offset by sufficient Accumulated Surplus at the beginning of the year

Appendix A: ARPDC Beliefs About Curriculum Implementation



Alberta Regional Professional Development Consortia* Beliefs About Curriculum Implementation

Overarching Understanding

Effective curriculum implementation leads to a change in practice that enhances student learning.

Our pillars: Effective Collaboration (process)
 Effective Practice (content)
 Effective Adult Learning (context)

Enduring Understandings

We have come to understand:

- Effective curriculum implementation is a shared responsibility for all stakeholders
- Effective curriculum implementation is developmental and contextual
- Effective curriculum implementation must be systemic, systematically planned and sustained.
- Collaboration leads to deeper understanding and shared commitment
- PD is interactive, continuous and reflective
- Effective adult learning is meaningful, purposeful and provided through a variety of learning opportunities for all stakeholders.

Essential Questions

- What strategies lead to change in professional practice for enhanced student learning?
- What are the measures of effective implementation?
- What does shared responsibility of all stakeholders look like?
- What does meaningful and purposeful stakeholder collaboration look like?
- How do you address the developmental and contextual variables of communities to achieve effective implementation?

* ARPDC is comprised of 6 regional consortia across the province:

Calgary Regional Learning Consortium
Central Alberta Regional Consortium
Edmonton Regional Learning Consortium
Learning Network
Northwest Regional Learning Consortium
Southern Alberta PD Consortium

To link to each individual consortium, please visit the provincial website at www.arpdc.ab.ca.

* ARPDC gratefully acknowledges the involvement of the ATA and Alberta Education in the development of these beliefs.

Appendix B: District Stakeholder Survey – Reality Check Summary

Edmonton Regional Learning Consortium

of respondents 16

Go to section:

Show all sections ▼

#	Question	SA (1)	A (2)	U (3)	D (4)	SD (5)		
1	The ERLC was effective in helping us address PD needs identified in our planning documents.	<u>7</u> 50.0%	<u>7</u> 50.0%	0 0%	0 0%	0 0%	Mean	1.50
							StdDev	0.519

✖

Comments

- Often district timelines cause ERLC involvement to be too late in the process. [2]

2	The ERLC was effective in helping us meet emerging PD needs, outside of those identified in our planning documents.	<u>6</u> 40.0%	<u>7</u> 46.7%	2 13.3%	0 0%	0 0%	Mean	1.73
							StdDev	0.704

✖

Comments

- It sometimes appears that some individuals have the Director's ear and their suggestions are acted on whereas others are not. It also seems that those who happen to be in the right place at the right time are given leadership opportunities and they may not be the best leaders. The Director should get district input prior to engaging district employees for contract work. Value added information is sometimes missed. [3]

3	PD facilitated by the ERLC supported effective implementation of curricula.	<u>11</u>	<u>3</u>	<u>1</u>	<u>0</u>	<u>0</u>	Mean	1.33
		73.3%	20.0%	6.7%	0%	0%	StdDev	0.617

✖

Comments

- It definitely provided another option to participants. [2]

4	The ERLC provided good value for the grant dollars they were provided to support implementation of curricula.	<u>8</u>	<u>6</u>	<u>1</u>	<u>0</u>	<u>1</u>	Mean	1.75
		50.0%	37.5%	6.3%	0%	6.3%	StdDev	1.065

✖

Comments

- All consortia need to continue lobbying AB Ed for substitute dollars. The best p.d. in the world is worthless unless participants are able to attend. Also, keep pushing for adequate dollars. What AB Ed provides and their expectations do not align. [2]

“The sessions are so practical and useful.”

“Well organized as usual.”

5	The ERLC's coordinating, brokering and/or referral services were effective in helping us access PD resources.	<u>7</u>	<u>6</u>	2	0	0	Mean	1.67
		46.7%	40.0%	13.3%	0%	0%	StdDev	0.724

✖

Comments

- Within the limitations caused by budgetary constraints and distance, Val and her team have done as much as they possibly can to accommodate requests and needs in the region. [1]

6	The ERLC has contributed to the development of PD leadership capacity within my organization.	<u>9</u>	<u>5</u>	0	1	0	Mean	1.53
		60.0%	33.3%	0%	6.7%	0%	StdDev	0.834

✖

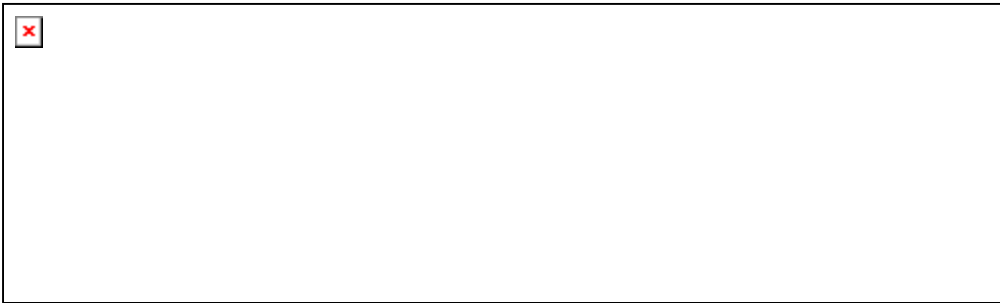
Comments

- For smaller districts this has been invaluable as it provides a networking and teaming opportunity. [1]

“Always a pleasure to attend workshops by ERLC.”

“Registration process is very simple, contact with staff fast and clear.”

