



LEARNING OPPORTUNITIES



EDMONTON
Regional Learning
CONSORTIUM

Partners in adult learning for students' sake

www.erlc.ca

ANNUAL REPORT 2012 | 2013



Edmonton Regional Learning Consortium (ERLC) 2012-2013 Annual Report

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ERLC & ATLE Partnership - ATLE Conference, November 2012



PART I: ERLC BOARD

November 2013 - Message from Board Chairperson

The Edmonton Regional Learning Consortium continues to be a professional development leader in Alberta, providing relevant, quality professional development to administrators, teachers, staff and parents in support of our:

- **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 programs and comprehensive plans that support adult learning for students' sake.*

The region can be proud of the model approaches to professional development that highlight innovations, focus on student centered teaching strategies, embed technology as an educational tool, strengthen promising practices, build leadership capacity, and facilitate the vision as illustrated in *Inspiring Education: Dialogue with Albertans*. Our professional development has been provided by staff from our member jurisdictions as well as by national and international experts in a range of education and leadership-related disciplines. The breadth and depth of these presentations is a testament to the ERLC team and its jurisdiction members' commitment to bring the highest quality, current research-based expertise to their stakeholders.

Partnership is a key value for the ERLC Board. To that end, the Board is represented by the College of Alberta School Superintendents (CASS), Alberta Teachers' Association (ATA), Association of School Business Officials of Alberta (ASBOA), Alberta School Boards Association (ASBA), Faculty of Education, University of Alberta, Alberta Education (AB Ed), and Alberta Schools Councils' Association (ASCA). Each Board member brings a unique perspective to professional development, thus ensuring ERLC's offerings truly represent and meet the needs of the people we serve.

On behalf of the Board, I want to take this opportunity to thank and commend our Executive Director Val Olekshy for her outstanding collaborative work in leading ERLC. She collaborates effectively with ERLC's partner organizations to ensure the many voices of education are not only heard, but also represented at the Board table and beyond. Thank you as well to the ERLC team who ensure a high standard of planning and delivery of learning opportunities for our region.

I am concluding my term on the ERLC board after 5 years. It has been a great learning opportunity due to the focus on developing staff capital (for students' sake) with like minded educators/community leaders. The dialogue with Alberta Education about the role of the consortium has furthered my commitment to the model and I will continue to be an advocate for the organization that so effectively supports our regional professional development needs.

Lastly, I offer my thanks to the education stakeholders who believe in the value of Consortium work. We are '*Partners in Adult Learning for Students' Sake*' and will continue to create the structure in which we can collaborate. We remain committed to being a highly responsive and responsible Consortium.

Yours truly,



Michelle Brennick
Board Chair 2012-2013
CASS Representative



2012-2013

Board Members:

College of Alberta School Superintendents (Board Chair)
Faculty of Education University of Alberta
Association of School Business Officials of Alberta
Alberta Teachers' Association – Staff Representative
Alberta Teachers' Association – Teacher Representative
Alberta Teachers' Association – Principal Representative
Alberta Education
Alberta School Councils' Association
Alberta School Boards Association

Michelle Brennick
Olenka Bilash
Tracy Meunier
Mark Yurick
Amy Sydlowski
Christine Romanko
Heidi Dempsey
Tracy Kaley
Rosaleen McEvoy



Government of Alberta
Education



ERLC Team:

Executive Director
Implementation Support Coordinator
Implementation Support Coordinator
Implementation Support Coordinator
Office Coordinator
Accounting Coordinator
Program Coordinator
Program Coordinator

Val Olekshy
Harry Wagner
Terri Reid
Siobhan Murphy
Denise Kay
Margaret Savage
Claudine Cortes
Trish Vergo



LEARNING OPPORTUNITIES

PART II: MESSAGE FROM EXECUTIVE DIRECTOR

Budget restraint and shifting focus with the conclusion of AISI were two factors that affected professional learning resources this year and stimulated conversation around different ways of doing things. In opportunities for dialogue (most often at [Advisory Committee meetings](#)) school authority leaders were asked the question – “What matters most?”....in relation to professional learning...



“What Matters Most”?

What Matters Most?

- Relevant, supportive of current research/trends, multiple initiatives
- Developing teacher leadership, supporting instructional leaders
- Inquiry-based learning, differentiated professional learning, blended learning in multi-formats (e.g. face to face - online)
- Price, supports for Job Embedded
- Connects to student learning and to multiple initiatives
- Collaboration and capacity building across schools and districts by facilitation of teacher networking.

The work of ERLC is based on listening to multiple stakeholders; School authorities voice, Alberta Education grant deliverables, ERLC Board representatives, previous experiences, current literature all aligned within the current Alberta/region context. The focus will continue to be on “*Connecting the Dots*” in providing high quality, efficient, relevant and effective professional learning opportunities. As I reflect on the year and all those that guided and informed our work, it is my perspective of the data that we continue to lack emphasis on implementation planning. We will continue to provide professional learning leadership to address this agenda with an aim towards measuring impact of the collective efforts we are pursuing to support teacher capital. We know that it is not acceptable to measure impact unless we have a well developed implementation plan – with all the [essential conditions](#) in place. I look forward to continuing to connect the dots with everyone I have the pleasure of *working for and with* in responding to the inquiry before us - measuring impact of “*adult learning for students sake*”.

Professional thanks to everyone that makes ERLC work! The [ERLC Board](#) who govern and advocate for the work on the consortium and role of the executive director – thanks! A “shout out” to board chair Michelle Brennick – representing CASS from her position as deputy superintendent at Northern Gateway. Michelle has been a tireless advocate for the consortium model and after 5 years as board chair will move onto other leadership learning opportunities. Many thanks Michelle. Many thanks to the ERLC team who work to connect dots daily based on the important role they play as program coordinator, accounts, implementation support facilitators and office coordinator. The work of ERLC would not be as successful, as the data represents, without our team.

Val Olekshy

Val Olekshy,
Executive Director



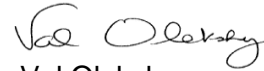
PART III: ACCOUNTABILITY STATEMENT

The Edmonton Regional Learning Consortium Annual Report for the 2012-2013 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 the ERLC’s ability, to fulfill the mission, *Partners in Adult Learning for Students’ Sake* and the 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.*



Michelle Brennick
Board Chair
Zone 3 CASS Representative,
December 3, 2013



Val Olekshy
Executive Director

PART IV: CONTEXTUAL INFORMATION

In the 2012-2013 school year the [Edmonton Regional Learning Consortium](#) operated with one Executive Director, three Implementation Support Coordinators (2.6 FTE), and four administrative support positions. The ERLC connected with 11 different [Advisory Committees](#) and contacts from the districts to which service is predominately provided.

Aspen View Regional Division	Living Waters Catholic Regional Division
Black Gold Regional Division	Northern Gateway Regional Division
Edmonton Catholic Schools	Parkland School Division
Edmonton Public Schools	Pembina Hills Regional Division
Elk Island Catholic Separate Regional Division	St. Albert Public Schools
Elk Island Public Schools	St. Thomas Aquinas Roman Catholic Schools
Evergreen Catholic Separate Regional Division	Sturgeon School Division
Fort McMurray Public Schools	First Nations Schools
Fort McMurray Catholic Schools	Private Schools
Grande Yellowhead Public School Division	Charter Schools
Greater St. Albert Catholic Regional Division	



The region includes:

Eighteen school divisions, seventy-two private/charter schools, sixteen First Nations schools, nine First Nations Educational Authorities and covers a vast geographical area. Of the 35,000 teachers in Alberta, ERLC serves over one-third of the population.

Ongoing consultation with our education stakeholders continues with numerous opportunities to work with Alberta Education in relation to “support for implementation” grants. The ERLC provided provincial leadership for Alberta Regional PD Consortia grants for: French language professional development project, Inclusive Education community of practice, FNMI PD modules, Literacy for All pilot project and a wide variety of online PD resources including Erik Carter and Caroline Musselwhite videos and learning guides, Early learning project with Edmonton Catholic Schools, FNMI literacy videos, Math PD resources including a poster distributed provincially and math online demo courses.



PART V: TRENDS AND FUTURE DIRECTIONS

PRIORITY IMPROVEMENT AREAS from 2012-2013	TRENDS	PRIORITY IMPROVEMENT AREAS for 2013–2014
Less of 	More of 	Anticipated Impact of
Disconnected initiatives	“Connected dots”, e.g., collaborating to provide service in multiple ways with multiple partners based on multiple initiatives- including both regional and provincial approaches towards a more coordinated, collaborative and comprehensive model of professional learning in Alberta	System coherence, support for teacher capacity, less teacher workload
In person, stand alone, face to face learning opportunities	Blend of “in person” strategic/catalyst and online learning opportunities to extend learning pre and post in person sessions	Depth of learning, enhanced continuous support for professional growth
Travelling to professional learning, requiring supply teacher time	Access of online learning opportunities to support job embedded and personalized learning	System cost savings, school site learning and collaboration opportunities around “made in Alberta” materials, increased cost for consortium
Lack of implementation planning	Support for use of a Guide to Support Implementation: Essential Conditions for the purposes of creating comprehensive implementation plans	Ability to measure impact based on systems development of a comprehensive implementation plan
Questions about value of consortium model	Communication of efforts to support and report on impact of professional learning on teacher capacity	Role clarification, financial stability, consortium model viewed as cost effective and value added
Masses attending professional learning	Supporting teacher leaders, instructional leaders/coaches, learning coaches so they can share learning with others	System leadership developed



PART VI: REGIONAL CONSULTATION



**Early Learning
Advisory Committee**

ERLC's work is based on consultation with leaders from Zone 3, e.g. Teacher leaders, Consultants, Curriculum Coordinators.

