



# Central Alberta Regional Consortium

*Working Together: Making a Difference*

Promoting student achievement and school improvement through professional development.

## ***CARC Regional Curriculum Implementation Report 2014 - 2015***

Alberta Education provided a grant to the Central Alberta Regional Consortium (CARC) to support Curriculum Implementation and identified priorities of the Department. For the 2014 – 2015 school year, a one-year grant of **\$353,305** was provided for the areas of implementation work. CARC, in consideration of the ARPDC goals, regional and provincial priorities, and the needs of Zone 4 school authorities, worked collaboratively with regional advisory committees (comprised of representatives from school authorities and others as appropriate), Alberta Education staff and other Consortia to develop plans, strategies and opportunities to meet provincial and locally identified needs in congruence with provincial direction.

[www.carcpd.ab.ca](http://www.carcpd.ab.ca)

Submitted to Alberta Education  
by  
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## CARC Regional Curriculum Implementation Support 2014 - 2015

*Going forward, implementation may be more broadly defined to include assessments and learning and teaching resources, and will encourage a model of continuous improvement and a system of excellence. Successful implementation is possible when education stakeholders share responsibility to address the essential conditions of shared vision, leadership, research and evidence, resources, teacher professional growth, time and community engagement.*

1. Each Consortium, in consideration of the ARPDC goals, regional and provincial priorities, and the needs of school authorities, will work collaboratively with Regional Advisory Committees (comprised of representatives from school authorities and others as appropriate), Alberta Education staff and with one another to develop plans, strategies and opportunities to meet provincial and locally identified needs in congruence with provincial direction. To promote effective provincial planning and reporting, relative consistency and clarity for working in all seven Consortia, a common Provincial Plan to Support Curriculum Redesign, will be developed and submitted to Alberta Education. (Deliverables A, D)

STRATEGIES (How and What)	MEASURES To be used with all strategies in this deliverable	Results (Quantitative)	Results (Qualitative)
<p><b>CARC staff will:</b></p> <ul style="list-style-type: none"> <li>- identify regional needs related to all deliverables in the grant through meetings with Alberta Education and school authorities, as well as teacher needs assessments</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provincial and regional needs are identified:</b> <ul style="list-style-type: none"> <li>❖ Joint ATA-Consortium (Teacher) Needs Assessments</li> <li>❖ Alberta Education Consultations</li> <li>❖ Learning Opportunity Participants Survey data (Short Term/Long Term)</li> </ul> </li> <li>• <b>Documentation detailing availability of learning opportunities</b></li> <li>• <b>Development of Regional Plan</b></li> <li>• <b>School authorities and Advisory Committee Consultations</b> <ul style="list-style-type: none"> <li>❖ Face-to-face; online; technology-mediated learning opportunities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Spring 2013 electronic survey administration was completed by <b>478</b> educators in all of the <b>8</b> school jurisdictions in Zone 4</li> </ul>	<p><b>Needs Assessment Survey</b></p> <ul style="list-style-type: none"> <li>- The top three reasons that limit teacher participation in Professional Development (in order of priority choice) are:           <ol style="list-style-type: none"> <li>a) Time away from students (57%)</li> <li>b) Cost of Registration (28%)</li> <li>c) Cost of travel/accommodation (28%)</li> </ol> </li> <li>- The top four areas of focus for Professional Development in the next two years:           <ol style="list-style-type: none"> <li>a) Differentiated Learning and Instruction (24%)</li> <li>b) Literacy (22%)</li> <li>c) Infusion of Technology in Instructional Delivery (20%)</li> <li>d) Inclusive Education (16%)</li> </ol> </li> </ul>

<p><b>Continued:</b></p> <ul style="list-style-type: none"> <li>- identify regional needs related to all deliverables in the grant through meetings with Alberta Education and school authorities, as well as teacher needs assessments</li> </ul>		<ul style="list-style-type: none"> <li>- 7 Zone Think Tank meetings were held</li> <li>- 4 French Advisory meetings were held</li> <li>- 4 Support Staff Advisory meetings were held</li> <li>- 5 Learning Commons Advisory meetings were held</li> <li>- 1 Curriculum Coordinator meeting held</li> <li>- 4 Zone CASS meetings attended</li> </ul>	<p><b>Advisory Meetings</b></p> <ul style="list-style-type: none"> <li>- District Curriculum leaders indicated a very high satisfaction level for: <ul style="list-style-type: none"> <li>- opportunities to collaborate</li> <li>- sharing and learning more about provincial directions</li> <li>- learning more about other District plans and activities</li> <li>- providing direction to CARC for learning opportunity planning</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>- work collaboratively to develop a common Regional Plan (considering provincial opportunities) that meets the identified local needs</li> </ul>		<ul style="list-style-type: none"> <li>- ARPDC Provincial Plan submitted November, 2014</li> <li>- Regional Plan submitted in November, 2014</li> </ul>	
<ul style="list-style-type: none"> <li>- explore opportunities to develop collaborative strategies across ARPDC that meets the needs of the region</li> </ul>		<ul style="list-style-type: none"> <li>- 17 Executive Director meetings were held (13 face-to-face and 4 online)</li> </ul>	<p>ARPDC Executive Directors discussed possible sessions, shared information on speakers, collaborated on provincial tours, shared consultants and created an online space to share presentation materials among Consortia staff.</p>
<ul style="list-style-type: none"> <li>- be flexible to encompass emerging needs throughout the year</li> </ul>		<ul style="list-style-type: none"> <li>- Month at a Glance produced to communicate events</li> <li>- Weekly promotional emails sent to District contacts</li> <li>- 256 learning opportunities were planned (32 cancelled) for <b>3,860 participants</b></li> </ul> <p><b>Session Survey Results:</b></p> <ul style="list-style-type: none"> <li>- 98.93% (1,373 people) felt they increased their awareness and understanding level</li> <li>- 98.43% (1,369 people) felt they were actively involved in the learning opportunity</li> <li>- 97.99% (1,366 people) felt they received strategies they would integrate following the learning opportunity</li> <li>- 99.51% (1,377 people) felt they had an opportunity to reflect on their practice and what could be enhanced</li> <li>- 99.64% (1,378 people) felt the learning opportunity was provided at a reasonable cost</li> </ul>	<p><b>Sessions were added on an “as requested”, “as needed” or “as directed” basis throughout the year. Districts indicated:</b></p> <p><i>“The Central Alberta Regional Consortium (CARC) is focused on helping us impact learning in our classrooms. The approach is responsive: CARC utilizes survey results and regular consultation with instructional leaders across Zone 4 in order to design accessible professional development that meets our needs.”</i></p> <p><i>“I have also found that any requests for new sessions are met with great enthusiasm because they are always working hard to find ways to increase the professional capacity in Zone 4.”</i></p>