7 ERLC services are provided at a reasonable cost.	<u>11</u>	<u>3</u>	0	0	1	Mean	1.47
	73.3%	20.0%	0%	0%	6.7%	StdDev	1.060



Comments


- Val ensures that the dollars available to her are expended wisely and efficiently. Costs related to access to her services are becoming prohibitive. Given the number of jurisdictions Val needs to serve through the ERLC, and the dollars at her disposal to accomplish this mammoth task, the formula for funding regionals needs to be revisited. If we are to consider per capita funding only, I feel that regions further away from central Alberta, though smaller in number, aren't able to access the level of service accessible to those closer to the larger centers. This reality greatly influences the quality of curriculum implementation, the development of leadership capacity, and the level of support needed to continuously improve. [5]

Grand mean for items 1 through 7 = 1.57

“I was really impressed with how everything was set up – tables, coffee, lunch. All the obvious effort by whomever was behind the scenes was greatly appreciated.”

Overall Assessment

#	Question	SA (1)	A (2)	U (3)	D (4)	SD (5)	
8	Overall, I was satisfied with the services provided by the ERLC.	7 43.8%	7 43.8%	2 12.5%	0 0%	0 0%	Mean 1.69 StdDev 0.704



#	Question
9	Do you have any general comments/recommendations?

- Keep up the great work! Val is most approachable and appreciated!
- The work done by the ERLC is great, the challenge for Divisions is to find the resources to enhance what the consortium has begun with teachers and teacher leaders.
- The amount of work done by ERLC is astronomical. I think that to help focus and avoid burnout other support is needed. I like the direction of helping districts build their professional efficacy by building leadership capacity. The ERLC has been a tremendous support to our work and support of curriculum implementation.
- The ERLC is a good complement to the work that is being done in districts. It also actively structures its activities and opportunities in a differentiated way so that districts can access PD in a variety of ways which I believe is a real strength.
- The willingness to gather input from districts and listen carefully to that input is appreciated. The Consortium delivers programs that effectively meet a diverse range of district needs and, at the same time, is willing to work with individual districts. Great job!
- Response to number 7 above reflects a reality beyond the control of Val Olekshy and her team. Val toils to make inservice affordable for all, but is bound by funding and distance barriers.
- There still needs to be a clear, coordinated overall plan for p.d., especially as it relates to implementation of curricula. Attached to the provincial implementation schedule what AB. Ed is offering, consortia contract responsibilities, and local level expectations need to be clarified. There is still too much overlap, duplication, and too many gaps. We're also often left guessing who will be doing what or whether we should be planning the p.d. on our own. I see AB. Ed. needing to take a lead role in this plan, but the consortia and districts need to have a voice too.
- I would again like to again thank the ERLC for making an extraordinary effort this year to have services offered IN the city of Fort McMurray; it makes the PD more possible for us.

- Our district needs to make more use of the programs offered by ERLC. We are going to build our P.D. plans for the district with ERLC programs in mind. ERLC has done a good job of building partnerships with other stakeholders who are responsible for P.D.
- The ERLC has performed a commendable job in delivering and coordinating PD services for the Edmonton region.
- For large urban jurisdictions the model which the ERLC uses is a good supplementary source of professional development, but it has its limitations for offering ongoing, systematic PD to the large number of teachers within our jurisdiction. We appreciated having the opportunity to cost share on bringing in international educational speakers to our jurisdiction this past year. The issue of replacement teacher costs continues to be an issue for our district. With the large number of teachers at each grade level, we have a need for a more flexible, modified PD model that utilizes the structured PD time that is available to us each week across the district. This would better meet the needs of our teachers and ensure the participation of all teachers in the professional learning communities that exist within our district.

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“This is the second workshop that I have attended and have been impressed with the facilitators and organization of workshop. Well done!!”

Appendix C: ERLC Workshop and Participation Register 2004-2005



Edmonton Regional Learning Consortium Workshop and Participation Register, 2004-2005



Series# = Series of two or more workshops		Conf = Conference or Symposium		SG = Study Group		
WS - One full day or half day workshop		F = Follow-up Session		Mtg = Meeting		
Type	Category	Workshop	Date	Location	Numbers	Days
Mtg	Board	Board Meeting	September 27, 2004	Edmonton	10	1
Mtg	Board	Board Meeting	November 22, 2004	Edmonton	8	1
Mtg	Board	Board Meeting	February 7, 2005	Edmonton	10	1
Mtg	Board	Board Meeting	May 30, 2005	Edmonton	10	1
Mtg	AC	Aboriginal	September 13, 2004	Edmonton	12	1
Mtg	AC	Early Literacy	September 13, 2004	Edmonton	11	1
Mtg	AC	Daily Physical Activity	September 20, 2004	Edmonton	23	1
Mtg	AC	K-3 Social Studies	September 20, 2004	Edmonton	16	1
Mtg	AC	French Language	October 4, 2004	Edmonton	18	1
Mtg	AC	Program 4 SS	October 4, 2004	Edmonton	9	1
Mtg	AC	Teacher/Education Assistants	October 19, 2004	Edmonton	Cancelled	0
Mtg		Junior High Math - Workshop Preparation	November 1, 2004	Edmonton	8	1
Mtg	AC	K-3 Social Studies	December 13, 2004	Edmonton	16	1
Mtg	AC	Early Literacy	December 15, 2004	Edmonton	6	1
Mtg	AC	Early Literacy	February 18, 2005	Edmonton	5	1
Mtg	Curr Coord	Curriculum Coordinator	January 14, 2005	Edmonton	34	1
Mtg	AC	Aboriginal	January 24, 2005	Edmonton	16	1
Mtg	AC	Middle Literacy	January 24, 2005	Edmonton	13	1
Mtg	AC	Daily Physical Activity	January 27, 2005	Edmonton	18	1
Mtg	AC	Teacher/Education Assistants	February 3, 2005	Edmonton	11	1
Mtg	AC	French Language	February 8, 2005	Edmonton	17	1
Mtg	District	District Contact Meeting	March 15, 2005	Red Deer	18	1
Mtg	AC	Program 4 SS	March 10, 2005	Edmonton	13	1
Mtg	AC	K-3 Social Studies	April 11, 2005	Edmonton	15	1
Mtg	AC	Early/Middle Literacy	April 11, 2005	Edmonton	19	1
Mtg	AC	French Language	April 21, 2005	Edmonton	24	1
Mtg	AC	Second Languages	April 21, 2005	Edmonton	20	1
Mtg	AC	Aboriginal	May 3, 2005	Edmonton	Cancelled	0
Mtg	Curr Coord	Curriculum Coordinator	May 19, 2005	Edmonton	36	1
Mtg	Social Studies	K-3 So Purposeful Planning Committee	May 25, 2005	Edmonton	17	1
Mtg	AC	Teacher/Education Assistants	May 31, 2005	Edmonton	Cancelled	0
Mtg	Second Languages	Working Committee	June 6, 2005	Edmonton	6	1