Representation at Advisory Committee meetings is one example of groups that the ERLC dialogues with.



K&E Advisory Committee



Math Advisory Committee



CTS Advisory Committee



**Technology Integration
Advisory Committee**



Literacy Advisory Committee

[2012-2013 Advisory Committees](#) – previous meeting agendas and summaries posted online.

- [AIS/](#)
- [CTS](#)
- [Early Learning](#)
- [English Language Learners](#)
- [First Nations, Métis & Inuit \(FNMI\)](#)
- [French](#)
- [Knowledge and Employability](#)
- [Inclusive Education](#)
- [Literacy/English Language Arts](#)
- [Mathematics](#)
- [Technology Integration](#)



We talked at our grade level PLC meetings about what we learned and how we could implement some of the iPad ideas in our classrooms. We decided to do our recognition assemblies differently because of things we saw at the school we went to.

Pembina Hills, Teacher

Home

Programs & Sessions

PD Resources

PD Across Alberta

About ERLC

Contact Us

Learning Opportunities

Learning Coaches: One Alberta Model



Learning Coaches (who may also go by titles such as Instructional Coaches, Consultants, Lead Teachers, Literacy/Numeracy Coaches, Technology Integration Facilitators, and the like) are education professionals who collaborate with teachers to choose and implement research-based interventions for the betterment of student learning.

Inclusive education PD resources includes multiple resources to support learning coaches – including new videos focused on Literacy and Numeracy content coaching. Based on requests from the ERLC region, the Instructional Coaching Team from Black Gold Regional School Division No. 18 developed a website <https://sites.google.com/site/learningcoachesonealbertamodel/> to share research based strategies, tips and reflections on their process of creating and operating a learning coach program.

[View full story >](#)

Featured Event

Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers

Facilitator(s): Penny Kittle

Date/time:

Mar 03, 2014 (9:00 am – 3:30 pm)

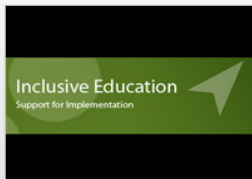
Cost: \$95.00

Location: Edmonton (ATA Barnett House)

[Register](#)

by Feb 25

Inclusive Education PD Resources



The goal of an inclusive education system is to provide all students with meaningful learning opportunities and supportive learning environments to enable them to be successful. This website provides a variety of PD Resources for Inclusive Education.

[Visit Inclusive Education PD Resources >](#)

ARPDC Curriculum Redesign Wiki



Looking for resources to enhance your understanding of Curriculum Redesign as envisioned in *Inspiring Education*? ARPDC has created a collaborative space to share an ongoing collection of resources to support implementation.

[View ARPDC PD Resources >](#)
[View Curriculum Redesign webpage >](#)
[ERLC Regional Blog](#)

Learning Technologies: Information for Teachers



The information on this site is for teachers, learning coaches, and others who want to know more about how educational and assistive technologies (learning technologies) can support students in their classrooms.

[View resource >](#)

Front page of ERLC's new website
www.erc.ca

This was by far one of the best PD sessions that my colleagues and I have attended. We piloted what we learned after Spring Break and will hit the ground running in the Fall.

Session Participant

PART VII: PARTICIPATION RATES 2012-2013

The ERLC is a leading professional development provider and enjoys the support of jurisdictions in the region in addressing emerging needs and providing learning opportunities accessible for all.

Alberta Regional Professional Development Consortia (ARPDC) is the collective voice of regional consortium and includes the 7 Executive Directors of regional consortia.

In order to be consistent in determining participation rates among consortia, ARPDC Executive Directors have developed a PD counting model. The guidelines used by the 7 consortia are:

- Half day and full day sessions count as one day. (The time to organize a full day or half day session is the same.)
- Each day of a series counts as one day of PD. Participant numbers are counted for each day.
- Conference over multiple days: each day counts as a day of PD, regardless of the number of contracts and presenters.
- Conference with multiple sessions in one day still counts as one day.
- Webinars are counted as “one day” due to the time to train facilitators, moderate sessions, develop conversation guides and post archives.

There is agreement that some ARPDC events are offered provincially but include the work and support of each region in advertising and promoting the session. Some areas of the province are more suitable to host provincial events. Tracking regional numbers that attend a provincial event in another region are included in ERLC numbers.

- There is a need to determine how to “count” access to online materials (e.g. wiki pages, moodle courses, downloads of videos and learning guides.) There is an increase in the development of online “PD resources” and most often these numbers are not represented in total counts for how teachers access ERLC.

ERLC.ca

YEAR	PAGE VIEWS	VISITORS
2010-2011	224,729	80,672
2011-2012	260,770	91,526
2012-2013	279,358	96,550
<i>Totals:</i>	764,857	268,748

InclusiveEducationPDResources.ca

YEAR	PAGE VIEWS	VISITORS
2011-2012	25,238	11,034
2012-2013	57,926	24,697
<i>Totals:</i>	83,164	35,731

Siobhan Murphy, ERLC Literacy Consultant's session provided clarity around the LLI kit and the opportunity for practitioners to ask questions to refine their practice. A specific example of the impact of Siobhan's session is a school that has embraced Leveled Literacy as a school wide reading intervention. Under the guidance of the learning coach/LAC teacher a many staff members have been trained in LLI and facilitate intervention groups. They have valued Siobhan's coaching and support

Fort McMurray Public, District Leader

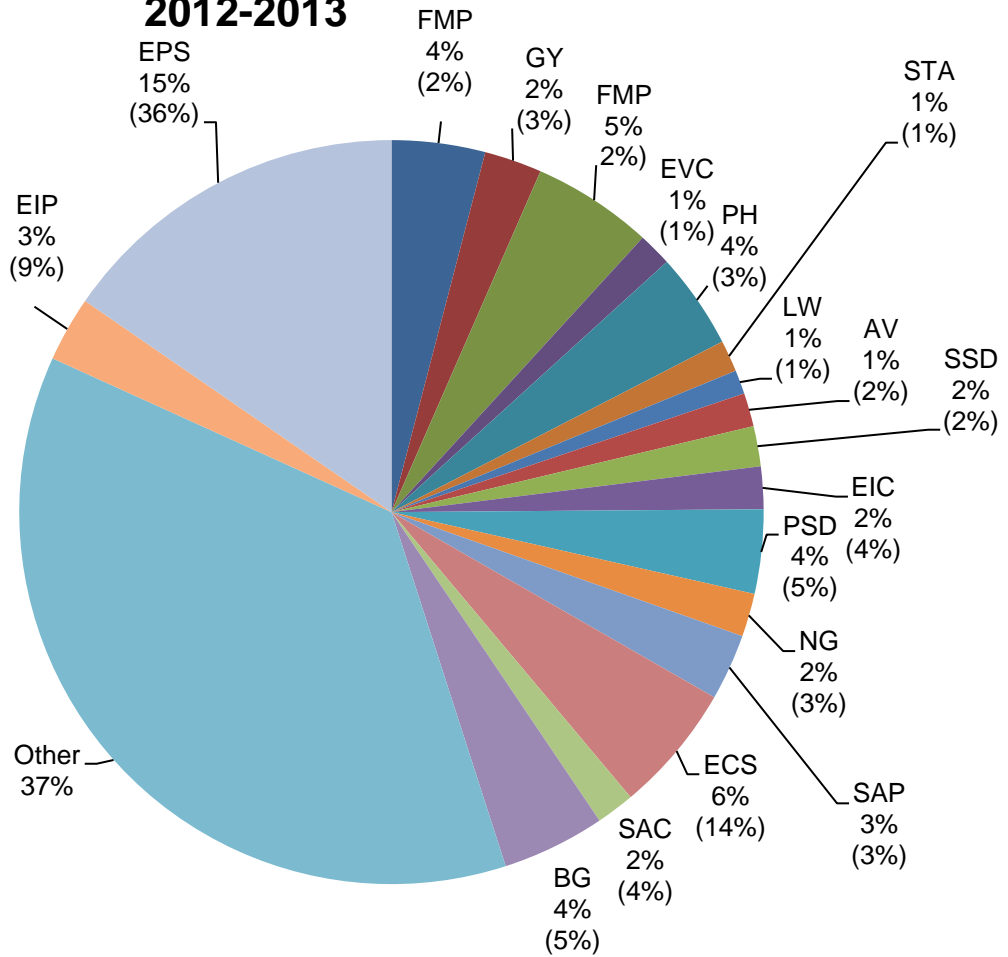
ERLC Regional Learning Opportunities

	# of Learning Opportunities	Number of Participants		
		Face to Face / In Person	Attending via Technology	Total Participants
A. Learning Opportunities				
Advisory Committee Meetings	41	445	162	607
PD Learning Opportunities	366	10,810	991	11,801
Subtotal	407	11,255	1,153	12,408
B. Technology Mediated Learning Opportunities				
Synchronous (real time)				
Webinars	34	-	919	919
Video Conferences	26 (58 sites)	284	94	378
Webcasts	1 (9 sites)	-	327	327
Skype Meetings	10	12	30	42
Asynchronous (online)		Page Views	Unique Visitors	Unique Visitors
Wiki Pages	461	129,329	66,140	66,140
Learning Portal-Moodle Courses	3	-	58,366	58,366
Community of Practice, NING	1	-	952	952
Videos/Learning Guides	94	8961	7114	7114
Subtotal	630	138,586	133,942	134,238
C. District Delivered Learning Opportunities				
Consortium Regional Teams (Math, Technology, Literacy)	110	1,491	-	1,491
PD Leadership Capacity	-	24,841	-	24,841
Subtotal	110	26,332	-	26,332
D. Fee for Service Learning Opportunities				
Northern Tier	11	300	250	550
Shaping the Future-Ever Active	3	801	-	801
CASS/Conference, Pre-Conf.	3	404	-	404
Subtotal	17	1,505	250	1,755
	# of Learning Opportunities			Total Participants
TOTALS	1,164			174,733

Yearly Comparison* Not including online archives	07-08	08-09	09-10	10-11	11-12	12-13
Total Events	650	841	731	675	670	1,164
Total Participants	19,605	27,127	34,699	39,890	36,517	174,733

ERLC Participant Numbers by School Authority

2012-2013



Legend: % attending ERLC workshops
 (% teachers in ERLC region)

Other includes: Alberta Education, University of Alberta and other Alberta School Authorities

Analysis:

ERLC has had a very successful year in terms of the participation of adult learners. Many districts have determined how to best make use of the consortia model to support and complement their districts professional learning programming.



