



# Adult and Community Education funding for schools in 2010

## Information for schools on the Expression of Interest process

---

### CONTENTS

Budget 2009 .....	2
Schools seeking funding in 2010 .....	2
Purpose of the ACE funding in schools .....	2
Delivering literacy, language and numeracy through ACE .....	3
ACE funding for schools in 2010 .....	3
School partnerships or clusters seeking ACE funding .....	3
Eligibility requirements for schools .....	3
Eligibility requirements for ACE programmes .....	4
Expressions of interest and the Investment Plan .....	4
<i>How the programme meets the ACE Priorities</i> .....	5
<i>How the programme meets identified community learning needs</i> .....	5
<i>The school's ACE professional and capability development</i> .....	5
<i>The outcomes sought from learners participating</i> .....	6
Funding decisions .....	6
Submitting an expressions of interest .....	6
Timeframes .....	7
Review Process .....	7
APPENDIX ONE: OVERVIEW OF THE FUNDING PROCESS .....	8
APPENDIX TWO: ASSESSMENT CRITERIA AND STANDARDS .....	9
Eligibility requirements for schools .....	9
Eligibility requirements for ACE programmes .....	10
APPENDIX THREE: LITERACY AND NUMERACY IN ACE .....	11
Delivering literacy and numeracy programmes through ACE .....	11
How do adults improve their literacy and numeracy? .....	11
What are some suggested contexts for developing literacy and numeracy skills? .....	11
What are the key features of a well designed programme? .....	12
Tutors .....	12
Marketing your programme and recruiting learners .....	12
Where to next? Developing pathways for your learners .....	13
Resources .....	13
Other useful websites for further information .....	14

## Budget 2009

Funding for Adult and Community Education (ACE) provision delivered through schools has been significantly reduced for 2010 as part of Budget 2009.

As of 31 December 2009, all existing funding arrangements for school-based ACE provision will end. Approximately 20 percent of the current level of funding allocated to schools will be available for reinvestment in this part of the sector.

## Schools seeking funding in 2010

These guidelines have been developed to explain the process that has been developed for schools seeking ACE funding from the Tertiary Education Commission (TEC) for 2010.

The TEC expects all schools currently delivering TEC funded ACE programmes to provide an email regarding their intentions relating to 2010 ACE funding by **21 August 2009**.

This email should signal to the TEC whether the school:

- no longer intends to deliver an ACE programme in 2010
- intends to deliver a user-pays based ACE programme in 2010 (and not seek TEC funding)
- is interested in delivering a TEC-funded ACE programme in 2010, or
- is interested in delivering a combination of TEC-funded and user-pays based ACE programmes in 2010.

If the school is seeking TEC funding for any part of its ACE delivery the email should include contact details so that the TEC can discuss this further.

Schools interested in delivering a TEC funded ACE programme in 2010 will then need to submit an expression of interest for funding to the TEC by **5pm 11 September 2009**.

## Purpose of the ACE funding in schools

Government ACE funding will now be linked to the following national ACE priorities:

1. Targeting learners whose initial learning was not successful.
2. Raising foundation skills.
3. Strengthening social cohesion.

The TEC expects to fund a smaller number of schools in 2010, targeting the priority areas of provision that have been signalled by government.

The priority areas of provision include literacy, numeracy, English language (ESOL), New Zealand Sign Language and te reo Māori. Other programmes that demonstrate clear alignment to the three funded ACE priorities may be considered for funding but programmes based solely on the delivery of a hobby or personal interest will not be funded.

The TEC expects the following from schools delivering ACE in 2010:

- a focus on how they will identify explicit learning outcomes and the difference that their programme will make to both learners and the community

- a focus on how they can provide a pathway for learners into further education, particularly for literacy, numeracy and ESOL provision, and
- a greater focus from schools on ensuring that programmes target learners with the highest need, i.e. those whose initial learning was unsuccessful, including Māori, Pacific peoples, migrants and refugees.