Mtg	Second Languages	Working Committee	June 25, 2005	Edmonton	4	1
Mtg	Social Studies	K-3 Social Studies	June 2, 2005	Edmonton	21	1
				TOTAL MEETINGS	464	31
	Leadership Capacity	Daily Physical Activity/District Days		Aspen View	0	
	Leadership Capacity	Daily Physical Activity/District Days		Black Gold	0	
	Leadership Capacity	Daily Physical Activity/District Days		Conseil Scolaire Centre Nord	0	
	Leadership Capacity	Daily Physical Activity/District Days		Edmonton Catholic	0	
	Leadership Capacity	Daily Physical Activity/District Days		Edmonton Public	0	
	Leadership Capacity	Daily Physical Activity/District Days		Elk Island Catholic	36	1
	Leadership Capacity	Daily Physical Activity/District Days		Elk Island Public	72	1
	Leadership Capacity	Daily Physical Activity/District Days		Evergreen Catholic	45	1
	Leadership Capacity	Daily Physical Activity/District Days		Fort McMurray Catholic		
	Leadership Capacity	Daily Physical Activity/District Days		Fort McMurray Public	44	1
	Leadership Capacity	Daily Physical Activity/District Days		Grande Yellowhead	50	1
	Leadership Capacity	Daily Physical Activity/District Days		Greater St Albert Catholic	40	1
	Leadership Capacity	Daily Physical Activity/District Days		Living Waters	0	
	Leadership Capacity	Daily Physical Activity/District Days		Northern Gateway	0	
	Leadership Capacity	Daily Physical Activity/District Days		Parkland	0	
	Leadership Capacity	Daily Physical Activity/District Days		Pembina Hills	0	
	Leadership Capacity	Daily Physical Activity/District Days		St Albert Protestant	41	1
	Leadership Capacity	Daily Physical Activity/District Days		St Thomas Aquinas	0	
	Leadership Capacity	Daily Physical Activity/District Days		Sturgeon	52	1
				Total DPA/District Days	380	8
	Leadership Capacity	Junior High Math-Number Sense		Aspen View	16	1
	Leadership Capacity	Junior High Math-Fractions		Aspen View	18	1
	Leadership Capacity	Junior High Math-Integers		Aspen View	18	1
	Leadership Capacity	Junior High Math-Number Sense		Black Gold	30	1
	Leadership Capacity	Junior High Math-Fractions		Black Gold	30	1
	Leadership Capacity	Junior High Math-Integers		Black Gold	30	1
	Leadership Capacity	Junior High Math-Number Sense		Edmonton Catholic	23	1
	Leadership Capacity	Junior High Math-Fractions		Edmonton Catholic	20	1
	Leadership Capacity	Junior High Math-Integers		Edmonton Catholic	15	1
	Leadership Capacity	Junior High Math-Number Sense		Edmonton Public		
	Leadership Capacity	Junior High Math-Fractions		Edmonton Public		
	Leadership Capacity	Junior High Math-Integers		Edmonton Public		
	Leadership Capacity	Junior High Math-Number Sense		Elk Island Catholic	15	1
	Leadership Capacity	Junior High Math-Fractions		Elk Island Catholic	12	1
	Leadership Capacity	Junior High Math-Integers		Elk Island Catholic	9	1
	Leadership Capacity	Junior High Math-Number Sense		Evergreen Catholic		

Leadership Capacity	Junior High Math-Fractions		Evergreen Catholic		
Leadership Capacity	Junior High Math-Integers		Evergreen Catholic		
Leadership Capacity	Junior High Math-Number Sense		Grande Yellowhead		
Leadership Capacity	Junior High Math-Fractions		Grande Yellowhead		
Leadership Capacity	Junior High Math-Integers		Grande Yellowhead		
Leadership Capacity	Junior High Math-Number Sense	17-Feb-05	Northern Gateway	10	1
Leadership Capacity	Junior High Math-Fractions	15-Mar-05	Northern Gateway	11	1
Leadership Capacity	Junior High Math-Integers	3-May-05	Northern Gateway	5	1
Leadership Capacity	Junior High Math-Number Sense		Parkland		
Leadership Capacity	Junior High Math-Fractions		Parkland		
Leadership Capacity	Junior High Math-Integers		Parkland	16	1
Leadership Capacity	Junior High Math		Sturgeon	23	1
Leadership Capacity	Junior High Math-Number Sense	14-Nov-04	Sturgeon	23	1
Leadership Capacity	Junior High Math-Fractions	10-Jan-05	Sturgeon	22	1
Leadership Capacity	Junior High Math-Integers	14-Feb-05	Sturgeon	12	1
Leadership Capacity	Junior High Math	4-Mar-05	Sturgeon	25	1
Total Junior High Math				383	21
Leadership Capacity	Social Studies		Aspen View		
Leadership Capacity	Social Studies		Black Gold	30	1
Leadership Capacity	Social Studies		Conseil Scolaire Centre Nord	0	
Leadership Capacity	Social Studies		Edmonton Catholic		
Leadership Capacity	Social Studies		Edmonton Public		
Leadership Capacity	Social Studies		Elk Island Catholic	82	1
Leadership Capacity	Social Studies		Elk Island Public		
Leadership Capacity	Social Studies		Evergreen Catholic	27	3
Leadership Capacity	Social Studies		Fort McMurray Catholic		
Leadership Capacity	Social Studies		Fort McMurray Public		
Leadership Capacity	Social Studies		Grande Yellowhead	115	5
Leadership Capacity	Social Studies		Greater St Albert Catholic		
Leadership Capacity	Social Studies		Living Waters		
Leadership Capacity	Social Studies		Northern Gateway		
Leadership Capacity	Social Studies		Parkland	64	6
Leadership Capacity	Social Studies		Pembina Hills		
Leadership Capacity	Social Studies		St Albert Protestant	85	2
Leadership Capacity	Social Studies		St Thomas Aquinas		
Leadership Capacity	Social Studies		Sturgeon	135	3
Total Social Studies				538	21
GRAND TOTALS				1301	50