As a district we plan to expand and build capacity with our teachers. With Inspiring Education we recognize the importance of engaging our students in project based learning and cross curricular connections. Completing the Project Based Learning course provided through ERLC will help us continue to build our expertise in this area.

Elk Island Catholic Schools, District Leader

PART VIII: ERLC GOAL RESULTS

Alberta Education and education stakeholders determined a common reporting process (i.e. goals, outcomes, and measures) for consortia following the 2005 assessment of consortia. Consortia are to use district survey and participant survey data to determine effectiveness based on 6 common goals. The ERLC Board has determined rating expectations. See Appendix B for survey data.

RATING POSSIBILITIES

Exceeded Expectations: Targets achieved at least 90 percent of the time

Met Expectations: Targets achieved between 80 – 89 percent of the time

Below Expectations : Targets achieved less than 80 percent of the time

Undecided and Not Applicable answers were calculated into the agree category of the survey results.

As a result of this work, teachers are much more aware of the cognitive expectations and many have refocused their formative assessments to develop the higher cognitive levels. Throughout these workshops, teachers have had multiple opportunities to re-read the programs of studies using the cognitive expectations as a filter. As a result, teachers can appropriately apply different ways of thinking and doing to different concepts as appropriate. A few teachers are using peer feedback, question deconstruction and other strategies (RAFT projects) to help students understand what is expected. Our goal was also to ensure EIPS teachers offer a balanced assessment approach in their classes.

Elk Island Public Schools, Curriculum Coordinator

With the Laura Lipton In-services “Got Data, Now What?”, we were able to share with our schools a more productive way to organize their PLC meetings, ensuring that they are working at improving their practice by examining actual student work.

As we continue on the road of transition in education, we see the importance of having structures in place which supports our evolving capacity. The more capacity we build, the more demand there is from our teachers to work collaboratively. The ERLC model of developing capacity through leadership in-servicing and those teacher leaders sharing the learning back in their district helping to develop capacity. We are better as a series of minds, than as an individuals working in isolation.

Evergreen Catholic Separate Regional Division, District Leader



Goal 1 The Edmonton Regional Learning Consortium will:

Facilitate professional development which supports the effective implementation of:

1. **The Alberta Education Business Plan**
2. **Jurisdiction and school educational plans**
3. **Regional School Council priorities**

Outcomes

ERLC offerings align with needs identified through stakeholder planning documents and consultations

Metrics

- Survey of educational stakeholders (district contacts)
- Summary of session evaluations completed by PD participants

Rating

Exceeded Expectations, the overall achievement rating for this goal has exceeded expectations and the trend is consistent

Results

Performance Measure	Result 10-11	Result 11-12	Result 12-13	Target 13-14
Percentage of district contacts who agree that PD offerings align with needs identified in their plans	100%	100%	100%	100%
Percentage of district contacts that shared overall satisfaction with ERLC	100%	100%	100%	100%

Progress and Accomplishments:

[Zone 3](#) district leaders meet to provide advice and direction to ERLC around Professional Learning design and focus. Direction is based on teachers' identified needs, district goals, Alberta Education grant deliverables and knowledge of promising instructional and assessment practices for the Alberta context. [District Contact meeting summaries](#) available and a story about regional [consultation](#) represents responsiveness.

[Districts' identified areas of focus for 2012-2013](#): Inclusive Education, Literacy, Leadership and Learning/Instructional Coaching, Quality Teaching (Innovative Instruction), Technology Integration, Project Based, Critical Thinking, Assessment, Mathematics and online PD resources development.

[Grants from Alberta Education](#) to support implementation will subsidize PD design and delivery. Programs shared at [ERLC Programs & Sessions](#) (see archived sessions for complete listing for 2012-2013.)

[PD resources](#) development increased and aligned with the Alberta context. Professional Learning opportunities planned and delivered addressed the areas of focus school authorities are identified.

I learned about UDL and how to actually have practical strategies to do inclusion where all students benefit and can excel. It has totally changed my philosophy of teaching and inclusion.

Pembina Hills, Participant



High School Mathematics Implementation & Distributed Learning

An online Math Symposium was held on January 29, 2013 using webinars to distribute the learning. This was a collaborative activity of all ARPDC regional consortia and was available to teachers across the province. Four time blocks of approximately 45 minutes were scheduled throughout the day with a choice of five to six sessions in both English and French at each time slot. Two hundred and fourteen math teachers participated. Archives are posted at: <http://learning.arpdc.ab.ca/course/view.php?id=220>

Other distributed learning opportunities include high school mathematics demonstration classes, which can be accessed from the ARPDC Learning Portal (moodle) at <http://learning.arpdc.ab.ca/>. The discussion forums in the moodle classes have allowed teachers from across the province to share ideas and work collaboratively, as well as facilitate professional learning without teachers having to leave their school.

Using PD leadership capacity, we were able to continue our work on establishing and using high level math diagnostics to help us understand the difference between math and numeracy. Teachers have a better understanding of the importance of early numeracy, and interventions for those students who are falling behind in their understandings. This has lead to many hours of collaboration between staff to further students' in the learning.

Greater St. Albert Catholic, Math Implementation Consultant



Opportunities to consult with district leaders are facilitated by multiple meetings.
Conversations identify program plans and direction.

For the year 2012/2013 the School administrators of Living Waters CRD No. 42 decided to focus on building strong teaching teams within the school.

The workshop was very engaging. Laura explained the why and how of the activities she took us through, and discussed how and when to use various techniques for improving the work and effectiveness of professional teams.

The results of the workshop were amazing! The admin teams almost immediately went back to their schools and began implementing the strategies we had been exposed to with Laura. The school staff meetings, changed from a focus on administrative detail to a focus on building teams to achieve the outcomes of the School Plans for improvement.

Living Waters

Goal 2 The Edmonton Regional Learning Consortium will:

Facilitate professional development which supports the effective implementation of:

1. **Curricula, including instruction**
2. **Assessment**
3. **Resources**
4. **Student learning outcomes**

Outcomes

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

Metrics

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

Rating

Exceeded Expectations, the overall achievement rating for this goal has exceeded expectations and the trend is consistent

Results

Performance Measure	Result 10-11	Result 11-12	Result 12-13	Target 13-14
Percentage of district contacts satisfied that ERLC-facilitated PD supports effective implementation of curricula.	100%	100%	100%	100%
Percentage of PD program participants satisfied that they are able to apply the information learned in their classroom	94%	94%	100%	100%

Progress and Accomplishments

Alberta Education continues to provide grant funding to support implementation of various curriculum areas. The Implementation support grant report provides detailed information of the work completed and is available on the ERLC website via the [annual reports and results](#) section. Regional Advisory Committee meetings provide guidance, direction and dialogue around program planning and implementation strategies. Meeting agendas and summaries are available at http://www.erc.ca/programs/advisory_committee.php

ERLC district contacts requested that we “connect the dots” amongst various initiatives that support building an inclusive environment. As a result of various grants to support implementation from Alberta Education and a requirement to explore ways to distribute learning the [Inclusive Education – Support for Implementation](#) website was developed. The intent of this website is to provide a variety of accessible learning opportunities to support implementation of an inclusive learning environment. (e.g. Collaborating with Parents, Collaborative Practices, Differentiated Instruction, Early Learning, English Language Learners and English as a Second Language (ESL), First Nations, Métis and Inuit (FNMI), Learning Coaches, Literacy, Positive Behaviour Support, Response to Intervention (RTI), School Leadership and Inclusion, and Universal Design for Learning (UDL).)



Distributing Professional Learning –

Accessing learning from any place, any time and at your own pace.



Inclusive Education: Support for Implementation:

<http://www.inclusiveeducationpdresources.ca/>

ARPD Learning Portal (Moodle)

<http://learning.arpdc.ab.ca/>

ERLC facilitated three courses last year:

- Math 30-1, 30-2 and 30-C (i.e. 3 seconded high school math teachers .25 FTE each) and maintained the 20 and 30 level courses developed previously



I have shared with our collaborative group on PD Day and have shared as a mentor as well with my student teacher.

