June 3, 2013

Dear [Redacted]

Re: Your request for access to information under Part II of the Access to Information and Protection of Privacy Act [Our File #: AES/013/2013]

On May 03, 2013, the Department of Advanced Education and Skills received your request for access to the following records:

I am requesting under ATIPPA copies of all briefing notes, information notes, fact sheets, reports, research and consultation completed in making the determination to remove the Adult Basic Education (ABE) program from College of the North Atlantic recently announced in March 2013.

This is to inform you that your request for access to these records has been granted in part. In accordance with your request for a copy of the records, the appropriate copies have been enclosed.

Please note that pages 13-15 of the ABE Program Review Presentation have been fully redacted under Section 20(1)(a), 18(1)(a) and 18(2)(c).

Access to all other responsive records, and/or information contained within the records, has been refused in accordance with the following exceptions to disclosure, as specified in the Access to Information and Protection of Privacy Act (the Act):

Section 18(1)(a) – In this section “cabinet record” means (i) advice, recommendations or policy considerations submitted or prepared for submission to the Cabinet

Section 18(2)(a) – The head of a public body shall refuse to disclose to an applicant a Cabinet record, including an official Cabinet Record

Section 18(2)(c) – The head of a public body shall refuse to disclose to an applicant a Cabinet record, including a supporting Cabinet record

Section 20(1)(a) – The head of a public body may refuse to disclose to an applicant information that would reveal advice, proposals, recommendations, analyses or policy options developed by or for a public body or minister
Information related to the review of the Adult Basic Education Program can also be found in the Business Transformation Report completed for the Department. This is available online at http://www.aes.gov.nl.ca/publications/business_transformation.pdf

As required by subsection 7(2) of the Act, we have severed information that is excepted from disclosure and have provided you with as much information as possible.

Section 43 of the Act provides that you may ask the Information and Privacy Commissioner to review this partial refusal of access or you may appeal the refusal to the Supreme Court Trial Division. A request to the Information and Privacy Commissioner shall be made in writing within 60 days of the date of this letter or within a longer period that may be allowed by the Commissioner.

The address and contact information of the Information and Privacy Commissioner is as follows:

Office of the Information and Privacy Commissioner
34 Pippy Place
P. O. Box 13004, Stn. A
St. John’s, NL, A1B 3V8
Telephone: (709) 729-6309
Facsimile: (709) 729-6500

In the event that you choose to appeal to the Supreme Court, you must do so within 30 days of the date of this letter. Section 60 of the Act sets out the process to be followed when filing such an appeal.

Please be advised that responsive records will be published following a 72 hour period after the response is sent electronically to you or five days in the case where records are mailed to you. It is the goal to have the responsive records posted to the Office of Public Engagement’s website within one business day following the applicable period of time. Please note that requests for personal information will not be posted online.

If you have any further questions, please feel free to contact Janelle Kenway by telephone at 729-7920 or by e-mail at janellekenway@gov.nl.ca.

Yours sincerely,

Darrin Pike
Deputy Minister

Enclosure
Terms of Reference
For
A Review of the Adult Basic Education program

Project Team:

- Daphne Bavis – Senior Manager - LMDA
- Deon Perry – Program Consultant – ABE Levels II and III
- Heather Legge – Program and Policy Development Specialist – Adult Learning and Literacy
- Joseph Hudon – Program Consultant – Adult Learning and Literacy
- Janet Short – Provincial Manager – Career Employment and Youth Services
- Lana Bannister - Regional Manager, LMDA – Western Region

Goal: To identify innovative practices that will result in cost effective delivery of, and financial support for, Adult Basic Education (ABE) in support of providing workers for a fast-growing economy.

Scope: This work will review the delivery of the ABE program, including the processes used in the assessment of clients to determine the required credits to achieve high school equivalency. Inefficiencies with the current assessment and program delivery procedures will be highlighted and recommendations put forward to address same. Student progress, retention and outcomes will be reviewed as well.

The General Education Development (GED) program will also be reviewed to determine its effectiveness in meeting clients’ needs in pursuing employment and training. An inter-jurisdictional review of the delivery models for Adult Basic Education will be conducted, and as well, highlights of previous evaluations of the ABE program will be provided. The review will examine the ABE database being used to capture information on all ABE clients in the public and private training institutions and community agencies.

The review will also examine the financial supports being provided to organizations and ABE clients across various departmental programs including Labour Market Development Agreement, Labour Market Agreement, Career Employment and Youth Services and Income Support, to identify variances in funding supports and recommend a standardized response to the financial supports being provided for ABE across the department.