ARPD Events								
			Lead	Event	Dates		ERLC #'s	Days
				PSBA	November 5, 6, 7, 2004		127	3
			CRC	Reaching & Teaching	May 4, 5, 6, 2005		84	3
			CRC	Aboriginal Conference	March 7, 8, 9, 2004		56	3
			SAPDC	Early Numeracy	August 22 – 26, 2005		43	5
							TOTALS	310
								14
WORKSHOPS								
	Wrkshp No.	Type	Category	Workshop	Date	Location	Numbers	Days
1	05-001	WS	DI	Differentiated Instruction: Principles & Perspectives	November 12, 2004	Beaumont	387	1
2	05-002	WS	DI	Differentiated Instruction: in the Regular Classroom	October 25, 2004	Edmonton	44	1
3	05-003	WS	DI	Making it Invisible: Strategies for Designing, Managing and Evaluating Differentiated Instruction	April 25, 2005	Edmonton	332	1
4	05-004	WS	Leadership	Delivering Dynamic Workshops	October 8, 2004	Edmonton	13	1
5	05-005	WS	Leadership	Leaders Toolkit for Effective Meetings	October 12, 2004	Edmonton	6	1
6	05-006	series2	Leadership	Successful, Effective Supervision and Evaluation of Professional Staff	October 7 & 8, 2004	Edmonton	Cancelled	0
7	05-007	Series 2	En français	New!! – Histories en action with Wendy Maxwell	November 2 & 3, 2004	Edmonton	64	2
8	05-008	Series 5	En français	Focus on FSL, Grades 4-6 with Jutta McAdam	Oct 1/04, Jan 17, Mar 7, Apr 25 and May 30, 2005	Edmonton	145	5
9	05-009	WS	Prog 4 SS	Autism Spectrum Disorders	December 3, 2004	Edmonton	42	1
10	05-010	WS	En français	We Learn to Read by Reading Real Books	November 10, 2004	Edmonton	13	1
11	05-011	WS	En français	Reading is Fun in FSL, Grades 4-9 with Caterina Sotiriadis and follow-up with Valerie Leclair	March 11 and April 6, 2005	Edmonton	32	2
12	05-012	WS	Social Studies	K-3 Social Studies with Daniel Buteau	January 17, 2005	Edmonton	49	1
13	05-013	WS	Phys Ed	Positive Playgrounds	September 22, 2004	Edmonton	15	1

14	05-014	Series4	Prog 4 SS	IPPs with Penny Highet	September 23, October 27/04, January 25 & April 19/05	Edmonton	39	4
15	05-015	WS	Prog 4 SS	Character Building with Michele Borba	September 24, 2004	Sherwood Park	217	1
16	05-016	Series3	Prog 4 SS	Training School Teams of Facilitators with Michele Borba	October 28 & 29/04, March 4/05	Sherwood Park	165	3
17	05-017	WS	Aboriginal	Building the Home/School Community for Aboriginal Student Success	October 13, 2004	Edmonton	24	1
18	05-018	WS	Aboriginal	Weaving Aboriginal Perspectives into Curricula: An Interdisciplinary Approach	January 19, 2005	Edmonton	27	1
19	05-019	WS	Aboriginal	Cultural Awareness Experience	April 13, 2005	Nechi Institute	12	1
20	05-020	WS	Instruc Strat	AISI Lessons Learned...Cycle One	October 13, 2004	Edmonton	Cancelled	0
21	05-021	WS	Instruc Strat	AISI Lessons Learned About Differentiated Instruction	November 3, 2004	Edmonton	Cancelled	0
22	05-022	WS	Instruc Strat	AISI Lessons Learned About Literacy	January 19, 2005	Edmonton	Cancelled	0
23	05-023	WS	Instruc Strat	AISI Lessons Learned About Reporting Project Success	April 4, 2005	Edmonton	Cancelled	0
24	05-024	Series3	Assessment	Using Assessment FOR Learning: Strategies that Improve Student Achievement	November 4, November 18 & December 2, 2004	Edmonton	30	3
25	05-025	WS	Assessment	Assess to Learn:Learn to Assess	January 27, 2005	Edmonton	8	1
26	05-026	WS	Assessment	Assessment in 8 Different Ways	February 17, 2005	Edmonton	14	1
27	05-027	WS	Assessment	Making the Grade	April 14, 2005	Edmonton	25	1
28	05-028	WS	ELA	Do I Really Have to Teach Reading?	November 6, 2004	Edmonton	Cancelled	0
29	05-029	Series2	ELA	Trait Teaching to Create Better Writers	January 17 & February 7, 2005	Edmonton	72	2
30	05-030	WS	SS	Developing Literacy Through Primary Social Studies	October 18, 2004	Edmonton	56	1
31	05-031	WS	Literacy	Literacy and Physical Education: Integrating Actively	October 18, 2004	Edmonton	35	1
32	05-032	WS	DI	Differentiated Grading and Assessment with Rick Wormeli	April 28, 2005	Edmonton	63	1
33	05-033	WS	DI	Differentiating by Learning Profile: Multiple Intelligences Lessons with Joni Turville	December 3, 2004	Edmonton	6	1