Pembina Hills, Teacher Leader

PD Resources provide online learning opportunities at

Any time, any place, at any pace

Browse Resources by Focus

- Assessment
- Beginner Teachers / New to Teaching in Alberta
- Career and Technology Studies
- Differentiated Instruction
- Early Learning
- English Language Learners
- Fine Arts
- FNMI (First Nations, Métis and Inuit)
- French
- Inclusive Education (Programming for Student Success)
- International Languages & Culture
- Leadership
- Literacy / English Language Arts
- Mathematics
- Parents
- Physical Education
- Science
- Social Studies
- Teacher / Education Assistants
- Technology Integration

Creating System-wide Support for Learning Coaches-Webinar Series
with Joellen Killian
This is a three-part webinar series in which Joellen Killian explores the topics of Partnership Agreements - Coaches and Colleagues, Roles of Coaches in Supporting Teachers, and Strategies for Engaging Teachers - Coaches' Roles.

School Leadership and Inclusion
Understanding, Supporting and Collaborating with Parents
This PD resource includes videos, tip sheets and learning guides. These resources are intended to support administrators and school leaders with creating inclusive environments.
* Conversation guide available

Response to Intervention (RTI) in the Alberta Context
Team Action Plan
This workbook, based on A Guide to Support Implementation: Essential Conditions is intended for district leadership teams to explore strategies to support implementation of RTI – focused on how RTI aligns with other district initiatives.

PD Resources on the ERLC website
<http://www.erc.ca/resources/>

[Professional Development Resources](#) are intended to support opportunities to “*continue the conversation*” and for job embedded access to sustained learning with respect to various selected learning opportunities. During the 2012-2013 year multiple [videos](#) were produced in multiple formats. Most include learning guides to assist continued conversations and job embedded learning ([sample learning guide](#)). All materials on the site are aligned with Alberta program of studies, and were developed by Alberta educators based on grant dollars and are intended to [support implementation](#) for job embedded and personalized use.

ERLC Reporting

Tracking learning opportunities developed and accessed is ongoing. A locally developed reporting tool gathers data about Learning Opportunities – both face to face and online. Tracking how many people explore the site also provides data useful for planning and reporting purposes.

Dashboard

2012-2013 Summary

Current status of all sessions for the current fiscal year (Sept 01, 2012 – Aug 31, 2013). Note: CP, PDL and DD sessions are not included.

ERLC HOSTED SESSIONS	
COMPLETED	374/409
REMAINING	0/409
CANCELLED	35/409
FULL	47/409
EXTERNAL SESSIONS	
EXTERNAL	81

Recently Added Sessions

Recent sessions added to the ERLC Programs & Sessions page.

CODE	SESSION TITLE
14-DD-PH-003	Note & Notice - Adolescent Literacy
14-SSD-SSD-004	Critical Literacies
14-DD-BG-001	Literacy for Administrators
14-DD-SAP-001	Adolescent Literacy Cohort
14-MA-167	Math Centers - How to Choose and...
14-MA-166	Math Centers - How to Choose and...
14LN - May 29 14	Online Series for Beginning Teachers:...
14LN - Apr 8 14	Online Series for Beginning Alberta...
14LN - Mar 3 14	Online Series for Beginner Alberta Teachers:...
14NRLC - Jan 20, Mar 3, May 5	Online Literacy PD Grade 4-6 Webinar Series

Monthly Web Statistics

Tracking the usage of ERLC.ca website. Stats for wikispaces resources were not tracked before March 2012.

2012-2013

MONTH	# OF PAGEVIEWS	# OF VISITORS
Aug 2013	15,283	5,220
Jul 2013	8,900	2,898
Jun 2013	27,653	10,329
May 2013	21,838	8,400
Apr 2013	26,743	9,022
Mar 2013	16,979	6,136
Feb 2013	22,234	7,745
Jan 2013	28,247	9,593
Dec 2012	18,031	6,164
Nov 2012	26,300	9,208
Oct 2012	34,658	11,467
Sep 2012	32,492	10,368

2011-2012

MONTH	# OF PAGEVIEWS	# OF VISITORS
Aug 2012	15,420	4,264
Jul 2012	6,418	2,009
Jun 2012	19,281	5,824
May 2012	19,479	7,123
Apr 2012	20,202	7,268
Mar 2012	19,312	7,037
Feb 2012	23,286	9,168
Jan 2012	28,883	10,635
Dec 2011	17,872	7,407
Nov 2011	26,275	9,763
Oct 2011	31,506	10,757
Sep 2011	32,836	10,271

[View all stats >](#)



Goal 3 The Edmonton Regional Learning Consortium will:

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

Outcomes

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

Metrics

Survey of educational stakeholders contacts

Rating **Exceeded Expectations**, the overall achievement rating for this goal has exceeded expectations

Results

Performance Measure	Result 10-11	Result 11-12	Result 12-13	Target 13-14
Percentage of district contacts that agree that the coordinating, brokering and/or referral services were effective in helping them access PD resources	90.9%	100%	100%	100%

Progress and Accomplishments

ERLC collaborated with a wide variety of contacts to support a more coordinated, collaborative professional learning design.

- [Alberta Assessment Consortium](#)
- [Alberta Health Services](#)
- [Alberta Teachers' Association](#)
 - [Special Education Council](#)
 - [Math Council](#)
 - [FNMI Council](#)
 - [Le Conseil français](#)
- [Alberta School Councils' Association](#)
- [Alberta Sport, Rec, Parks & Wildlife Foundation](#)
- [Alberta Technology Leaders in Education](#)
- [College of Alberta School Superintendents](#)
- [North Central Teachers' Convention of Alberta](#)
- [Pearson Canada](#)
- [Sports Medicine Council of Alberta](#)
- [University of Alberta – Faculty of Education](#)
- [ERLC School Districts](#) Focused partnerships hosted at district school sites but open for all to attend.
 - ATA Greater Black Gold Institute Day (November 1, 2012)



Partnered with Parkland School Authority



ATLE Convergence 2012 Pre-Conference on November 14, 2012 (Technology Integration focus)



- [Edmonton Catholic and Edmonton Public Schools](#) (e.g. CTS Day on January 30, 2013)
- [Fort McMurray Catholic and Fort McMurray Public Schools](#) (February 1, 2013)
- [Grande Yellowhead Public School Division](#) (e.g. FNMI Camp)
- [Parkland School Division](#) (FNMI and Technology Integration sessions)

Goal 4 The Edmonton Regional Learning Consortium will:

Deliver professional development based on the identification and emerging needs of educational stakeholders

Outcomes

The ERLC programs met the identified and emerging needs of educational Stakeholders

Metrics

- Survey of educational stakeholders /workshop register
- Qualitative measures (descriptions and testimonials)

Rating

Exceeded Expectations, the overall achievement rating for this goal is exceeded expectations and the trend is consistent.

Results

Performance Measure	Result 10-11	Result 11-12	Result 12-13	Target 13-14
Percentage of district contacts satisfied that the programs met their identified and emerging needs	100%	100%	100%	100%

Progress and Accomplishments

ERLC plans learning opportunities based on advice from our region including feedback from [Advisory Committees](#), [District Curriculum Coordinators](#), session participants, the [ERLC Board of Directors](#) and other education stakeholders. We strive to collaborate with as many groups as possible to be an effective “Partners in adult learning for students’ sake”. Programs are based on the most up-to-date PD literature as well as Alberta resources such as the [A Guide to Comprehensive Professional Development Planning](#) and [A Guide to Support Implementation: Essential Conditions](#).

Programs are developed to meet identified regional needs. The following emerging needs for 2012 - 2013 have been identified by districts within the ERLC region:

- **Inclusive Education**
- **Literacy**
- **Leadership and Learning/Instructional Coaching**
- **Quality Teaching**
- **Mathematics**
- **PD Resources**

Participants have more choice in accessing learning opportunities represented in this ARPDC [story and short video](#) showing the various methods of adult learning created by ERLC.



Innovative Instruction iPad session with Danny Maas from Edmonton Catholic Schools



Goal 5 The Edmonton Regional Learning Consortium will:

Promote and support the development of professional development (PD) leadership capacity

Outcomes

The ERLC contributes to the development of PD leadership capacity

Metrics

- Survey of educational stakeholders
- Qualitative measures (descriptions and testimonials)

Rating **Exceeded Expectations**, the overall achievement rating for this goal exceeded expectations and the trend is consistent

Results

Performance Measure	Result 10-11	Result 11-12	Result 12-13	Target 13-14
Percentage of district contacts satisfied that the efforts of the ERLC contribute to development of professional development leadership capacity	95%	100%	100%	100%

Progress and Accomplishments

- The region has defined “professional development leadership capacity” as the support provided to teacher leaders (e.g. instructional coaches, learning coaches) who will teach others.
- PD Leadership Capacity is intended to support sustainable, job/district embedded, implementation by developing capacity of teacher/school/district leaders/coaches.
- Curriculum facilitators and teacher/school/district leaders learn about curriculum/initiative changes (e.g., by attending ERLC sessions) and then return to their districts to share with others.
- Created professional development materials to support increased PD leadership capacity. Please visit PD resources at <http://www.erc.ca/resources> and <http://www.inclusiveeducationpdresources.ca/learning-coaches/> to access online resources, including specific resources to support the development of coaching skills.

I was pleased to be able to attend the three day session with Dr. Ross Greene. This session challenged participants to reflect on their own past and current practices. It pushed us to think further than behavior management and more toward building on the skills set of children. I certainly appreciate his insistence on ensuring the child is part of the solution. His model of collaborative problem solving may take time to implement, but the rewards are well worth the effort.