### **Delivering literacy, language and numeracy through ACE**

Initial information on how to develop and deliver an effective literacy, language and numeracy programme through ACE has been developed to assist schools to prepare their expressions of interest.

This information is contained in appendix three.

The TEC will work with schools to further develop their capability in this area during the year.

### **ACE funding for schools in 2010**

There is approximately \$3m of government funding available for ACE in schools in 2010.

This funding will be allocated formulaically at a rate of \$116.28 (GST exclusive) per individual learner to complete a minimum of 16 hours of ACE learning per school term.

### **School partnerships or clusters seeking ACE funding**

Schools are encouraged to collaborate with other schools in their area and develop a single expression of interest as a partnership or cluster for a higher number of learners (i.e. at least 100 individual learners over the year).

Schools that submit an expression of interest in partnership or as part of a cluster must appoint one school to lead the programme.

The lead school will be responsible for the Investment Plan, payments and reporting for the partnership or cluster. However, all schools involved will need to have the full support from their Boards of Trustees and Principals (see *eligibility requirements for schools* below).

Schools involved in a partnership or cluster arrangement will need to have a Memorandum of Understanding with the lead school regarding the contractual arrangements.

### **Eligibility requirements for schools**

Schools will be expected to show that they have:

- previously delivered ACE or LLN. Priority will be given to those schools that have focused on the fields of literacy, numeracy, English language (ESOL), New Zealand Sign Language or te reo Māori
- been audited by the Education Review Office (ERO) against the ACE quality assurance standards and received a satisfactory result
- demonstrated successful delivery to learner groups of highest need (i.e. those whose initial learning was unsuccessful; Maori; Pacific peoples; migrants and refugees), or describe how they will put this in place

- demonstrated a commitment to achieving successful outcomes and building performance. This includes having appropriately qualified staff, participating in appropriate professional development and building internal capability to deliver high quality ACE, and
- the full support of their Board of Trustees and Principal to seek funding.

The funding criteria and standards are set out in appendix two.

### **Eligibility requirements for ACE programmes**

To receive TEC funding for ACE, schools will be expected to show that their ACE programme:

- aligns to the three funded ACE priorities (targeting learners whose initial learning was not successful, raising foundation skills and strengthening social cohesion)
- will provide explicit learning outcomes for the type of programme offered (eg. literacy, numeracy or ESOL, New Zealand Sign Language or te reo Maori) and has an appropriate structured learning context
- will provide opportunities and enable learners to move onto further education or employment
- will be targeted to meet the needs of learner groups of highest need (i.e. those whose initial learning was unsuccessful including Maori, Pacific peoples, migrants and refugees), and
- has well developed community linkages evidenced through support for programmes from relevant local business, industry, employers, iwi and community.

The TEC does not expect schools to provide information on a course by course level. Schools should describe their programme as a whole, indicating what type or types of provision they will offer and the overall outcomes the programme is expected to achieve.

The funding criteria and standards are set out in appendix two.

### **Expressions of interest and the Investment Plan**

During August and early September the TEC will be in contact with schools developing expressions of interest to provide further information and opportunities for discussion. The TEC will provide interested schools with an expression of interest template to complete following these discussions.

The TEC will run workshops with interested schools to:

- assist with the development of their expressions of interest
- provide information on the expectations of a school-based ACE programme going forward, and
- provide information on how to develop and deliver effective literacy, language and numeracy.

Schools will need to complete and submit an expression of interest that outlines their proposed ACE programme, including the estimated number of individual students per year. The expressions of interest should provide the following information:

### ***How the programme meets the ACE Priorities***

This will include summary information on:

1. The types of funded courses to be offered in 2010
  - Information should include the areas of focus, for example ESOL and te reo Māori. This information should be at a programme level.
2. The alignment of these courses to the funded ACE priorities
  - Information will need to describe how the range of courses contributes to the outcomes sought from the three funded ACE priorities.
3. The school's capability to deliver the type of provision that they intend to focus on and any planned changes to achieve better alignment to the funded ACE priorities
  - Information may include the school's previous experience in delivering in the areas of focus, a summary of any planned changes and a description of how these will be successfully implemented, including any capability issues associated these changes.