34	05-034	WS	DI	Differentiating by Readiness: Tiered Lessons with Joni Turville	January 21, 2005	Edmonton	14	1
35	05-035	WS	DI	Differentiating by Interest: The Use of Independent Studies and Learning Contracts	February 28, 2005	Edmonton	7	1
36	05-036	Series4	Leadership	Schools as PLCs	November 8, December 10/04, January 24 & March 7/05	Edmonton	Cancelled	0
37	05-037	WS	Leadership	Ten Commitments to School Improvement with Doug Reeves	November 16, 2004	Edmonton	226	1
38	05-038	Series3	Leadership	Facilitation Skills and Strategies	November 1/04, January 17 & February 7/05	Edmonton	36	3
39	05-039	WS	Leadership	Facilitating a Study Group/ Professional Learning Community	January 18, 2005	Edmonton	39	1
40	05-040	WS	Prog 4 SS	Resiliency in Schools: Making it Happen for Students and Educators with Nan Henderson	October 21, 2004	Edmonton	Cancelled	0
41	05-041	WS	Assessment	Smart Tests	October 27, 2004	Edmonton	8	1
42	05-042	WS	Assessment	Interpreting Achievement Test Results	October 19, 2004	Edmonton	21	1
43	05-043	WS	Assessment	Using Alberta Learning Scoring Guides and Writing Exemplars	November 2, 2004	Edmonton	25	1
44	05-044	WS	Assessment	Writing Effective Multiple Choice Questions	November 30, 2004	Edmonton	31	1
45	05-045	WS	Assessment	English Language Arts Diploma Exams	November 10, 2004	Edmonton	73	1
46	05-046	WS	Assessment	Interpreting Diploma Exams Results	October 14, 2004	Edmonton	17	1
47	05-047	WS	Assessment	Physical Education Performance Assessment	January 14 & 15, February 12 & April 9, 2005	Edmonton	12	4
48	05-048	WS	Health	Relationship, Wellness and Life Learning Choices	October 15, 2004	Edmonton	5	1
49	05-049	WS	Phys Ed	Mind Games	May 5, 2005		Cancelled	0
50	05-050	WS	Health	Nutrition and Active Living in the Classroom for Kindergarten to Grade 3	October 21, 2004	Edmonton	Cancelled	0
51	05-051	WS	Health	Nutrition and Active Living in the Classroom for Grades 4 to 6	October 28, 2004	Edmonton	Cancelled	0

52	05-052	WS	Phys Ed	HPEC Drive In Workshop	April 18, 2005	St. Albert	52	1
53	05-053	WS	Prog 4 SS	Effective Behaviour Support	November 19, 2004	Edson	33	1
54	05-054	WS	Phys Ed	Athletic First Aid	April 22, 2005	Edmonton	17	1
55	05-055	Series	SS	K-3 Social Studies Performance Assessment	January 14 & 15, February 12 & April 9, 2005	Edmonton	33	4
56	05-056	Series	DI	Differentiated Instruction Study Group	October 27, Dec 1, 2004 and Feb 16, April 13, 2005	St Albert	Cancelled	0
57	05-057	WS	Parents	A Peak Parenting Morning	November 6, 2004	Edmonton	Cancelled	0
58	05-058	Conf	Prog 4 SS	Early Education Conference	January 21, 2005	Edmonton	372	1
59	05-059	WS	TA	A Sense of Belonging for Staff and Students: Teachers and Teacher/Education Assistants Teaming Day	October 4, 2004	Edmonton	46	1
60	05-060	WS	Phys Ed	HPEC Drive In Workshop - Support for Implementation of DPA	January 12, 2005	Edmonton	52	1
61	05-061	Conf	Literacy	Early Literacy Symposium 2005	August 15-18, 2005	Edmonton	287	2
62	05-062	WS	Prog 4 SS	Ripples of Leadership	Oct 18/04 and Feb 28/05	St. Albert	74	2
63	05-063	WS	Prog 4 SS	Ripples of Leadership	Oct 25/04 and Jan 24/05	Edson	74	2
64	05-064	Series2	Math	Talk as a Tool for Enhancing Mathematical Understanding	November 8 & 29, 2004	Edmonton	Cancelled	0
65	05-065	Series2	Math	Writing as a Tool for Enhancing Mathematical Understanding	February 23 & March 9, 2005	Edmonton	Cancelled	0
66	05-066	Series6	Math	Lenses on Learning	Sept. 27, Oct. 25, Nov. 22, Dec. 13/04, Jan. 24 & Feb. 28/05	Edmonton	Cancelled	0
67	05-067	WS	Prog 4 SS	Functional Behaviour Analysis	November 25, 2004	Edson	14	1
68	05-068	WS	Phys Ed	"Word Workouts, Math Movement & More!"	December 2, 2004.	Edmonton	19	1