**ANALYSIS:**

- Collaboration was very strong within Zone 4. Curriculum leaders met regularly to plan and, at times, deliver Zone sessions. Advisory Committees assisted in setting direction for the learning opportunities to be provided.
- Most Districts were represented at each of the Advisory Committee or Think Tank meetings. Meeting minutes were provided to ensure all were kept up to date.
- The Regional Teacher Professional Learning Needs Assessment results were utilized for planning learning opportunities and the results were also provided to School Districts and School District ATA PD chairs.
- Collaboration among Consortium staff was strong through sharing of ideas, information, materials and expertise.
- Consistent themes arising from surveys of teachers, school and District leaders centre on the need to provide support for the challenge of educating all students in today's increasingly-diverse classrooms. Focus areas include differentiation, inclusion, the need to promote and enhance connections and relationships with students, and realizing the promise of educational and assistive technologies.
- Equally consistent themes emerge from questions inquiring about roadblocks or impediments to professional learning; time and funding are both in finite supply, and teachers are keenly aware of the need to balance time away from the classroom with professional growth needs.



2. The Consortia will develop processes and tools to assist school authorities in the school authorities' implementation processes and for the collection, tracking and reporting of "evidence" (including the change in culture required for the implementation of the policy changes (e.g., student focus) as envisaged by Inspiring Education. This includes student, parent, teacher, community engagement as part of implementation as idealized. The Consortia will work with and model the following documents: "A Guide to Comprehensive Professional Development Planning" and "A Guide to Support Implementation: Essential Conditions". (Deliverable E)

STRATEGIES (How and What)	MEASURES To be used with all strategies in this deliverable	Results (Quantitative)	Results (Qualitative)
<p><b>CARC staff will:</b></p> <ul style="list-style-type: none"> <li>- develop plans and processes that reflect change management elements and cultural shifts required for transformational change</li> </ul>	<ul style="list-style-type: none"> <li>• Plans created</li> <li>• Documentation detailing availability of learning opportunities</li> <li>• Learning Opportunity Participants Survey data (Short Term/Long Term)</li> <li>• Face-to-face; online; technology-mediated learning opportunities</li> <li>• Materials created and available</li> </ul>	<ul style="list-style-type: none"> <li>- Through Zone 4 Think Tank meetings and other Advisory Committee meetings, CARC facilitated discussions for Districts to explore the necessary change management elements to create the desired change (Competencies, CTF, Learning Commons, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Participants appreciated structured opportunities to collaborate on transforming their practice. <i>"I walked out the door with 90% of a PBL unit planned and ready to execute. Was the first unit I covered with my new class of grade 12's. Some of the BEST PD I have completed ever."</i></li> </ul>
<ul style="list-style-type: none"> <li>- provide professional learning opportunities to support curriculum implementation and to meet local needs as identified by advisory committees</li> </ul>		<ul style="list-style-type: none"> <li>- 256 learning opportunities were planned (32 cancelled) for <b>3,860 participants</b></li> <li>- 26 Advisory meetings held</li> </ul>	<ul style="list-style-type: none"> <li>- District contacts have indicated a high rate of satisfaction with assistance in curriculum implementation. <i>"This provides for a cost-effective approach with a flexible delivery model: planning and delivering workshops; providing embedded PD to teachers in classrooms; supporting the introduction or implementation of Alberta Education curriculum or initiatives; and organizing international symposiums based on relevant learning research and practices."</i></li> </ul>
<ul style="list-style-type: none"> <li>- provide opportunities for teachers and other educational leaders to have access to professional learning supports</li> </ul>		<ul style="list-style-type: none"> <li>- 206 learning opportunities were face-to-face</li> <li>- 9 learning opportunities were technology-mediated</li> <li>- 8 learning opportunities were meetings related to the specific strategies of the grant</li> <li>- 1 learning opportunity was conference formatted</li> <li>- 32 learning opportunities were cancelled due to low enrolment</li> </ul>	<ul style="list-style-type: none"> <li>- Session surveys indicated registrants were pleased with the variety of offerings and the content provided. <i>"You taught an old dog a new trick."</i> <i>"My good friend went to this PBL session in January and told me it was the best PD she had ever been to and that I had to go. She is a gifted music teacher who already does amazing things with her classes so when she said the session was THAT valuable I signed up. She was right. Best PD I've ever had. I'm inspired about teaching again!"</i></li> </ul>

<p><b>Continued:</b></p> <ul style="list-style-type: none"> <li>- assist educators with understanding components of new curriculum and their roles and responsibilities in implementation</li> </ul>		<p><b>Session Survey Results:</b></p> <ul style="list-style-type: none"> <li>- <b>98.93%</b> of survey respondents (1,373 participants) indicated that they had increased their awareness and understanding of the content in their learning opportunity</li> <li>- <b>97.99%</b> of survey respondents (1,366 participants) indicated that they received strategies to implement or integrate into their classrooms or schools</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Sessions organized specifically around curriculum were designed to include hands-on components that enabled teachers to collaboratively work on planning and developing new resources to take back to the classroom.</b>  <i>"It made me rethink some of the literacy strategies I was using and improve them to reach a greater group of students and ensure their success with reading and writing."</i>  <i>"Amazing session - I'm glad I attended. One of the best sessions in a long time. New info, lots of classroom ideas and ways to implement them!!"</i> </li> </ul>
<ul style="list-style-type: none"> <li>- enhance educators understanding of their leadership responsibilities, as they relate to curriculum implementation</li> </ul>			<ul style="list-style-type: none"> <li>- <b>Leadership teams often attend together, and leave with common plans and protocols to pursue.</b>  <i>"Because all of our principals attended the session, we debriefed at our Principals' meeting the following week and talked about what each principal was doing in their school relative to this training."</i> </li> <li>- <b>Commentary around instigating both cultural and structural changes in schools to support new programs, such as RTI, HS Redesign, etc.</b>  <i>"Have begun to speak up more about doing what is 'right' and in the best interest of our students. I have been trying to have those difficult conversations."</i> </li> <li>- <b>Administrators indicated greater awareness with staff dynamics and recognized the need to address the behaviours that interfere with positive school environment.</b>  <i>"I appreciate the opportunity to reflect on how I can change my behaviour in order to influence the culture of my buildings. I also really gained an appreciation of the mindset others may have."</i> </li> </ul>
<ul style="list-style-type: none"> <li>- co-create materials to share with school authorities to support curriculum implementation</li> </ul>		<ul style="list-style-type: none"> <li>- Competency posters provided to <b>all</b> schools in Zone 4</li> <li>- Competency calendars provided to registrants of many learning opportunities</li> <li>- Competency cards printed for <b>all</b> Districts with an option to reprint for a nominal cost</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Participants appreciate the visuals (posters) and classroom tools (cards).</b>  <i>"We worked with the CCC Materials to get a deeper understanding."</i> </li> </ul>