Living Waters, Teacher





Strengthening Inclusive and Instructional Practices – Learning Coaches Conference Fall 2012

- [Wiki - Strengthening Inclusive and Instruction Practices](#)
- [Videos – Literacy and Numeracy Content Coaching](#)

A team from our division attended the Google Apps for Education Summit coordinated by ERLC. Various perspectives were represented as part of our contingent: teachers, school administrators, IT department, and educational technology consultant. All individuals walked away from the event having drunk the Google “kool-aid”; there was both a solid base of understanding and hunger to learn more so that Google Apps would be meaningful to teachers and students.

Several weeks after the Summit, teachers were asked to express their ideas on how their experience could translate into something meaningful and sustainable for both their classrooms and the division. Ideas were originally shared in a Google Doc. After meeting as a group to debrief further, participants not only suggested practical ideas in how to move forward, but they also volunteered themselves to offer support to their colleagues as Sturgeon School Division continues in the journey with Google Apps for Education.

As a result, a school in the division hosted a day of professional development dedicated to Google Apps. Some of the summit participants became key individuals in the planning process; others delivered sessions to teachers about the features and opportunities that Google Apps offers to teaching and learning. Looking forward, these individuals will be key individuals in leading and supporting the effective use of technology in teaching and learning.

Sturgeon, District Leader



Goal 6 The Edmonton Regional Learning Consortium will:

Provide stakeholders with access to professional development at a reasonable cost and good value for the grant dollars provided.

Outcomes

The ERLC provides professional development at a reasonable cost. The ERLC offers professional development on an overall cost recovery basis

Metrics

- Survey of stakeholders' contacts
- Qualitative measures financial records

Rating

Exceeded Expectations, the overall achievement rating for this goal exceeded expectations and the trend is consistent

Results

Performance Measure	Result 10-11	Result 11-12	Result 12-13	Target 13-14
Percentage of district contacts that were satisfied that ERLC provided services at a reasonable cost	100%	100%	100%	100%
Percentage of program participants that are satisfied ERLC services are provided at a reasonable rate	95%	98%	100%	100%
Percentage of district contacts that are satisfied that ERLC provides good value for the grant dollars with which they were provided to support implementation of curricula	100%	100%	100%	100%

Progress and Accomplishments

- Continued to provide requested and strategic service at a reasonable rate while providing good value to the stakeholders and participants.
- Increased its programs, specifically using on-site resources. This resulted in increased costs for technical support and staffing requirements for ERLC and reduced costs for school authorities to access learning. Financial management and cost recovery approaches will continue to be developed to offset cost of services.
- Delivered learning opportunities using technology (e.g. webinar, webcasts, video development) requires greater preparation, organization, technical support and equipment testing on the part of organizers.



Attending the literacy advisory committee meetings is a great way to familiarize yourself with the different districts and their initiatives. You learn so much about different programs, approaches, etc. to support Literacy learning and teacher capacity.

Pembina Hills, Literacy District Teacher Representative

How to Make the Best Use of ERLC – Cost Effective Delivery of Learning Opportunities

As the ERLC mission is *Partners in adult learning for students' sake*, we strive to develop collaborative opportunities for the entire region. Three examples:

- [ATA Greater Black Gold Teachers Local No. 8 Institute Day](#) is organized by volunteer teacher leaders from both Black Gold and St. Thomas Aquinas districts. This year we had the opportunity to partner with the ATA institute planning committee. As requested by the committee, over 20 full day sessions were offered and subsidized as a result of grants from Alberta Education to support implementation.
- Fort McMurray Public and Catholic School authorities hosted a [Joint Learning Day](#). As requested by the districts, ERLC has supported the organization of this event for the last 5 years. This year 23 full day sessions were offered on February 1st for the 500 teachers from both districts. As well as resources that both districts contribute, most of which are subsidized as a result of grant from Alberta Education to support implementation and are available to the entire ERLC region.
- [Career and Technology Studies: Pathways to Possibilities](#), models a collaborative venture initiated at an ERLC advisory committee meeting. Edmonton Public and Edmonton Catholic Schools initiated this day of learning and involved ERLC in supporting logistics and coordination. As a result of this partnership the entire region can access this learning opportunity. In January 2013, 143 teachers participated from 7 districts in the region, the fourth year of this collaborative venture.

Grande Yellowhead Public Schools in partnership with the Edmonton Regional Learning Consortium, (ERLC), enabled GYPSD to access a wide variety of speakers and increase the participant audience beyond GYPSD to host an immersion FNMI Camp -"Bringing Education to Culture".

Different perspectives were shared by the forty-two participants regarding program enhancement and infusion of the FNMI culture within classrooms. These conversations will help to build the "ethical space" envisioned by Ermine (2000) that will bring about deeper understanding of Aboriginal and non-Aboriginal cultures alike and make possible stronger relationships between us.

The relationship building amongst different school authorities created professional networking opportunities and sharing friend-ships; some as far away as Tall Cree School, Fort Vermillion and Lloydminster.

Grande Yellowhead, District Leader



PART IX: FINANCIAL STATEMENTS



Regional Consortium
Statement of Revenues and Expenses
For the Year Ended August 31, 2013 (in dollars)

CONSORTIUM NAME:		Edmonton Regional Learning Consortium		
	Budget	Actual	Actual	
	2012/2013	2012/2013	2011/2012	
REVENUES				
Alberta Education:				
Management & Infrastructure (Note 1)*	191,987	191,987	188,223	
Net Conditional Grant Revenues:				
Provincial Programs (Schedule 1)	812,000	1,461,128	699,130	
Regional Programs (Schedule 1)	1,739,998	835,929	978,300	
Fee For Service Contracts (Note 2)				
Other Alberta Education				
Total Alberta Education	2,743,985	2,469,044	1,865,653	
Other Revenue:				
Conditional Program Registration Fees:				
Provincial Programs (Schedule 1)		68,980	90,084	
Regional Programs (Schedule 1)	300,000	447,411	352,035	
Grants - Non government sources (Note 3)				
Cost Recovery Programs: (Note 5)				
Registration Fees (Schedule 4)		32,890	35,991	
Other fees (Schedule 4)		328,700	53,411	
Other (Note 4):				
Other Provincial and Federal Government				
Miscellaneous	10,000	21,175	21,054	
TOTAL REVENUES	3,053,985	3,388,200	2,418,228	
EXPENSES				
Management & Infrastructure (Note 6):				
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	390,723	638,438	238,446	
Board expenses (Note 8)	4,000	1,920	4,078	
Less: Program Cost Allocations (Note 9)		406,908		
Net Management & Infrastructure expenses (Note 9)	394,723	233,452	242,524	
Program Delivery Costs (Note 10):				
Conditional programs:				
Provincial Programs (Schedule 1)	2,403,163	1,530,108	789,214	
Regional Programs (Schedule 1)		1,283,340	1,330,335	
Cost Recovery Programs (Schedule 4)		323,831	16,604	
Other:				
Fee for Service Contracts				
Accounting and Audit Fees	3,000	145	7,977	
Legal Fees		3,400		
Operational Expense	9,865	33,932	117,278	
(Specify)				
TOTAL EXPENSES	2,810,751	3,408,208	2,503,932	
ANNUAL SURPLUS (DEFICIT)	243,234	(20,008)	(85,704)	
Accumulated Surplus at beginning of year	(85,709)	128,132	213,836	
Accumulated Surplus at end of year	157,525	108,124	128,132	



**Regional Consortium
Statement of Financial Position
As at August 31, 2013 (in dollars)**

CONSORTIUM NAME: Edmonton Regional Learning Consortium

	August 31, 2013	August 31, 2012
ASSETS		
Cash in Bank and Temporary Investments	788,081	1,859,199
Accounts Receivable (Note 11):		
Province of Alberta	17,060	105,000
Alberta school jurisdictions	30,948	32,884
Other	29,076	
Prepaid Expenses (e.g. deposits for future programming)	21,244	17,044
Other assets	1,223	
TOTAL ASSETS	887,632	2,014,127
LIABILITIES		
Accounts payable	244,333	261,188
Accrued liabilities (Note 12)		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	254,803	1,529,999
Regional Programs (Schedule 3)	36,788	40,000
Prepaid registration (Note 13)	243,585	54,810
Other:		
(Specify)		
(Specify)		
Total Deferred Revenue	535,176	1,624,809
TOTAL LIABILITIES	779,509	1,885,997
ACCUMULATED SURPLUS		
Unrestricted Funds (Note 14)		
Operating Reserves (Note 15)	108,124	128,130
Capital Reserves (Note 16)		
TOTAL ACCUMULATED SURPLUS (Note 17)	108,124	128,130
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	887,633	2,014,127

Schedule 1 (Note 5, Note 10)
 Conditional Grant Program Costs and Net Grants Revenue
 For the Year Ended August 31, 2013 (in dollars)

CONSORTIUM NAME: Edmonton Regional Learning Consortium

	2012/2013			
	Cost of Delivering Programs (Note 7)	Cost of Delivering Programs (Note 7) Incremental (Note 19)	Total Cost of Delivering Programs	Net Conditional Grant Revenue
Conditional Grant Programs:				
Provincial Programs				
Community of Practice	23,971		23,971	23,971
CTS Video Project	32,681		32,681	32,681
French AP/UC	22,976		22,976	22,976
FNMI Literacy & Numeracy	31,855		31,855	31,855
FNMI Family Parenting & Community Engagement				
Inclusive Education Planning Tool	1,124,161		1,124,161	1,124,161
Literacy for All/Highly Deeper	41,500		41,500	41,500
Literacy for All/DL module	41,372		41,372	37,212
Literacy for All/Junior High Learning Coach	171,737		171,737	117,137
Peer Mentoring	25,431		25,431	21,611
Support to Students with Disabilities	14,424		14,424	8,024
(Specify)				
(Specify)				
(Specify)				
(Specify)				
Total:	1,530,108		1,530,108	1,461,126
Regional Programs				
ASL Network	13,470		13,470	13,470
Curriculum Coordinator	7,349		7,349	7,349
Curriculum Implementation Support	1,173,519		1,173,519	745,363
FNMI: Collaborative Practice	1,062		1,062	1,062
FNMI: Family Parent Community Engagement	5,685		5,685	5,685
FNMI: PD Modules	15,000		15,000	15,000
FNMI: PD Resources	5,000		5,000	5,000
French ERLC	62,255		62,255	43,000
(Specify)				
Total:	1,283,340		1,283,340	835,929
			68,980	
			428,156	
			19,255	
			447,411	

Notes to Schedule 1:
 a. Registration Fees are to be applied to the costs of delivering conditional programs and must be net of registration refunds.