69	05-069	WS	Prog 4 SS	Teaching Students with FASD: Building Strengths, Creating Hope	October 26, 2004	Edmonton	27	1
70	05-070	WS	Prog 4 SS	Teaching Students with FASD: Building Strengths, Creating Hope	November 8, 2004	Edmonton	Cancelled	0
71	05-071	WS	Phys Ed	"Word Workouts, Math Movement & More!"	February 17, 2005	Edmonton	Cancelled	0
72	05-072	WS	Science Lit	Science Literacy Pilot Project	October 4 (11 people) & 5(6 people), 2004	Edmonton	17	2
73	05-073	Series3	Math	Junior High Mathematics Workshop Series	November 25, 2004, February 17 & March 17, 2005	Edson	51	3
74	05-074	Series2	Math	Learning Strategies that Enhance Students' Understanding of Math	August 26, 2004 & January 28, 2005	Fort McMurray	44	2
75	05-075	Series3	Math	Junior High Mathematics Workshop Series	November 29, 2004, January 28 & May 13, 2005	Fort McMurray	69	3
76	05-076	Series3	Math	Junior High Mathematics Workshop Series	Nov. 1/04, Jan. 26 & Mar. 8/05	Edmonton	Cancelled	0
77	05-077	WS	Literacy	Tap the Power of Story	February 7, 2004	Edmonton	Cancelled	0
78	05-078	Series3	Math	Junior High Mathematics Workshop Series	Nov. 25/04, Jan. 31 & March 14/05	Edmonton	69	3
79	05-079	Series2	Literacy	6+1 Traits of Writing	January 17 & February 7, 2005	Edmonton	80	2
80	05-080	WS	En français	Bing Able to Write and Wanting to Write	Jan 28 and Feb 4, 2005	Edmonton	52	2
81	05-081	Series2	Leadership	Successful, Effective Supervision and Evaluation of Professional Staff	January 25 & 26, 2005	Edmonton	28	2
82	05-082	Series 5	En français	Focus on FSL, Grades 4-6 with Jutta McAdam	Nov 30, 2004 - Jan 31, Feb 28, Mar 21, and May 9, 2005	Edmonton	95	5
83	05-083	WS	Aboriginal	Traditional Aboriginal Teachings Workshop	October 22, 2004	St. Albert	45	1
84	05-084	WS	Prog 4 SS	Fragile X Syndrome	December 6, 2004	Edmonton	18	1
85	05-085	WS	Literacy	Reading and Writing with Meaning - Grades K-3 with Debbie Miller	April 14, 2005	Edmonton	100	1

86	05-086	WS	DI	Differentiated Instruction in the High school Classroom with Nanci Smith	April 25, 2005	St. Albert	155	1
87	05-087	WS	DI	Building Blocks of Differentiated Instruction with Bruce Campbell	April 25, 2005	St. Albert	120	1
88	05-088	WS	Prog 4 SS	Teaching Students with FASD: Building Strengths, Creating Hope	February 16, 2005	Edmonton	25	1
89	05-089	WS	Social Studies	Building a Culture of Inquiry	February 4, 2005	Edmonton	22	1
90	05-090	WS	Social Studies	Leading a Culture of Inquiry	February 5, 2005	Edmonton	17	1
91	05-091	WS	Prog 4 SS	Teaching Students with FASD: Building Strengths, Creating Hope	May 13, 2005	Fort McMurray	30	1
92	05-092	WS	Aboriginal	Integrating Aboriginal Perspectives into Curriculum	November 15, 2004	Slave Lake	26	1
93	05-093	WS	Assessment	Smart Tests	March 10, 2005	Edmonton	12	1
94	05-094	WS	Phys Ed	Creating a Desire to Participate – Support for the Implementation of the Daily Physical Activity Initiative	February 4, 2005	Edmonton	28	1
95	05-095	WS	Phys Ed	From Marbles and Beyond...	February 12, 2005	Edmonton	6	1
96	05-096	WS	Phys Ed	Motivating the Masses	March 11, 2005	Edmonton	27	1
97	05-097	WS	Literacy	Learning Strategies that Enhance Students' Understanding of Science, Grades 4-10	February 18 and 25, 2005	Edmonton	Cancelled	0
98	05-098	Series	En français	Focus on FSL, Grades 4-9 with Jutta McAdam	January 11 and February 25, 2005	Edson/Hinton	66	2
99	05-099	WS	Second Lang	FSL, The New Program of Studies and Resources, Grades 4-6 with Alberta Education	April 28, 2005	Edmonton	36	1
100	05-100	WS	Second Lang	FSL, The New Program of Studies and Resources, Grades 4-6 with Alberta Education	April 29, 2005	Edmonton	26	1
101	05-101	WS	Phys Ed	L'activité physique quotidienne (DPA in French)	March 14, 2005	Edmonton	13	1

102	05-102	WS	Second Lang	FSL, The New Program of Studies and Resources, Grades 7-12 with Alberta Education	May 5, 2005	Edmonton	30	1
103	05-103	WS	Second Lang	FSL, The New Program of Studies and Resources, Grades 7-12 with Alberta Education	May 6, 2005	Edmonton	27	1
104	05-104	WS	Social Studies	K-3 Social Studies Overview	February 18, 2005	Edmonton	50	1
105	05-105	WS	Social Studies	K-3 Social Studies Overview	March 4, 2005	Beaumont	43	1
106	05-106	WS	Social Studies	K-3 Social Studies Overview	March 14, 2005	Edmonton	12	1
107	05-107	WS	Social Studies	K-3 Social Studies Overview	April 15, 2005	Edmonton	26	1
108	05-108	WS	Social Studies	K-3 Social Studies Overview	May 13, 2005	Fort McMurray	37	1
109	05-109	WS	Second Lang	Introduction to the New Japanese Language and Culture Programs of Study	January 20, 2005	Edmonton	4	1
110	05-110	WS	Second Lang	Implementing the New Programs of Study: Japanese	January 21, 2005	Edmonton	9	1
111	05-111	WS	Prog 4 SS	Autism Spectrum Disorders	May 13, 2005	Edmonton	25	1
112	05-112	WS	En français	Teacher/Education Assistant in FRENCH	May 13, 2005	Edmonton	Cancelled	0
113	05-113	Conf	Prog 4 SS	You Can't Give What You Don't Have - Keynote	January 21, 2005	Edmonton	see 05-058	1
114	05-114	Conf	Prog 4 SS	Assistive Technology for Young Learners with Disabilities	January 21, 2005	Edmonton		
115	05-115	Conf	Prog 4 SS	M & M (Music and Movement)	January 21, 2005	Edmonton		
116	05-116	Conf	Prog 4 SS	In the Bag	January 21, 2005	Edmonton		
117	05-117	Conf	Prog 4 SS	Tips and Tricks for Improving Oral Facial and Tongue Function	January 21, 2005	Edmonton		
118	05-118	Conf	Prog 4 SS	Building Collaborative Team	January 21, 2005	Edmonton		