**ANALYSIS:**

- School Districts appreciated the materials and processes developed by ARPDC and by CARC. The developed materials can be seen across Zone 4 schools and classrooms.
- Participants noted that collaboratively working with the new ideas in context helped them to transform their practice. Additionally, several indicated a desire for ongoing follow-up sessions to revisit, review, and reflect on the efficacy of their implementation.
- Comprehensive planning to address layers of leadership imperatives and perspectives (teacher, school, and District) supported a consistent focus on transformative change management.
- Themes that emerge from discussions with advisory and focus groups indicate an awareness of the need for more systemic professional development; facilitating the work of professional learning teams, enhancing leadership development at all levels, and offering a variety of flexible learning opportunities in response to articulated jurisdiction needs.
- Efforts to create a greater overall coherence in the supports offered are resulting in more networked opportunities; professional learning is enhanced when leadership is primed to manage the culture and structures that can inhibit change, when teachers are equipped with the knowledge and skills to move forward, and when materials and timely supports are made readily available.



3. Where applicable, the Consortia will collaborate with, share expertise and resources with, and secure the resources and services of other professional learning providers and stakeholders (e.g., AAC, 2Learn, ATLE, Galileo/Alberta post-secondary institutions, ATA, and select school authorities) in the planning and development as well as in the coordination of program offerings and supports. (Deliverable F)

STRATEGIES (How and What)	MEASURES To be used with all strategies in this deliverable	Results (Quantitative)	Results (Qualitative)
<p><b>CARC staff will:</b></p> <ul style="list-style-type: none"> <li>- identify provincial learning needs that could be met by collaborating with professional learning providers and stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identification of needs that can be collaboratively met</b></li> <li>• <b>Partnerships and collaborations explored</b></li> <li>• <b>Learning Opportunities designed and delivered with partners</b></li> </ul>	<ul style="list-style-type: none"> <li>- 2 discussions were held with AAC</li> <li>- 5 discussions were held with the ATA Provincial</li> <li>- Participated in 2 Zone 4 CASS meetings</li> <li>- Attended ATA Fall and Spring PDAC</li> <li>- Participated in 5 CATCA meetings</li> <li>- Held 1 Curriculum Coordinator meeting</li> <li>- 1 Provincial Regional Collaborative meeting attended</li> <li>- 5 Regional meetings attended with the Central Alberta Regional Collaborative</li> </ul>	<ul style="list-style-type: none"> <li>- CARC maintains a working presence on several committees in order to contribute to overall coherence of the various initiatives and offerings from partner organizations.</li> </ul>
<ul style="list-style-type: none"> <li>- explore potential partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings</li> </ul>		<ul style="list-style-type: none"> <li>- Informal meetings and discussions have occurred with some PD partners</li> <li>- Exploratory sessions planned to leverage other partners:</li> <li>- Met with RDPSD Local ATA PD committee to communicate and explain the role of CARC in the Zone 4 PD landscape</li> <li>- Met with ATA Region D to explain the role that CARC could play in their PD planning</li> </ul>	<ul style="list-style-type: none"> <li>- CARC continues to collaborate with partner organizations to share contacts, information, and work to provide aligned services to stakeholders in Zone 4.</li> </ul>
<ul style="list-style-type: none"> <li>- design and deliver professional learning opportunities to capitalize on the resources of partners</li> </ul>		<ul style="list-style-type: none"> <li>- 1 ATA session organized</li> <li>- 4 sessions provided to Teachers Conventions</li> <li>- 3 sessions organized with the Central Alberta Regional Collaborative Service Delivery group</li> </ul>	<ul style="list-style-type: none"> <li>- CARC brings operational and logistical experience to the table when organizing professional learning opportunities that are supported by partner organizations.</li> </ul>

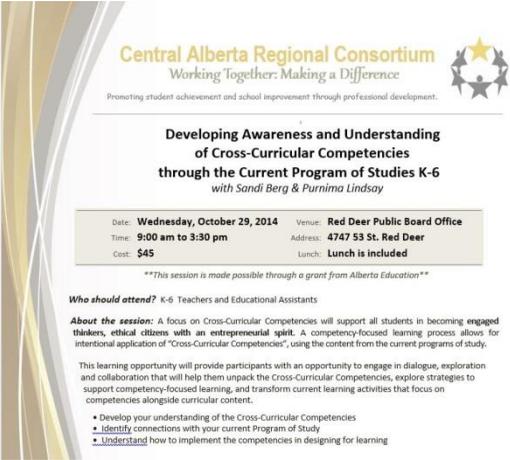
**ANALYSIS:**

- There were some partnerships explored with success, but often it was not seen as beneficial to partners (for instance, many Districts belong to AAC and can access their services at a District level).
- Discussion with other partner organizations were valuable in order to understand priorities and plans and to share how CARC can assist with their needs.
- At times the partners offered to present learning opportunities, but the costs associated were too high.
- Partnering with the Central Alberta RCS (Regional Collaborative Services Delivery) to provide sessions was very beneficial to Zone 4 school Districts.
- Every partner organization has their own role to fulfil, which makes it difficult to find areas of mutual benefit to explore efficiently. That being said, the collaboration is nonetheless worthwhile, even when it doesn't always produce tangible results. Although each collaboration may not produce a viable product, the ultimate goal is to provide coherent, valuable services to our Zone 4 stakeholders; collaboration with partner organizations contributes to the overall communication and understanding of local needs.