Schedule 2

Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9
For the Year Ended August 31, 2013 (in dollars)

CONSORTIUM NAME: Edmonton Regional Learning Consortium

	Amount Transferred 2012/2013 Note (b)
French Language Development Year 4	
Calgary Regional Consortium	50,192
Central Alberta Regional Consortium	38,271
Learning Network	10,000
Northwest Regional Learning Consortium	24,896
Southern Alberta Professional Development Consortium	28,000
(Specify Consortium)	
(Specify Consortium)	
Program Total French Language Development Year 4	151,359
Learning Coach	
Calgary Regional Consortium	5,000
Central Alberta Regional Consortium	5,000
Learning Network	5,000
Northwest Regional Learning Consortium	5,000
Program Total Learning Coach	20,000
Learning Coach continued	
Southern Alberta Professional Development Consortium	5,000
Consortia Francophone	5,000
(Specify Consortium)	
(Specify Consortium)	
Program Total Learning Coach continued	10,000
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
Total transfers to Other Consortia	181,359

Notes to Schedule 2:

- a. Excluding payments for cost recoveries. Include cost recoveries in *Program Delivery Costs* on page 1.
- b. Program Totals are reported in Schedule 3 and are deducted in arriving at *Deferred*



Schedule 3
 Conditional Grant Program Deferred Revenue
 For the Year Ended August 31, 2013 (in dollars)

Edmonton Regional Learning Consortium

2012/2013

Conditional Grant Programs: Note (a)	Deferred Revenue from Previous Year Note (a)	ADD: + Conditional funds involved to other Consortia	ADD: + Current Year Receipts and Transfers-In Note (b)	DEDUCT: - Transfers to Other Consortia (Schedule 2)	DEDUCT: - Net Conditional Grant Revenue = Note (c) (Schedule 1 and Page 1)	Deferred Revenue: Conditional Grants Note (d) (Page 2)
Prevalent Programs						
Community of Practice	45,971				23,971	22,000
G78 Video Project	27,681		5,000		32,681	-
French ARPOC	17,335		157,000	151,359	22,976	-
FNMI Literacy & Numeracy	60,205				31,855	54,350
FNMI Family Parenting & Community Engagement			7,072		-	7,072
Inclusive Education Planning Tool	1,148,783		16,220		1,124,161	40,842
Literacy for All module			45,000		41,500	3,500
Literacy for All: Junior High	37,212				37,212	-
Learning Coach			80,000	30,000	117,137	60,000
Peer Mentoring	168,811		80,000		21,811	19,674
Support to Students with Disabilities (Specify)			17,000		8,034	30,369
(Specify)						8,976
(Specify)						-
(Specify)						-
Total:	1,529,998	-	367,292	181,359	1,461,128	254,903
Regional Programs						
ASIS Network		248	13,221		13,470	-
Curriculum Coordinator			12,500		7,349	6,151
Curriculum Implementation Support	40,000		728,000		745,363	20,637
FNMI: Collaborative Practice			1,062		1,062	-
FNMI: Family Parent Community Engagement			5,685		5,685	-
FNMI: PD Modules			15,000		15,000	-
FNMI: PD Resources			5,000		5,000	-
French ER/LC (Specify)			53,000		43,000	10,000
Total:	40,000	249	832,458	-	835,929	36,788

Notes to Schedule 3:

- Total will agree to Page 2 Deferred Revenue: Conditional Grants for the previous year and the previous year's Deferred Revenue Schedule.
- Where necessary, the Alberta Education conditional grant manager should be contacted for approval to transfer deferred revenue from the original approved.
- Net Conditional Grant Revenue will correspond to Schedule 1 and Page 1.
- Deferred revenue represents unexpended funds that will be expended on programs or transferred to other consortia next year.
- Conditional Grant Program names should match Schedule 1.



**Certification of
Regional Consortium Financial Statements
For the Year Ended August 31, 2013 (in dollars)**

CONSORTIUM NAME: Edmonton Regional Learning Consortium

I certify that to the best of my knowledge, the information provided in the attached statements, schedules is correct.

Michelle Brennink

Chair of Consortium (Signature)

December 1, 2013

Date

Jane M. Tait

Financial Officer (Signature)

December 9, 2013

Date

NOTES TO FORMS 1, 2 AND SCHEDULES

- Note 1** Management and Infrastructure grant from Alberta Education (total amount received for the year).
- Note 2** Alberta Education pays consortia for services provided under certain contracts/agreements.
- Note 3** E.g. grants and subsidies from private partnerships (e.g. Shaw).
- Note 4** Funding from other provincial government departments or the Federal government; bank interest, conference and cost recovery program registration and other cost recovery revenue, and other fees recovered from other consortia.
- Note 5** Cost Recovery Programs are Programs that are not supported through Conditional Grants. Such programs are funded through provincial or regional registration fees and other fees.
- Note 6** Costs of operating and maintaining the consortium office.
- Note 7** Including Office Staff (Executive Director, Executive Assistant and other office staff). Fixed overheads include office space, utilities, and office supplies. These are indirect costs that benefit all programs. Where Office Staff work on a particular program or, for example where leased space is used for programs, these costs should be allocated to programs. Purchases for equipment used primarily for office overhead (e.g. photocopiers), some of which should be allocated to programs (See Note 7). These costs should also be charged to management and infrastructure expense.
- Note 8** Including meeting fees, supplies, travel and subsistence and board development.
- Note 9** Program cost allocations are M&I (Head Office) expenses that have been charged to conditionally recoverable cost recovery programs because the program benefited directly from M&I employee time or other overheads. (Where M&I expenses benefit all or many programs equally (indirect benefit) these should not be allocated to programs). The entry to charge M&I expenses to programs is Dr. Program costs (by program); Cr. Program cost allocations. This method will leave all M&I expenses, whether allocated or not, on the Note 7 expense line. It is hoped that "Net Management & Infrastructure expenses (i.e. net of program cost allocations) will be less than or approximately equal to the amount from Education.



- Note 10** Program delivery costs include part-time staff and contracted coordinators or consultants (e.g. host, presenters, registration staff), and other direct costs including materials, site, audio-visual leased space, equipment used primarily for conditional programs, etc. Equipment costs attributed more than one program (e.g. video conferencing) should be allocated to programs proportional to program costs. These are direct costs that can be attributed to programs. These costs do not include amounts transferred to other consortia, but do include costs invoiced to other consortia.
- Note 11** Amounts owed to the consortium at the end of the year.
- Note 12** Unpaid balances pertaining to the year. E.g. Unpaid wages, vacation pay.
- Note 13** Pertaining to programming planned for subsequent year(s).
- Note 14** Unrestricted Funds represent the net assets (total assets minus total liabilities) less any operating capital reserves for earmarked programming.
- Note 15** Funds earmarked for future operations or programming.
- Note 16** Capital Reserves represents the net assets restricted for future capital expenditures.
- Note 17** Total Accumulated Surplus is the total of operating and capital reserves and unrestricted funds.
- Note 18** Allocated costs are M&I costs that directly benefit a specific conditional grant or cost recovery program controlled by the consortium and that have been credited to Program Cost Allocations (see Note 9). Allocated costs are funded by registration fees, conditional grants, or other cost recovery fees.
- Note 19** Incremental costs are out-of-pocket expenses attributable to specific programs controlled by the consortium, also funded by registration fees, conditional grants or other cost recovery fees. They include costs incurred by participating consortia and reimbursed to them. These other consortia net their reimbursement against their initial expense, thereby zeroing out the expense. This eliminates the duplication of expenses. Where other consortia bill an administration fee in addition to their out-of-pocket costs, miscellaneous revenue should be credited with that portion of the reimbursement.

APPENDIX A: 2012-2013 ERLC ADVISORY COMMITTEE WEB PAGE

Advisory Committees provide collaborative opportunities for input and direction for ERLC professional development programs and plans. They address consortia goals specific to implementation support, leadership capacity and addressing emerging needs.

Consultation for coordinated, collaborative and comprehensive PD design



Image: Districts' Focus for 2013-2014.

ERLC plans learning opportunities based on advice from the region served. Advice and direction is most often received from advisory committee members, district leaders and curriculum coordinators, participant feedback from sessions and education stakeholder's direction and leadership, represented by the consortium board. We strive towards collaborating with as many groups as possible to support being a partner in "adult learning for students' sake."

Programs are based on the most up-to-date PD literature as well as Alberta resources such as *A Guide to Comprehensive PD Planning* and *A Guide to Support Implementation – Essential Conditions*.

About this page

Advisory Committees provide opportunities for input and direction for ERLC professional development programs and plans. Advisory Committees address the following consortia goals:

- To facilitate professional development which supports the **effective implementation** of:
 - Alberta Education Business Plan
 - Jurisdiction and School Education Plans, and
 - curricula, including instruction, assessment and student learning outcomes,
- To promote and support the development of professional development leadership capacity.