119	05-119	Conf	Prog 4 SS	Family Support for Children with Disabilities	January 21, 2005	Edmonton		
120	05-120	Conf	Prog 4 SS	Colour Spectrum	January 21, 2005	Edmonton		
121	05-121	Conf	Prog 4 SS	Positive Discipline for Preschoolers	January 21, 2005	Edmonton		
122	05-122	Conf	Prog 4 SS	Creating and Monitoring Routine Based IPP's	January 21, 2005	Edmonton		
123	05-123	Conf	Prog 4 SS	Fragile X Syndrome	January 21, 2005	Edmonton		
124	05-124	Conf	Prog 4 SS	Fetal Alcohol Spectrum Disorder	January 21, 2005	Edmonton		
125	05-125	Conf	Prog 4 SS	Merriment, Make Believe and Speech Goals	January 21, 2005	Edmonton		
126	05-126	Conf	Prog 4 SS	Catholic Social Services "Coaching Families Program"	January 21, 2005	Edmonton		
127	05-127	Conf	Prog 4 SS	Summary of Glenrose Programs	January 21, 2005	Edmonton		
128	05-128	Series	En français	French Language Summer Camps 2005 - GENERAL	July and August 2005	Edmonton	N/A	0
129	05-129	Series	En français	French Language Summer Camps 2005 - Level 1	August 14 - 19, 2005	Rafter Six	Cancelled	0
130	05-130	Series	En français	French Language Summer Camps 2005 - Level 2	July 31 - August 5, 2005	Rafter Six	Cancelled	0
131	05-131	Series	En français	French Language Summer Camps 2005 - Level 1	August 8 - 12, 2005	Edmonton	130	5
132	05-132	Series	En français	French Language Summer Camps 2005 - Level 1	August 15 - 19, 2005	Edmonton	120	5
133	05-133	Series	En français	French Language Summer Camps 2005 - Level 2	August 15 - 19, 2005	Edmonton	190	5
134	05-134	WS	En français	Being Able to Write and Wanting to Write with Lucille Mandin	May 13, 2005	Fort McMurray	15	1
135	05-135	WS	Phys Ed	Creating a Desire to Participate - Support for the Implementation of the Daily Physical Activity Initiative	May 13, 2005	Fort McMurray	10	1
136	05-136	WS	Assessment	Interpreting Achievement Test Results	12-May-05	Barrhead	38	1

137	05-137	WS	Literacy	Reading and Writing with Meaning - Grades K-3 with Debbie Miller	April 13, 2005	Edmonton	100	1
138	05-138	WS	Social Studies	K-3 Social Studies Facilitators Training	January 28, 2005	Edmonton	25	1
139	05-139	WS	DPA	DPA Facilitators Training	January 28, 2005	Edmonton	25	1
140	05-140	WS	Prog 4 SS	Teaching Students with FASD: Building Strengths, Creating Hope	May 4, 2005	Edmonton	30	1
141	05-141	WS	Second Lang	German Language and Culture Programs of Study	February 18, 2005	Edmonton	11	1
142	05-142	WS	Second Lang	Italian Language and Culture: K-6 & 7-9, Program of Studies	March 10, 2005	Edmonton	5	1
143	05-143	WS	Second Lang	A School Administrators Guide to Implementing the Language Requirement	March 18, 2005	Edmonton	7	1
144	05-144	WS	Second Lang	A School Administrators Guide to Implementing the Language Requirement	March 15, 2005	Edmonton	21	1
145	05-145	Series2	Literacy	Abbott School's Experience: 6+1 Traits of Writing" Assessment and Instruction	February 24 & March 8, 2005	Sangudo	Cancelled	0
146	05-146	Series2	Literacy	Abbott School's Experience: 6+1 Traits of Writing" Assessment and Instruction	April 11 & May 2, 2005	Edmonton	64	2
147	05-147	WS	Leadership	Assistive Technology Leadership Series	March 18 and May 20, 2005	Edmonton	102	2
148	05-148	WS	Math	JH - Math in French	April 26, 2005	Edmonton	Cancelled	0
149	05-149	WS	Prog 4 SS	Teaching Students with FASD: Building Strengths, Creating Hope	April 7, 2005	Sangudo	24	1
150	05-150	WS	Phys Ed	Positive Playgrounds	May 25, 2005	Edmonton	35	1
151	05-151	WS	Assessment	Making the Grade	May 18, 2005	Edmonton	11	1
152	05-152	Series	Leadership	Male Teachers: Endangered Species? Male Role Model? Father Figure? Big Bad Wolf?	May 9, 2005	Edmonton	Cancelled	0

153	05-153	WS	Assessment	Interpreting Diploma Examination Results	March 16, 2005	Edmonton	Cancelled	0
154	05-154	WS	Assessment	Writing Effective Multiple Choice Questions	April 21, 2005	Edmonton	Cancelled	0
155	05-155	WS	Assessment	Interpreting Diploma Examination Results	April 29, 2005	Barrhead	26	1
156	05-156	WS	Leadership	Delivering Dynamic Workshops	May 2, 2005	Edmonton	17	1
157	05-157	WS	Assessment	Digging Deeper Into Assessment FOR Learning: Starting Points for Empowering Students as Responsible Learning Partners	May 3, 2005	Edmonton	Cancelled	0
158	05-158	WS	Literacy	6+1 Traits of Writing	February 28, 2005	Westlock	37	1
159	05-159	WS	Second Lang	Spanish Language Arts: K-6 Program of Studies	April 11, 2005	Edmonton	9	1
160	05-160	WS	Science	Learning Strategies that Enhance Students' Understanding of Science, Grades 4-10	April 27 and May 9, 2005	Edmonton	Cancelled	0
161	05-161	Conf	Literacy	When it Comes to Reading, Nothing Else Matters! With Miriam Trehearne and KEYNOTE TOPIC TBD with Lori Oczkus	August 15, 2005	Edmonton	see05-061	1
162	05-162	Conf	Literacy	Assessing and Teaching Reading Comprehension: Practical Strategies that Work with Miriam Trehearne	August 15, 2005	Edmonton		
163	05-163	Conf	Literacy	Teaching Kids to Comprehend Information Text: Strategies for Success - Lori Oczkus	August 15, 2005	Edmonton		
164	05-164	Conf	Literacy	Celebrating OUR Boys: Supporting Boys in Elementary Classrooms with Garry Jones & Julie Bain	August 15, 2005	Edmonton		
165	05-165	Conf	Literacy	Oral Language Development and Text Comprehension - Is There a Link? with Donna Kovatch	August 15, 2005	Edmonton		
166	05-166	Conf	Literacy	Developing Literacy Through Primary Social Studies with Wendy McNeil	August 15, 2005	Edmonton		