4. The Consortia will provide scheduled professional learning sessions that are collaboratively planned as a joint effort of the Consortium staff and the Alberta Education staff that continue to build awareness and understanding of:

- Curriculum Redesign
  - › Cross-Curricular Competencies
  - › Literacy and Numeracy Benchmarks
  - › Understanding Curriculum Redesign Intent
  - › Curriculum Standards
- Revised Programs of Study
- Other curriculum/program of studies according to Alberta Education’s direction and advice

STRATEGIES (How and What)	MEASURES To be used with all strategies in this deliverable	Results (Quantitative)	Results (Qualitative)
<p><b>CARC staff will:</b></p> <ul style="list-style-type: none"> <li>- collaboratively develop ‘needs-based’ professional learning opportunities, professional development resources and facilitation guides</li> </ul>	<ul style="list-style-type: none"> <li>• Development of Professional Learning opportunities, resources and facilitation guides</li> </ul>		
<ul style="list-style-type: none"> <li>- identify provincial learning needs that could be met through ARPDC collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in Alberta Education “Train the Trainer” opportunities</li> <li>• Materials provided to School Districts</li> </ul>	<ul style="list-style-type: none"> <li>- 17 Executive Director meetings were held (13 face-to-face and 4 online)</li> </ul>	<p>ARPDC Executive Directors discussed possible sessions, shared information on speakers, collaborated on provincial tours, shared consultants and created an online space to share presentation materials among Consortia staff.</p>
<ul style="list-style-type: none"> <li>- plan, develop, organize, deliver and broker a wide range of job-embedded, just-in-time learning opportunities. (e.g. technology-mediated communities of practice, face-to-face, blended, online professional development resources, in-classroom coaching)</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Opportunity Participants Survey data (Short Term/Long Term)</li> <li>• Types of technology used to distribute learning</li> <li>• Types of learning opportunities to support ongoing learning</li> <li>• Promotional materials developed</li> </ul>	<ul style="list-style-type: none"> <li>- 6 meetings held with District Curriculum leaders</li> <li>- Provincial and Regional Implementation plans developed</li> <li>- 1 Zone planning meeting occurred</li> <li>- 2 Zone level sessions delivered</li> <li>- 21 competency learning opportunities planned</li> <li>- 2 Literacy and Numeracy Benchmarks sessions planned</li> <li>- Consultants available to Districts for District level “awareness and understanding” learning opportunities</li> </ul>	<p>CARC Consultants engaged in a variety of ‘elbow-to-elbow’ push-in assistance models this year; everything from modeling or peer observation to team teaching and planning activities. Participants indicated that they really benefitted from this type of assistance, particularly in that it put ‘new eyes’ into their existing situation and brought the research to the practice.</p> <p><b>Districts indicated:</b></p> <p><i>“CARC has provided in-school and onsite professional development that is extremely helpful to rural boards. Some of our school communities are over 2 hours away from Red Deer, so the bringing the professional development to our rural communities has been beneficial in our growth.”</i></p>

<p><b>Continued:</b></p> <ul style="list-style-type: none"> <li>- provide materials for Districts to use in their staff curriculum redesign work (posters, baseball cards)</li> </ul>		<ul style="list-style-type: none"> <li>- Competency posters provided to <b>all</b> schools in Zone 4</li> <li>- Competency calendars provided to registrants of many learning opportunities</li> <li>- Competency cards printed for <b>all</b> Districts with an option to re-print for a nominal cost</li> </ul>	<p>Posters, cards, and calendars started appearing on bulletin boards throughout Zone 4 schools. It is a rare teacher in our Zone who has not had opportunity to reflect on how schools can be focused to help students develop these lifelong competencies.</p>
<ul style="list-style-type: none"> <li>- refine feedback mechanisms, tools and strategies for measuring the impact and effectiveness of professional learning opportunities and subsequent follow-up activities</li> </ul>		<ul style="list-style-type: none"> <li>- <b>35.78%</b> of participants (1,381 surveys) completed learning opportunity feedback surveys</li> <li>- <b>5.05%</b> of participants (195 surveys) completed impact surveys completed one month following learning opportunities</li> </ul>	<p>Teachers are able to give CARC feedback using a variety of modalities; electronic surveys, on-paper responses, interviews of conversations. We solicit their opinions and use those to enhance our practice.</p>
<ul style="list-style-type: none"> <li>- use emerging technologies to increase variety for adults to learn synchronously and asynchronously</li> </ul>		<ul style="list-style-type: none"> <li>- <b>5</b> webinars were created on competencies for educators to learn synchronously and asynchronously</li> </ul>	<p>Teachers are able to access and replay archived webinars asynchronously, at any time, in any place with broadband internet access.</p>
<ul style="list-style-type: none"> <li>- ensure CARC acknowledges funding support from Alberta Education on marketing and promotional materials related to learning opportunities</li> </ul>		<ul style="list-style-type: none"> <li>- <b>100%</b> of advertisement for sessions covered under this grant indicated: <i>**This session is made possible through a grant from Alberta Education**</i></li> </ul>	
<ul style="list-style-type: none"> <li>- meet with District Advisory Committee to determine their plans and needs</li> </ul>		<ul style="list-style-type: none"> <li>- <b>7</b> Zone Think Tank meetings were held</li> <li>- <b>4</b> Support Staff Advisory meetings were held</li> <li>- <b>5</b> Learning Commons Advisory meetings were held</li> <li>- <b>1</b> Curriculum Coordinator meeting held</li> <li>- <b>4</b> Zone CASS meetings attended</li> </ul>	<p>Zone Think Tank meetings are unique in that they are geared to allow CARC to mine for areas where we can provide assistance, but also because they provide a venue for Zone Curriculum leaders to share their work, and to help each other move forward with common initiatives.</p>
<ul style="list-style-type: none"> <li>- develop a menu of opportunities for Districts to choose from for regional sessions, District sessions or school-based sessions</li> </ul>		<ul style="list-style-type: none"> <li>- A Menu of Learning Opportunities (offered for Zone, District or school level) was developed by CARC consultant staff and this list was revised and distributed to Zone 4 curriculum leads <b>three</b> times during the school year</li> </ul>	
<ul style="list-style-type: none"> <li>- create presentations and materials for Districts to use in their implementation of curriculum redesign</li> </ul> <p><b>Competency-Based Instruction</b></p> <ul style="list-style-type: none"> <li>- <i>What changes are needed for teacher practice?</i></li> <li>- <i>Instructional and assessment strategies</i></li> </ul>		<ul style="list-style-type: none"> <li>- A space on the ARPDC learning portal was created for Consortium staff to post session presentation and materials for all Consortia staff to utilize</li> <li>- CARC consultants modelled presentations and created materials for all Districts to utilize</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Incorporating competencies into existing teaching practice was appreciated; nobody had to wait for a new curriculum to start addressing this work.</b> <i>"I really enjoyed that you provided time for meaningful, directed discussions with colleagues. I also liked the opportunity to plan with a grade partner. We had to make decisions on the information. Really helped to cement the learning."</i></li> </ul>