Most importantly, Advisory Committees provide a venue for **collaboration** across the region, district to district. District representatives that attend meetings (most often curriculum coordinators and teacher leaders), share the most important part of the meeting is "*district sharing*" and *networking*. During this time, members learn about strategies to support implementation and further develop networks across the region.

APPENDIX B: ERLC DISTRICT CONTACT SURVEY

	SA	A	U	D	SD	NA	Responses
1. The Consortium was effective in helping us address professional development needs identified in our planning documents.	64.7% 11	29.4% 5	5.9% 1	0.0% 0	0.0% 0	0.0% 0	17
2. Professional development facilitated by the Consortium supported effective implementation of curricula.	76.5% 13	17.6% 3	5.9% 1	0.0% 0	0.0% 0	0.0% 0	17
3. The Consortium's coordinating, brokering and/or referral services were effective in helping us access professional development resources.	70.6% 12	17.6% 3	5.9% 1	0.0% 0	0.0% 0	5.9% 1	17
4. The Consortium was effective in helping us meet emerging professional development needs, outside of those identified in our planning documents.	64.7% 11	23.5% 4	5.9% 1	0.0% 0	0.0% 0	5.9% 1	17
5. The Consortium has contributed to the development of professional development leadership capacity within my organization through such regional opportunities as math curriculum facilitators/leaders and professional development leadership capacity support.	70.6% 12	23.5% 4	5.9% 1	0.0% 0	0.0% 0	0.0% 0	17
6. Consortium services are provided at a reasonable cost.	82.4% 14	5.9% 1	11.8% 2	0.0% 0	0.0% 0	0.0% 0	17
7. The Consortium provided good value for the grant dollars they were provided to support implementation of curricula.	88.2% 15	5.9% 1	5.9% 1	0.0% 0	0.0% 0	0.0% 0	17
8. Overall, I was satisfied with the services provided by the Consortium.	76.5% 13	17.6% 3	5.9% 1	0.0% 0	0.0% 0	0.0% 0	17

Survey Comments:

Thank you for your work. As a team you are so skilled at listening and responding to needs.

Thank-you to the staff at ERLC for the work that you do. It is truly appreciated!

My hat goes off to the ERLC team. Without your continued support, small boards would be in a very difficult position to provide their teachers with PD of the quality that are provided by ERLC.

The ERLC team is collaborative and flexible and always looking for creative ways to meet our professional development needs and ways to build capacity.

Thank you for continuing to support the Fort McMurray region with on-site professional development (either virtually or actually). This provides us with services that would otherwise be inaccessible to us. ERLC's continued response to our needs remains one of the important contributors to quality education for our students.



APPENDIX B: ERLC DISTRICT CONTACT SURVEY

Given budget cuts, the cost to attend ERLC pd workshops is overall, not a problem. The bigger issue is paying for substitute teacher costs and this will be an issue in the upcoming year. We appreciate the effort of the consortia over the past several years. You have provided tremendous pd support for teachers, in a way that our jurisdiction could not do.

Over the past eight years, our division has been introduced to many initiatives, that we have implemented, through the ERLC. It has been extremely cost effective for a small division like ours especially when compared with private pd providers that sponsor sessions throughout the province. We know that every dollar is being fully utilized for pd services.

As always, the ERLC is invaluable to small districts such as ours. The calibre of the pd offered is something that we do not have the funds to provide. I especially appreciate the flexibility that is shown and having the mechanism to put forth our needs through the advisory committees. These committees are also a forum where we are able to share ideas and this is so helpful, especially for smaller districts that might only have 1 curriculum coordinator. Val Olekshy and the ERLC team bend over backwards to provide service to the 18 districts in the region. The team is willing to listen to different ideas and to try to make these happen. The team likes to think outside the box, and for that we are grateful.

- *When developing sessions for teachers and leaders, the question is asked by Central Office is "how to we Laura Lipton this?"*
- *Because Central Office staff has used these strategies so extensively and effectively, school leaders are using the same strategies with school staff*
- *Staff who are using Laura's strategies are more prepared, enthusiastic and engaged in their delivery. They are confident that adult learning will take place because the strategies are designed to differentiate for the adult learner.*

Fort McMurray Public, District Leader

I think I am a much better teacher as I have learned how to provide hands on, meaningful, and engaging activities for my students. Working with other people has made me a better coach and I believe it was a critical element in the school division choosing to have me take on a new role of coaching next school year.

Pembina Hills, Teacher



APPENDIX C: ARPDC PROVINCIAL PD LEADERSHIP



Alberta **Regional** Consortia

Coordinated, Collaborative, Comprehensive Provincial Professional Development Leadership

Alberta Regional Professional Development Consortia (ARPDC) is the collective voice of the seven regional consortia. We believe that by facilitating adult learning opportunities, we increase human capital, positively impacting students. The ARPDC is representative of the collective work of the regional Executive Directors and their teams, who report to their respective boards and provide service to school authorities in a region or for a group of school authorities assigned.

During 2012-2013, ARPDC took a leadership role in many provincial initiatives based on direction and grant deliverables provided by Alberta Education. ARPDC provides in-person, as well as synchronous and asynchronous, technology-mediated learning opportunities to support adult learning, relying on consultation from the region to ensure Professional Development (PD) program designs support participants and school authorities' context. Programs are based on our knowledge and expertise of effective professional learning design and delivery, aligned with the Alberta Programs of study and are research sound. In 2012-2013, besides regional PD delivery and implementation support work, the following provincial activities occurred:

- Provincial Pilot Projects / Communities of Practice
- Provincial Projects
- Provincial Conferences
- Technology-mediated Learning Opportunities


The information that follows includes a reporting of the provincial work/input, output, lessons learned and implications for the future of PD design, delivery and implementation support in Alberta.

Provincial Pilot Projects / Communities of Practice

Alberta Education initiates pilot projects to build teacher/district capacity or to evaluate the effectiveness of specific strategies or resources. During pilot projects, the lead regional consortium works collaboratively with Alberta Education and identified jurisdictions. Pilot project deliverables may include design and organization of meetings, professional learning opportunities, administering contracts and communities of practice for individuals participating in the project as well as disbursement of funds to support the pilot project work. All planning becomes a joint effort of Alberta Education and the lead consortium to support pilot participants/school authorities involvement. Some pilot projects used technology to distribute learning.

APPENDIX C: ARPDC PROVINCIAL PD LEADERSHIP

In 2012-2013, Pilot Projects included:

<p>Early Learning – Early Years Evaluation 1 learning opportunity 55 participants in person 1 wiki space created 271 unique views /566 hits</p> <p style="text-align: right;">CARC Lead</p>	<p>Literacy for All – Community of Practice 21 learning opportunities 385 participants in person and online 83 registered users 12 webinars — 198 participants 1 wiki space created — 21,103 unique visitors; 32,742 page views; 6 podcasts 7 videos created to share promising practices based on participants’ learning and sharing</p> <p style="text-align: right;">ERLC Lead</p>
<p>High School Flexibility 5 learning opportunities 497 participants in person</p> <p style="text-align: right;">CARC Lead</p>	<p>Numeracy for All – Community of Practice 3 learning opportunities 108 participants in person and online 836 Interactions to June 2013 1 wiki space created — 25 unique visitors, 8268 page views</p> <p style="text-align: right;">CARC Lead</p>
<p>IEPT Pilot Extension: Logistics arranged for learning opportunities across the province 30 learning opportunities across the province - 674 participants in person 3 webinars - 48 participants</p> <p style="text-align: right;">ERLC Lead</p>	

Lessons Learned Based on Facilitating Pilot Projects:

- Learning stays with the group involved in the pilot.
- Having a dedicated facilitator at the consortium level assists all participants.
- Pilot project design varies depending on grant resources and deliverables.

Implications for Future Pilot Projects Design:

- Identifying ways to share the learning with a broader audience following the pilot.
- Encouraging all pilot projects to use technology to connect participants and develop a community of practice between face-to-face opportunities.
- Consideration of analyzing/comparing pilot project models for use in future pilots.

APPENDIX C: ARPDC PROVINCIAL PD LEADERSHIP

Provincial Projects

Alberta Education requests regional consortium to manage PD design for provincial projects. These projects vary in scope and requirements. Project deliverables can range from setting up a series of learning opportunities across the province, hiring and coordinating provincial team members, or the development of various PD delivery designs using technology. Some projects or grants have technical components like the production of video, development of a website, or the development and administration of a NING. Project/PD design delivery is to the benefit of all school authorities and regions in the province.

<p>FNMI PD Project:</p> <p>3 FNMI Provincial PD Facilitators hired for the purpose of researching, developing and delivering a variety of FNMI-focused PD throughout the province.</p> <p>53 learning opportunities — 1729 participants in person</p> <p>15 advisory team meetings — 203 participants in person</p> <p>123 project meetings for program planning and development and resource development</p>	
<p>FNMI Family, Parent and Community Engagement:</p> <p>15 regional learning opportunities presented by FNMI Branch, logistics arranged by each region;</p> <p>15 learning opportunities in 12 locations with over 452 participants in person</p>	 
<p>Inclusive Education Community of Practice — NING:</p> <p>online Community of Practice 952 members in 12 months</p>	
<p>AISI Networking Grant</p> <p>15 networking applications approved, representing 42 districts, education authorities, charter and private schools involved in a variety of collaborative partnerships</p>	 
<p>Consolidation of Technology</p> <p>21 leadership team meetings between August 2012 and July 2013 with approximately 80 participants in person (4/meeting)</p> <p>19 advisory steering committee meetings between September 2012 and June 2013 for planning and development with approximately 220 participants (12/meeting)</p>	



Lessons Learned Based on Facilitating Provincial Projects:

- A broad range of PD design and delivery is being developed and offered.
- The high cost of the development stage is expending regional consortia infrastructure and not incorporated into project costs. Additional provincial funding for areas such as technology integration would increase ARPDC capacity to distribute learning in a variety of approaches.
- Online materials viewed with great potential for job-embedded learning.