Reporting and monitoring practices of organizations and clients being supported for ABE will be reviewed and recommendations made on best practices for reporting and monitoring to increase retention in, and successful completion of, the ABE program.
Terms of Reference
For
A Review of the Adult Basic Education program

Deliverables:
- To provide an overview of current Adult Basic Education participation, retention and successful completion in NL
- To provide information on current ABE program delivery practices and highlight programming issues to be addressed
- To provide information on ABE delivery models in other jurisdictions and highlights of previous evaluations of ABE programming
- To recommend alternative approaches to the current program delivery model that will result in more efficient and effective delivery of ABE programming
- To provide information on the GED process and its application for addressing high school equivalency requirements
- To provide information on the financial supports being provided to organizations and individuals from the various departmental programs
- To recommend a standardized response to the needs of individuals in the provision of supports across departmental programs for participation in ABE programming, including a Return on Investment model for ABE programming that considers labour market attachment.
- To identify best practices in reporting and monitoring practices of ABE clients to enhance student retention and increase the level of successful completion of the ABE program and labour market attachment; and
- To develop an implementation plan for recommendations made for enhancements to ABE programming.

Time Frames – reporting
- Regular Updates – submission of minutes of meetings of Working Group
- Interim report – December 15, 2012
- Review completed and final report prepared by January 15, 2013

Meetings
- Working Group – Weekly scheduled meetings
- Business Transformation Working Group – John Noseworthy lead – every three weeks
- Directors – LMD, Adult Learning and Literacy and Institutional Services – at call of Directors
- Deputy Minister – at call of Deputy Minister
Program Review
Adult Basic Education (ABE)
Next Steps: Budget 2013
- FPT Scan
- NL Student Supports
- NL ABE Program

Analysis to Date

ABE Review: Project Scope
- Clients
- Budget 2011-12
- Statistics
- Overview

Overview
Your community-based organizations
- Level I also delivered in classroom format by
  college and community-based organizations
- In a classroom through public and private
delivery

- Level III: corresponds to grades 10-12
- Level II: similar to grades 7-9
- Level I: basic literacy and numeracy

Provincial curriculum

ABE Program: Overview
Students can be enrolled in multiple ABE levels within an academic year.

- High school equivalency
  - Levels II/III: 70-80% exit the program before earning Level III before completion
  - Level I: 32% of community-based ABE students exit program

- Attrition
  - Annually, 30% of ABE (since 2003)
  - On average, students complete ABE in 5 yrs

- Completion
  - Level III: 1,434 students
  - Level II: 583 students
  - Level I: 148 students

Average annual enrollment (since 2003)
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<tr>
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<tr>
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<td>Income Support</td>
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<td>($1,213,760)</td>
<td>Grants: Community Groups Programming</td>
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<tr>
<td>$8,658,479</td>
<td>Program Funding and Operational Support</td>
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</table>

ABE Program: Budget 2011-12
Poverty
- Linguistic and cultural barriers
- Isolation
- Disabilities

Challenges
- Often experience multiple, interrelated
- Within the labour market
- Limited capacity to attach and advance

ABE Program: Clients
Gram delivery
the most cost effective approach to ABE pro
Goal: Generate innovative approaches to determine

Conduct a FTP scan
Explore connections with other initiatives
Conduct in-depth analysis of student supports
Review ABE Program

ABE Review: Project Scope
Explore connections with other initiatives

Review past evaluations of ABE Program

- 3-Yr period: 2009-2012

Student outcomes

Determine rates of student progress and associated costs

Examine ABE delivery methods and

Analysis to Date: NL ABE Program
Barriers to ABE participation
- Lack of discretionary resources
- Variability of supports

Review past government consultation data

- Income Support
- CEGS
- LMDA/MLA

Supports to ensure optimal cost/benefit

Conduct in-depth analysis of student

Analysys to Date: NL Student Supports
Partnerships

Students Supports

Delivery agents

Purpose of Programming

E.g. number of levels

Structure of Programming

Topics of interest include:

other ABE models and practices

Conduct in-depth EPF consultation on

Analysis to Date: EPF Scan
Hi Daphne,

Attached is the presentation that will provide an overview of the project/review, as well as the table which outlines the objectives and activities. Any questions please let me know. To assist I’ve outlined some of the acronyms used in the document below:

PD: Paul Dinn  
CEW: Candice Ennis Williams  
HL: Heather Legge  
CB: Christine Boland  
DN: Decision Note  
TBD: To be determined  
CMA: Core Mandate Analysis  
PTIs: Private Training Institutions  
SALP: Strategic Adult Literacy Plan  
IS: Income Support  
CNA: College of the North Atlantic  
MOU: Memorandum of Understanding  
GED: General Education Development  
ABE: Adult Basic Education  
PT: Provincial/Territorial

Christine

Christine Boland  
Postsecondary Program and Policy Development Specialist  
Institutional Services Division  
Department of Advanced Education and Skills  
Government of Newfoundland and Labrador  
p. (709) 729-2456  
f. (709) 729-3590
Hi Walt,

As requested by Marilyn at our meeting last week, please find attached the Terms of Reference for the review of the Adult Basic Education program. I have met briefly with the working group and we have another meeting scheduled for Wednesday, October 17th to review previous work completed on this project and further develop the action plan for this group.

As discussed, I will provide you with updates through the minutes from our meetings. An interim report will be made available as of November 15th with the final report planned for January 15th, 2013.

I look forward to continuing the work started by Candice and Paul on this initiative and am available at your convenience to discuss.

Daphne Bavis  
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Labour Market Development Agreement  
Dept. of Advanced Education and Skills  
Government of Newfoundland and Labrador  
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