<p><b>Literacy and Numeracy Benchmarks</b></p> <ul style="list-style-type: none"> <li>- What are benchmarks?</li> <li>- What are the draft benchmarks?</li> <li>- What does this mean to instruction and assessment?</li> </ul> <p><b>Cross-Curricular Instruction</b></p> <ul style="list-style-type: none"> <li>- What does this look like?</li> </ul>			<p>- Teams felt that hands-on practice with benchmarking instruments and process helped to solidify the learning.</p> <p><i>“Benchmarking’ with my grade 1 team provided some great discussions. This is an extremely valuable process for growing both awareness of student strengths and for analyzing efficacy of instruction.”</i></p> <p>- Participants appreciate the visuals (posters) and classroom tools (cards).</p> <p><i>“We worked with the CCC Materials to get a deeper understanding.”</i></p>
<p><b>Redesign PD on Demand:</b></p> <ul style="list-style-type: none"> <li>- provide sessions as requested (regional, District and school based) on the foundations for Curriculum Redesign</li> </ul>		<ul style="list-style-type: none"> <li>- <b>21</b> learning opportunities were planned on competencies (1 cancelled) for <b>282 participants</b> <ul style="list-style-type: none"> <li>- Including <b>14</b> District sessions and <b>5</b> webinars</li> </ul> </li> <li>- Regular updates were provided to Zone 4 Curriculum leaders by those individuals involved in the proto-typing process</li> </ul>	

**ANALYSIS:**

- As a Zone, Curriculum leaders decided to focus on awareness and understanding at a District and School Leadership level. Learning opportunities were developed, modeled through workshops, and then shared to promote a cascade model for professional development. Various workshops included Trustees, Parents, ATA PD Chairs, Central Office Staff, School Leadership and Teachers.
- Post learning opportunity surveys indicate that all participants felt they developed an understanding of Alberta Curriculum Redesign.
- CARC Learning Opportunities are collaborative and provide opportunities for participants to build professional relationships with each other. Participants appreciate the opportunity to collaborate, share, and help each other reflect on their evolving understandings.
- We do not have data to identify how School Districts and schools were able to work with their stakeholder groups.
- CARC staff embedded Curriculum Redesign foundations into their workshops and presentations; 30-day Impact Assessments indicate that these sessions provided high-value, integrated learning opportunities focused on the nature of Curriculum Redesign and tuned to the needs of participants.
- Speakers were provided information related to Curriculum Redesign foundations so they could embed concepts into their presentations.
- CARC staff worked with external speakers to align their presentations and materials in support of Inspiring Education and Curriculum Redesign initiatives.

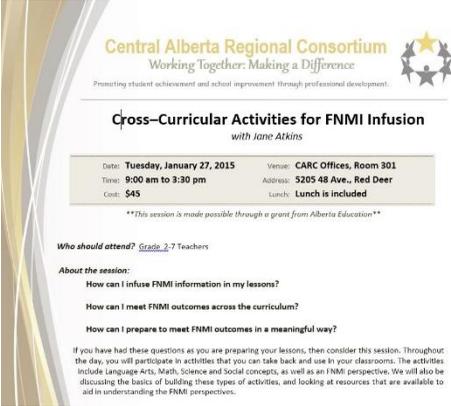
5. Provide scheduled professional learning sessions in the following areas:

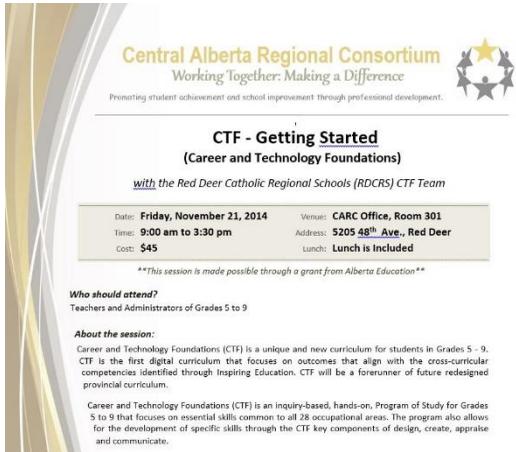
- Curriculum Redesign
- Student Learning Assessments
- First Nations, Metis and Inuit
- Mathematics

- Inclusive Education
- Career and Technology Foundations
- High School Credentialing
- Learning Commons Policy

STRATEGIES (How and What)	MEASURES To be used with all strategies in this deliverable.	Results (Quantitative)	Results (Qualitative)
<p><b>CARC staff will:</b></p> <ul style="list-style-type: none"> <li>- determine needs of school Districts and teachers related to these areas through meetings, discussions and surveys</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Regional learning needs identified</b></li> <li>• <b>Face-to-face; online; technology-mediated learning opportunities</b></li> <li>• <b>Collaboration with Alberta Education occurred</b></li> <li>• <b>Learning Opportunity Participants Survey data (Short Term/Long Term)</b></li> <li>• <b>Types of technology used to distribute learning</b></li> </ul>	<ul style="list-style-type: none"> <li>- Spring 2013 survey administration was completed by <b>478</b> educators</li> <li>- <b>7</b> Zone Think Tank meetings were held</li> <li>- <b>4</b> French Advisory meetings were held</li> <li>- <b>4</b> Support Staff Advisory meetings were held</li> <li>- <b>5</b> Learning Commons Advisory meetings were held</li> <li>- <b>1</b> Curriculum Coordinator meeting held</li> <li>- <b>4</b> Zone CASS meetings attended</li> </ul>	
<ul style="list-style-type: none"> <li>- identify regional and provincial learning needs that could be met through ARPDC collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Types of learning opportunities to support ongoing learning</b></li> <li>• <b>Promotional materials developed</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>17</b> Executive Director meetings were held (13 face-to-face and 4 online)</li> </ul>	<p>ARPDC Executive Directors discussed possible sessions, shared information on speakers, collaborated on provincial tours, shared consultants and created an online space to share presentation materials among Consortia staff.</p>
<ul style="list-style-type: none"> <li>- plan, develop, organize, deliver and broker, in collaboration with Alberta Education, a wide range of job-embedded, just-in-time learning opportunities. (e.g. technology-mediated communities of practice, face-to-face, blended, online professional development resources and coaching)</li> </ul>		<ul style="list-style-type: none"> <li>- <b>206</b> learning opportunities were face-to-face</li> <li>- <b>9</b> learning opportunities were technology-mediated</li> <li>- <b>8</b> learning opportunities were meetings related to the specific strategies of the grant</li> <li>- <b>1</b> learning opportunity was conference formatted</li> <li>- <b>32</b> learning opportunities were cancelled due to low enrolment</li> </ul> <p><b>Session Survey Results:</b></p> <ul style="list-style-type: none"> <li>- <b>33.58% (1,381 people) completed learning opportunity evaluations</b></li> <li>- <b>98.93% (1,373 people) felt they increased their awareness and understanding level</b></li> </ul>	<p>- <b>Appreciate time to collaborate with others, work time to build, opportunity to get feedback and use the Tuning Protocol to refine projects.</b></p> <p><i>"I thought it was an amazing PD opportunity. I think the best I have ever attended. I have since implemented the protocols in my classroom. The whole process of planning a project, as well as the assessment practices during, was totally valuable. Loved the protocols for collaborating and sharing. I have to say that anytime K-12 teachers from all different backgrounds and subject areas can come together, planning, collaborating and sharing- It's an amazing thing!"</i></p>