Implications for Future Provincial Projects Design:

- Continue the wide variety of new approaches to distribute learning. (i.e., video and learning guide creation, FNMI Provincial Facilitators providing service to school authorities and band schools, PD module development, Community of Practice on a NING, digital image creation)
- Budget for the resources required to design and record processes for new initiatives for replication by others. (e.g., knowledge management)
- Develop a communication plan to adequately provide awareness and understanding of use of new PD resources.

APPENDIX C: ARPDC PROVINCIAL PD LEADERSHIP

Provincial Conferences

Alberta Education approaches regional consortium to design and deliver provincial conferences based on grant funds available to support implementation. Participants can choose to attend with conference registration costs ranging from no cost to a subsidized fee. Many provincial conferences incorporate technology to distribute the learning and provide accessibility for attendance.

Online Math Symposium	
1 learning opportunity — 23 sites with 214 online participants	
Moore v. BC (Education)	ERLC
2 learning opportunities with 187 online participants	
Promoting Inclusion, Learning and Meaningful Relationships	ERLC
2 learning opportunities with 150 participants	
Strengthening Inclusive and Instructional Practices: Literacy and Numeracy Content	ERLC
2 learning opportunities with 500 participants	
Support for the Congres 2012: Conseil francais	CPFPP
4 learning opportunity with 137 participants	
Teaching Students with Significant Disabilities in Jr and Sr High	ERLC
2 learning opportunities with 166 online participants	ERLC
Using Technologies to Support Literacy for All Students	
2 learning opportunities with 386 participants	ERLC
The Collaborative Problem Solving Approach	
1 webcast learning opportunity with 129 participants face to face and 327 participants online; 9 sites	



APPENDIX C: ARPDC PROVINCIAL PD LEADERSHIP

Lessons Learned Based on Designing and Delivering Provincial Conferences:

- Time to plan and communicate adds to quality of event.
- Access increased when technology was used to distribute learning.
- Access to materials following the conference increased when technology was used to host materials online.

Implications for Future Provincial Conferences:

- Consider setting dates for provincial conferences the year prior so school authorities can budget and schedule accordingly.
- Consider access to attend via technology such as webcasting or videoconferencing.
- Consider follow-up online materials to be developed as part of a comprehensive PD plan to support job-embedded learning opportunities and individual learning.

Technology-Mediated Learning Opportunities

2012—2013 saw an increase in accessibility of learning opportunities for Alberta educators as a result of technology tools that facilitate the distribution of learning. Synchronous learning opportunities provided in-person access via webinars, webcast, and videoconference. Asynchronous learning opportunities, that participants could access at their own time, pace and place, were provided via video, wiki spaces, learning portals and a Community of Practice (NING).

ARPDC successfully merged the regional learning management systems to the new provincial Learning Portal: <http://learning.arpdc.ab.ca/>. A provincial Inclusive Education website provided access points for online learning and a location to host the videos and learning guides was developed <http://www.inclusiveeducationpdresources.ca>. Regional consortium also developed archived learning materials to support job-embedded learning opportunities as well as allowing for individual access to learning.



The joint licensing agreement for the online webinar platform Blackboard Collaborate (Elluminate) was extended for two years. Social networking was introduced with the establishment of a provincial Community of Practice on NING. The initial steps were also taken to re-design and align the provincial ARPDC website and each of the regional sites with the primary intent being accessibility.



APPENDIX C: ARPDC PROVINCIAL PD LEADERSHIP

Synchronous		
Webinars	486 webinars	10,144 webinar participants 7,747 cached views – webinars
	132 meetings	3,552 meeting participants 326 cached views - meetings
Videoconferences	62 sites	347 participants in person 106 participants at remote sites
Webcasts	1 host site 9 remote sites	129 participants at host site 327 participants at remote sites
Tweet-Up High School Redesign	16 biweekly Twitter Conversations	355 participants
Asynchronous — Online Resources		
Wikis: EYE Project, Math 20-1, Social Studies, Literacy for All, Numeracy for All , ERLC PD Resources	6 wikis	17,650 unique users, 27,003 hits 123 pages on the wiki 37,061 page views
Learning Portal	226 courses	8,139 registered users 241,803 page views
Online Community of Practice: Enhancing Inclusive Environments January-August 2013	Social Networking (NING)	952 participants
Videos/Learning Guides Created 2012-2013		59 videos 32 learning guides
Inclusive Education Website		24,697 unique users 57,926 page views
Archived Webinars September 2009-August 2013	1,188 cached webinars 248 cached meetings	31,169 cached webinar hits 1,145 cached meetings hits

Lessons Learned Based on Designing and Delivering Technology-Mediated Learning Opportunities:

- Teachers and school authority leaders appreciated accessibility and the savings of time and travel costs when learning opportunities are provided using technology-mediated delivery.
- Teachers and school authority leaders appreciate the creation of learning guides, discussion guides and other documents to assist educators to use the resources for embedded or personalized PD.

Implications for Future Delivering Technology-Mediated Learning Opportunities:

- Continue exploration of new and emerging technologies to deliver PD.
- Develop communication plans to adequately provide awareness and understanding of use of PD resources.
- Evaluate usage and applicability of PD resources annually, to determine continuation or removal of resources.

APPENDIX C: ARPDC PROVINCIAL PD LEADERSHIP

Consortia Partnerships

ARPDC, through grants based on our goals and expectations from the ministry, collaborates and partners with other PD providers and provincial organizations. Over the past year, ARPDC has established or continued many partnerships with education stakeholders representing board membership: Alberta Education, CASS, ASBA, ASBOA, ASCA, Post-Secondary and ATA. Also, ARPDC has partnered with other organizations such as 2Learn, Alberta PD, AAC, TC², Galileo and publishing companies. These partnerships have resulted in a variety of learning opportunities such as: specific events and projects, resource development, innovative programming and logistical support.

For 2012-2013 Fee for Service Partnerships included:

Event	Service Provided	# of Registrants
ATA Specialist Councils: CTS, MCATA, CF, CARFAC	Registration, Coordination, Delivery	17 events — 643 registrations
CASS Events	Registration	16 events — 1665 registrations
21st Century Symposium	Registration, Coordination	1 event — 303 registrations
ABED — Provincial FNMI Professional Development Strategy	Registration	1 event — 31 registrations
ABED — Supporting Beginning Teachers	Registration	2 events — 68 registrations
AISCA	Registration, Coordination	3 days — 263 registrations
AISI information sessions	Registration, Coordination, Webinars	2 days — 1614 registrations 2 webinars — 25 registrations
Association of Administrative Assistants	Registration	1 event — 48 registrations
ATA Beginning Teacher series	Webinars, Registration	6 events — 65 registrations
ConnectEd Canada Conference	Registration, Event Management	2 days — 828 registrations
IAAP	Registration	1 event — 134 registrations
IV Encuentros de Profesores de Español de Alberta	Registration, Coordination	1 day — 107 registrations
Northern Tier	Registration, Coordination, Event Management, Delivery	11 events — 550 registrations
Research Conference	Registration	1 event — 54 registrations
Rural Education Sustainability Symposium	Webcast, Webinar Registration, Follow-up Survey	1 webcast/webinar site
Shaping the Future	Registration	3 events — 801 registrations

APPENDIX C: ARPDC PROVINCIAL PD LEADERSHIP

Challenges, Celebrations & Trends in Professional Learning

In recent years, the Alberta Regional Professional Development Consortia (ARPDC) has experienced a myriad of changes and complexities as they respond to the goals, initiatives and areas of focus of the Alberta Education Business Plan and the identified professional learning needs of educators and jurisdictions throughout Alberta. The provincial education vision, and recent trends in education, provide a road map for consortia to be responsive and work in a collaborative, coordinated manner, continuing to design and deliver cost-efficient professional learning opportunities to Alberta educators.

We strive to support and prepare educators in Alberta by providing adult learning opportunities designed to support adult learning for students' sake. Consortia accept and celebrate these changes and challenges and have responded by:

- Researching trends and current developments in the field of education, selecting best practices, and sharing this information with our stakeholders.
- Collecting and analyzing data, and utilizing the evidence to collaboratively plan programs responsive to the needs in each region, yet coordinating provincially, specifically when using technology.
- Organizing and supporting coaching cohorts to provide continuous, personalized support to educators as they enhance/refine their educational practice.
- Forming partnerships with a variety of PD providers, or brokering presentations on behalf of regional stakeholder groups.
- Hiring, training, and supervising staff involved in regional and provincial projects, such as the ARPDC FNMI PD Facilitator project.
- Leading, modeling and exploring new learning strategies, such as Communities of Practice (online NING and face-to-face).

The ARPDC shares the vision of Alberta Education and our regional stakeholders to improve the learning of all teachers and other education stakeholders so they can best support student learning.



Clarification or additional information about ERLC services & this Annual Report, please contact:

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This Annual Report can also be viewed on our website at: http://erlc.ca/who/our_history.php