167	05-167	Conf	Literacy	Teaching Thinking Right from the Beginning with Darcy Dycha & Sherri Fricker	August 15, 2005	Edmonton		
168	05-168	Conf	Literacy	Connecting Literacy and Numeracy with Sandy Woodcock	August 15, 2005	Edmonton		
169	05-169	Conf	Literacy	Storytelling as Teaching Methodology with Tanya Lukin Linklater	August 15, 2005	Edmonton		
170	05-170	Conf	Literacy	*Developing Highly Proficient Readers with P. David Pearson	August 16, 2005	Edmonton		1
171	05-171	Conf	Literacy	Enrichir sa pratique: Marier la litt�ratie et les intelligences multiples with Marie Commance-Shulko	August 16, 2005	Edmonton		
172	05-172	Conf	Literacy	Literacy Backpacks as a Family Literacy Initiative with Jill Legaarden	August 16, 2005	Edmonton		
173	05-173	Conf	Literacy	Literacy and Physical Education: Integrating Actively with Tracy Loder-Stephen	August 16, 2005	Edmonton		
174	05-174	Conf	Literacy	You've Got to Read This One, Eh? With Pat Richardson	August 16, 2005	Edmonton		
175	05-175	Conf	Literacy	Literacy Links with Social Studies with Marcia Tyerman	August 16, 2005	Edmonton		
176	05-176	Conf	Literacy	Building Reading Comprehension with Thinking Maps with Keri Wolfe	August 16, 2005	Edmonton		
177	05-177	Conf	Literacy	Using Picture Book to Teach the Six Write Traits with Julie Bain	August 16, 2005	Edmonton		
178	05-178	Conf	Literacy	"LIFE" at St. Francis of Assisi School	August 16, 2005	Edmonton		
179	05-179	Conf	Literacy	Reading and Writing Non Fiction in the New Social Studies Using Balanced Literacy Components with Elva Jones	August 16, 2005	Edmonton		
180	05-180	Conf	Literacy	Les comp�tences transversales au service de l'apprentissage with Lise Desrosier	August 16, 2005	Edmonton		
181	05-181	Conf	Literacy	Connecting Literacy and Numeracy with Sandy Woodcock	August 16, 2005	Edmonton		
182	05-182	Conf	Literacy	Oral Language Development and Text Comprehension - Is There a Link? with Donna Kovatch	August 16, 2005	Edmonton		

183	05-183	Conf	Literacy	Reading and Writing in the Service of Inquiry-based Science with P. David Pearson	August 16, 2005	Edmonton		
184	05-184	Conf	Literacy	Literature Circles: A Novel Alternative with Karen Yaremchuk and Marie Fraser	August 16, 2005	Edmonton		
185	05-185	Conf	Literacy	Making Music and Literacy Fun for the Little Ones with Christie Noble and Tracy Stener	August 16, 2005	Edmonton		
186	05-186	Conf	Literacy	6+1 Writing: Introduction to Assessment	August 16, 2005	Edmonton		
187	05-187	Conf	Literacy	Learning How to Read with COLO with Lise Desrosiers	August 17, 2005	Edmonton		
188	05-188	WS	Second Lang	FSL, The New Program of Studies and Resources with Alberta Education, Day One	May 12, 2005	Edmonton	36	
189	05-189	WS	Second Lang	FSL, The New Program of Studies and Resources with Alberta Education, Day Two	May 13, 2005	Edmonton	35	1
190	05-190	WS	Math	Junior High Mathematics Workshop Series - Integers	August 22, 2005	Edmonton	7	1
191	05-191	WS	Math	Junior High Mathematics Workshop Series - Fractions	August 23, 2005	Edmonton	8	1
192	05-192	Series3	Prog 4 SS	Assistive Technology for Learning (ATL) Summer Symposium	August 22, 23 & 24, 2005	Edmonton	360	3
193	05-193	WS	Social Studies	K-3 Social Studies Purposeful Planning Workshop	August 23 and 24, 2005	Edmonton	276	2
194	05-194	WS	Social Studies	K-3 Social Studies Overview	August 22, 2005	Edmonton	78	1
195	05-195	Series	En français	French Language Summer Camp 2005	August 15 - 19, 2005	Edmonton	N/A	5
196	05-196	WS	Social Studies	Social Studies Planning & Overview Workshops	Aug. 22, 23 & 24, 2005	Edmonton		3

SUMMARY

2004-2005 Participant and Day Numbers:

	Total Participants	Total Days
Workshops:	6941	188
Leadership Capacity:	1301	50
Meetings:	464	31
ARPDC Events:	310	14
GRAND TOTAL:	9016	283

Comparative Data:

DATA	2003-2004	2004-2005	
# SESSION DAYS	163	238	46% increase
# PARTICIPANTS	6275	8242	31% increase
# MEETING PARTICIPANTS	300	464	55% increase
# MEETINGS	22	31	41% increase