	 <p><b>Creating Invincible Youth--The Work of Integrative Youth Development</b> Why do some children survive traumatic childhoods unscathed? Nearly 50 years ago, child psychologist Emmy Werner went looking for trouble in paradise. In 1955 she began studying the children of chronically poor, alcoholic, abusive, and even psychotic parents to try and understand (and document) how "failure" was passed down, from one generation to the next. Her findings were a welcome surprise. She found that one out of every three youths she studied believed nothing like the ones headed for disaster. She found that somehow these "resilient youth" could beat the odds and grow into emotionally healthy, competent adults. with Derek Peterson Feb. 17, 2015   \$75 Learn about the competing resiliency frameworks--how they differ and how they complement each other. Find out how to pass resiliency on to the children and youth within your circle of influence.</p> <p><b>Adaptive Schools</b> with John Clarke Feb. 9-10 &amp; Mar. 18-19   \$350 For schools to effectively respond to the press for accountability and provide quality learning for all students, they must simultaneously address two perennial goals. In this 4-day workshop, learn how to build strong collaborative and caring work cultures, in which re-oriented faculties work together for continuous school improvement. Explore the latest practical findings in organizational development, team learning and managing the current change.</p> <p><b>Cross-Curricular Competencies in the Classroom: Practical Ideas for and from Classroom Teachers</b> with Sandi Berg "Webinar 4-Spm" Feb. 11   \$20 The webinar's competencies are "Innovate and Create Opportunity". Teachers will address the following discussion questions: How do you currently plan for and support students in developing these competencies in your own classroom? Examples will also be provided.</p> <p><b>Zones of Regulation Gr. 6-12</b> with Yamilcazen Feb. 22   \$45 "The Zones" is curriculum designed by Leah Kuypers to teach self-regulation and awareness through the use of four concrete zones. The curriculum provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts. Jani will share the curriculum and her experiences in using it.</p> <p><b>Interpreting Diploma Examination Results Gr. 10-12</b> with Laura Parlatz &amp; Dwayne Girard Feb. 25   \$45 This workshop focuses on how to best use the results provided following the administration of diploma examinations, to advise modifications to instructional and administrative practices with the goal of improving results. Participants will be provided with background information about the design and scoring of diploma examinations to enhance their understanding of the reports that detail diploma examination results.</p> <p><b>Using Games to Introduce, Teach &amp; Reinforce Math Skills and Concepts</b> with Sandi Berg Feb. 26   \$45 Games can be a fun way for students to learn and reinforce many mathematically skills and concepts. During the hands-on workshop, we will explore a variety of games that will engage students and promote learning at the same time. If you have a favorite game, please be prepared to share!</p> <p><b>Challenging Behaviours In Youth Gr. 6-12</b> with Lana Dunn Mar. 3   \$125</p>	<p>- <b>98.43%</b> (1,369 people) felt they were actively involved in the learning opportunity  - <b>97.99%</b> (1,366 people) felt they received strategies they would integrate following the learning opportunity  - <b>99.51%</b> (1,377 people) felt they had an opportunity to reflect on their practice and what could be enhanced  - <b>99.64%</b> (1,378 people) felt the learning opportunity was provided at a reasonable cost</p> <p><b>Impact Survey Results:</b>  - <b>5% (207 people) completed impact surveys one month after the learning opportunity</b>  - <b>73%</b> (135 people) indicated the learning opportunity increased their ability to help students  - <b>57.49%</b> (119 people) indicated they used teaching strategies learned in the session</p>	
<p><b>Specifically CARC plans the following strategies:</b></p>			
<p><b>Inclusive Education</b></p> <ul style="list-style-type: none"> <li>- Meet with District Advisory Committee to determine their District inclusive education priorities and needs</li> <li>- Provide sessions as requested (regional, District and school based)</li> <li>- Plan follow-up activities for sessions</li> <li>- Promote <b>Success for All Students</b> ARPDC professional development resources</li> <li>- Promote all online PD resources</li> </ul>		<p>- <b>41</b> learning opportunities were planned on Inclusive Education (8 cancelled) for <b>894 participants</b></p> <p>- <b>Success for All Students</b> website featured as a banner on CARC website</p>	<p>- <b>Positive commentary about how the sessions reinforced understanding the need to build on relationships, make connections with students, and show empathy to students in inclusive settings.</b></p> <p><i>"I can apply what I've learned to my whole class, not just the students with disabilities! This session led me to think of students in my class who were not obviously in need, but who would benefit from this approach."</i></p> <p>- <b>A majority of participants felt that their experiences would help them to better address student needs; many indicated that they wished their 'whole staff' had attended the session they were commenting on.</b></p> <p><i>"The day was jam-packed with interesting, useful information. The program is very practical, and easily links to real situations that our students bring to school."</i></p>

			<p>- Participants appreciated the opportunities to engage with colleagues in discussion, deepening the conversation, and reflection of current realities.</p> <p><i>"I loved having follow-up 'mini-discussions' at our tables after we learned each new concept. What a great way to allow us to connect the concepts to our real-world situations."</i></p>						
<p><b>First Nations Metis and Inuit</b></p> <ul style="list-style-type: none"> <li>- Meet with District Advisory Committee to determine their District inclusive education priorities and needs.</li> <li>- Provide sessions as requested (regional, District and school based)</li> <li>- Promote <b>Success for All Students</b> ARPDC professional development resources</li> </ul>	 <p><b>Cross-Curricular Activities for FNMI Infusion</b> with Jane Atkins</p> <table border="1"> <tr> <td>Date: Tuesday, January 27, 2015</td> <td>Venue: CARC Offices, Room 301</td> </tr> <tr> <td>Time: 9:00 am to 3:30 pm</td> <td>Address: 5205 48 Ave., Red Deer</td> </tr> <tr> <td>Cost: \$45</td> <td>Lunch: Lunch is included</td> </tr> </table> <p><small>**This session is made possible through a grant from Alberta Education**</small></p> <p><b>Who should attend?</b> <u>Grade 2-7 Teachers</u></p> <p><b>About the session:</b></p> <ul style="list-style-type: none"> <li>How can I infuse FNMI information in my lessons?</li> <li>How can I meet FNMI outcomes across the curriculum?</li> <li>How can I prepare to meet FNMI outcomes in a meaningful way?</li> </ul> <p><small>If you have had these questions as you are preparing your lessons, then consider this session. Throughout the day, you will participate in activities that you can take back and use in your classrooms. The activities include Language Arts, Math, Science and Social concepts, as well as an FNMI perspective. We will also be discussing the basics of building these types of activities, and looking at resources that are available to aid in understanding the FNMI perspectives.</small></p>	Date: Tuesday, January 27, 2015	Venue: CARC Offices, Room 301	Time: 9:00 am to 3:30 pm	Address: 5205 48 Ave., Red Deer	Cost: \$45	Lunch: Lunch is included	<p>- 2 learning opportunities were planned on FNMI for <b>28 participants</b></p>	<p>- Exploration of website resources, video, books, and oral storytelling:</p> <p><i>"I wish we had more time to explore the website and video resources found in the 'Empowering the Spirit' and 'Walking Together' websites."</i></p> <p>- Improved awareness, understanding and appreciation for traditional storytelling:</p> <p><i>"Thank you, I am coming away from this experience with greater knowledge, ideas for planning, and a desire to share with colleagues. I learned a lot about the role of the Elder in passing along traditional stories that have a moral for today's life."</i></p>
Date: Tuesday, January 27, 2015	Venue: CARC Offices, Room 301								
Time: 9:00 am to 3:30 pm	Address: 5205 48 Ave., Red Deer								
Cost: \$45	Lunch: Lunch is included								
<p><b>High School Credentialing</b></p> <ul style="list-style-type: none"> <li>- Provide sessions as requested by Districts or Alberta Education (regional or District).</li> </ul>		<p>No sessions were held on this topic</p>							
<p><b>Learning Commons Policy</b></p> <ul style="list-style-type: none"> <li>- Explore provincial opportunities for information sharing (webinars)</li> <li>- Include in Librarian Conference presentations</li> <li>- Provide sessions as requested by Districts or Alberta Education (regional or District)</li> </ul>		<p>- 7 learning opportunities were planned on Learning Commons for <b>176 participants</b></p> <ul style="list-style-type: none"> <li>- Including a <b>full-day</b> conference and 5 meetings</li> </ul>	<p>- Exploration of the new roles of the learning commons as a shared curricular space:</p> <p><i>"My library is more alive and active now. It's not 'the quiet place' anymore!"</i></p> <p>- The Learning Commons Conference was attended by <b>130 Librarians, Teachers and Administrators. The theme was 'Shifting from Library to Learning Commons'.</b></p> <p><i>"(presenter) is so knowledgeable. She shared some very practical examples of how to plan (and persuade) for a Learning Commons. I am not sure who the recruiters were for this conference, but they did a fantastic job! All the presenters were so wise, and, at the same time, completely grounded in reality."</i></p>						

<p><b>Continued:</b></p> <p><b>Student Learning Assessment (SLA)</b></p> <ul style="list-style-type: none"> <li>- Meet with District Advisory Committee to determine their plans and needs</li> <li>- Train CARC staff on the Student Learning Assessment information</li> <li>- Provide sessions as requested (regional, District and school based)</li> </ul>		<ul style="list-style-type: none"> <li>- <b>21</b> learning opportunities were planned on Student Learner Assessments for <b>178 participants</b> <ul style="list-style-type: none"> <li>- Including <b>17</b> District sessions and <b>4</b> webinars</li> </ul> </li> </ul>	<p><b>CARC Consultants held sessions to make teachers aware of protocols, helpful routines, and processes for getting through the SLA writing without problems, and were available to assist teachers on-site as requested.</b></p> <p><i>"The sessions that CARC Consultants did with our school helped to make the SLA experience painless for our students and teachers. Thank you!"</i></p> <p><i>"I appreciated being able to call CARC to ask my questions. They knew exactly what I needed assistance with."</i></p>
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>- Meet with District Advisory Committee to determine their District mathematics needs</li> <li>- Provide sessions as requested (regional, District and school based)</li> <li>- Provide in-classroom support and modelling through a CARC consultant</li> <li>- Promote all online PD resources</li> </ul>		<ul style="list-style-type: none"> <li>- <b>63</b> learning opportunities were planned on Mathematics (7 cancelled) for <b>687 participants</b> <ul style="list-style-type: none"> <li>- Including <b>53</b> District sessions</li> </ul> </li> </ul>	<p><b>- Participants liked the practical aspect of the mathematics sessions offered.</b></p> <p><i>"Thanks for the very practical "bread &amp; butter" workshop that can be put to use tomorrow."</i></p> <p><b>- CARC Consultants concentrated on developing deeper understanding of content and curriculum.</b></p> <p><i>"I feel more like I know WHY we are doing performance assessments."</i></p>
<p><b>Career and Technology Foundations</b></p> <ul style="list-style-type: none"> <li>- Meet with District Advisory Committee to determine their District intentions related to CTF and their needs.</li> <li>- Provide sessions as requested (regional, District and school based)</li> <li>- Work with early adopters to create an online environment that will be a <b>provincial</b> professional development resource</li> </ul>		<ul style="list-style-type: none"> <li>- <b>48</b> learning opportunities were planned on Career and Technology Foundations (3 cancelled) for <b>898 participants</b> <ul style="list-style-type: none"> <li>- Including <b>19</b> District sessions and <b>1</b> presentation to administrators</li> </ul> </li> <li>- Provincial CTF website developed for all Alberta Educators by CARC <a href="http://www.albertactf.ca">www.albertactf.ca</a> <ul style="list-style-type: none"> <li>- <b>9,700</b> unique users</li> <li>- <b>11,787</b> page views</li> </ul> </li> </ul>	<p><b>- Participants appreciated time to collaborate with others, work time to build, opportunity to get feedback and use the Tuning Protocol to refine their projects.</b></p> <p><i>"It was great to start working on a project and get feedback on the early stages of planning. Often you go to a great session and never get time to try it out. This session had work time built in, which was fantastic!"</i></p> <p><b>- Several respondents recommended that planning/grade partners be encouraged to attend together – support and collegial discussion will help with the ongoing work.</b></p> <p><i>"We did an instructional critique and it made me think more about how carefully we need to be with unpacking our learning targets."</i></p> <p><i>"It would have been nice to have further, regular opportunities for collaboration among participants after the session."</i></p>

<p><b>Continued:</b></p> <p><b>Literacy and Numeracy</b></p> <ul style="list-style-type: none"> <li>- Meet with District Advisory Committee to determine their District literacy priorities and needs.</li> <li>- Provide sessions as requested (regional, District and school based)</li> <li>- Organize cohort groups or communities of practice for deeper understanding of literacy</li> <li>- Plan follow-up activities for sessions.</li> <li>- Provide in-classroom support and modelling through a CARC consultant</li> <li>- Promote all online PD resources</li> </ul>		<ul style="list-style-type: none"> <li>- <b>44</b> learning opportunities were planned on Literacy and Numeracy (6 cancelled) for <b>627 participants</b> <ul style="list-style-type: none"> <li>- Including <b>28</b> District sessions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- <b>Presenters' ability to connect current research to actual teaching practice made it easy to understand how the ideas could be implemented.</b> <ul style="list-style-type: none"> <li>- <i>"The presenter gave lots of examples, showed videos and showcased website resources that helped me to understand the concepts. The step-by-step resources for setting up a reading program geared to individualized and differentiated programming were particularly helpful."</i></li> <li>- <b>Small group discussions provided opportunities to unpack and reflect on the learning and how it can translate in to reality back in the school.</b> <ul style="list-style-type: none"> <li><i>"I attended with co-workers which made the discussions very applicable. The best part was sharing ideas with my colleagues. There is just SO much information to unpack and process, it was great to work as a group."</i></li> </ul> </li> <li>- <b>Participants enjoyed the opportunity to work collaboratively with colleagues; the discussions on implementation were enriched by many viewpoints.</b> <ul style="list-style-type: none"> <li><i>"We loved the way we all worked together to create the project, the assessments, and sort out how to change our unit plans to incorporate our work."</i></li> <li><i>"We could have spent a day on each topic! The discussions were energizing and engaging, and the presenter really helped us to see the solutions!"</i></li> </ul> </li> </ul> </li> </ul>
<p><b>Other</b></p> <ul style="list-style-type: none"> <li>- Provide sessions to assist educators with technology integration</li> <li>- Provide sessions on specific subject areas that show pedagogy and process that revolve around competency-based instruction</li> </ul>		<ul style="list-style-type: none"> <li>- <b>5</b> learning opportunities were planned for Technology Integration (2 cancelled)</li> <li>- <b>3</b> learning opportunities were planned for Assessment</li> <li>- <b>1</b> learning opportunity planned for Science <ul style="list-style-type: none"> <li>- For <b>90 participants</b> including 1 District session and 1 Meeting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- <b>Participants commented on the alignment and relevance of CARC Learning Opportunities.</b> <ul style="list-style-type: none"> <li><i>"Practical strategies that align with my own philosophy as well as what we as a division are trying to do."</i></li> <li><i>"All of the hands-on activities we did to relate it to our own classrooms. Tons of suggestions and strategies to easily implement."</i></li> </ul> </li> <li><b>CARC Consultants focused on content, curriculum, and meeting the needs of the learners.</b> <ul style="list-style-type: none"> <li><i>"You've really helped me understand the different learners in my class and how to better support them. I really enjoyed your energy! Thanks!"</i></li> </ul> </li> </ul>

**ANALYSIS:**

- During the 2014 - 2015 school year a similar number of learning opportunities were planned and delivered when compared to other years, but smaller numbers of sessions were cancelled. Through strong Advisory Committees the learning opportunities were finely tuned to assist in meeting District, school and teacher priorities.
- Choice and variety were key elements in planning and delivering the learning opportunities.
- The provision of “elbow-to-elbow” consultant support at the Zone, District, school and classroom level was seen as extremely beneficial.
- Cohort groups, meeting a few times over the year, was not as successful as it has been other years. Substitute teacher availability and cost were major stumbling blocks.
- Teachers who attended learning opportunities reported very high satisfaction rates related to the information being beneficial and useful. 30-day post-session Impact Assessments indicate that teachers were able to implement ideas, theories, and strategies following the learning opportunity.
- Participants consistently reflect on the benefits of collaborating with colleagues who teach in similar situations (courses, demographics, grade level) and describe how they appreciate the opportunities to discuss new ideas in context with other practitioners.
- Participants indicate clearly (through session surveys and 30-day Impact Assessments) that they appreciate the practical nature of these opportunities, and that CARC managed an appropriate blend of theory and practice with the design of the learning opportunities.



Central Alberta Regional Consortium presents the 2015 Librarians' Conference



**MISSION POSSIBLE**

The Role of the Learning Commons in Tomorrow's Schools



**CARC Curriculum Redesign Grant #2013-0299**

**2014 - 2015**

**Strategic Priorities and Initiatives Funding**

	2014 - 2015 Curriculum Redesign Grant Allocation	Revenue	Expenses	Balance
Cross-Curricular Competencies	\$ 15,305.00	\$ 750.00	\$ 3,798.02	\$ 12,256.98
Curriculum Redesign Intent	0.00	0.00	0.00	0.00
Curriculum Standards	0.00	0.00	0.00	0.00
Literacy/Numeracy	25,000.00	30,675.00	41,059.47	14,615.53
Student Learning Assessments	10,000.00	80.00	2,000.00	8,080.00
FNMI	5,000.00	1,260.00	2,316.91	3,943.09
Mathematics	10,000.00	1,170.00	6,659.18	4,510.82
Career and Technology Foundations	7,000.00	28,240.00	52,974.69	- 17,734.69
Inclusive Education	20,000.00	48,778.51	105,806.79	- 37,028.28
High School Credentialing	6,000.00	0.00	0.00	6,000.00
Learning Commons Policy	5,000.00	11,970.00	13,954.61	3,015.39
Other (Science, Technology)	7,000.00	0.00	2,609.25	4,390.75
Consultants	168,000.00		169,911.69	-1,911.69
CARC Office Management & Support	75,000.00		75,000.00	0.00
<b>Subtotal:</b>	<b>353,305.00</b>			
Implementation Grant Carry-Over 2013-2014	-28,600.49		-28,600.49	0.00
	<b>\$ 324,704.51</b>	<b>\$ 122,923.51</b>	<b>\$ 447,490.12</b>	<b>\$ 137.90</b>

Grant	\$ 324,704.51
Revenue	\$ 122,923.51
<b>Total</b>	<b>\$ 447,628.02</b>
Less Expenses	\$ 447,490.12
<b>Deferred to 2015 - 2016</b>	<b>\$ 137.90</b>