### ***How the programme meets identified community learning needs***

Schools must identify the community or communities (region, city, town, etc) that will access their ACE provision. Within these geographic areas, the target learner groups also need to be identified.

This will also include information on how their ACE programme:

4. Reflects the community needs analysis for their locality (this could be evidenced through ACE Networks needs analysis and regional statements).
5. Is supported and well linked to relevant local business, industry, employers, iwi, and community
  - Information can only relate to government funded provision and must be supported by evidence.
  - Information should also describe the links between the school and other tertiary education organisations that provide stair-casing opportunities.

### ***The school's ACE professional and capability development***

Schools must identify how they will ensure they deliver quality ACE provision. This will include information on:

6. Involvement in ACE professional development
  - A summary of any professional development for ACE (currently being delivered through ACE Aotearoa and the ACE Networks) should be included.
7. Appropriately qualified and experienced literacy tutors or involvement in literacy development if applicable
  - A summary of any professional development in literacy and numeracy (e.g. professional development run through the Ministry of Education for adults) should be included if the school intends to focus on literacy, language and numeracy.
8. The actions being taken to ensure that there is continuous improvement within the school's quality assurance processes
  - Information should include aspects such as self-review processes, processes for consulting the community and improvement to quality management systems, etc.

### ***The outcomes sought from learners participating***

This will include information on:

9. The learning outcomes expected from learners participating in the programme
  - Information should address the difference or benefit that the ACE programme will make to the learners in the programme, and how the community will also benefit.
  - Information should also include the opportunities that learners have to move into higher levels of learning.
10. The school's previous success in delivering ACE provision to the identified learner groups
  - Information should detail how the school has met the needs of the identified learner groups previously; this might include responding to needs, changes made to meet these needs, successful outcomes achieved for these learner groups.

### **Funding decisions**

The funding decisions for ACE will be based on the information provided in expressions of interest. The TEC will review the information provided against the criteria and standards described in appendix two.

In addition, the TEC will need to consider aspects that include the total available budget and the overall network of provision.

### **Submitting an expressions of interest**

The TEC requires schools to submit an expression of interest to the TEC Service Centre before **5pm Friday 11 September**.

Expressions of interest must be made on the template provided following discussions with the TEC.

The completed expression of interest and any supporting documentation must be either emailed or sent to the TEC Service Centre.

Expressions of interest not received before 5pm on 11 September may not be considered due to the limited timeframes for providing schools with an indicative allocation for 2010.

Expressions of interest can be emailed to: [servicecentre@tec.govt.nz](mailto:servicecentre@tec.govt.nz), or posted or couriered to:

1 Ash Road, Wiri  
Private Bag 76928  
Manukau City  
Manukau 2241

Please ensure that your email subject line or envelope reads: ***Expression of Interest – 2010 ACE funding for schools.***

## Timeframes

Activity	Timeline 2009
Early indication email from schools to the TEC Service Centre	21 August
TEC engages with schools	3 August – 11 September
Expressions of interest submitted	11 September
Schools advised by letter of 2010 indicative allocations	30 September
Right of review period	30 September – 13 October
Proposed 2010 Investment Plans submitted through Online Investment Tool (later dates to be advised for schools successful through the right of review process)	Mid-October
Investment Plan approval letters uploaded to TEO Workspaces	early November

The right of review submission period for unsuccessful schools will be open from 30 September – 13 October 2009.

Successful schools will need to submit their Investment Plans before mid-October.

Schools that are successful through the right of review process will have additional time to submit Investment Plans.

The TEC expects to have decisions on Investment Plans and Investment Plan approval letters released to Workspace in early November 2009.

## Review Process

Unsuccessful schools have the right of review regarding a proposed decision to decline funding. There is a review process in place for such occurrences.

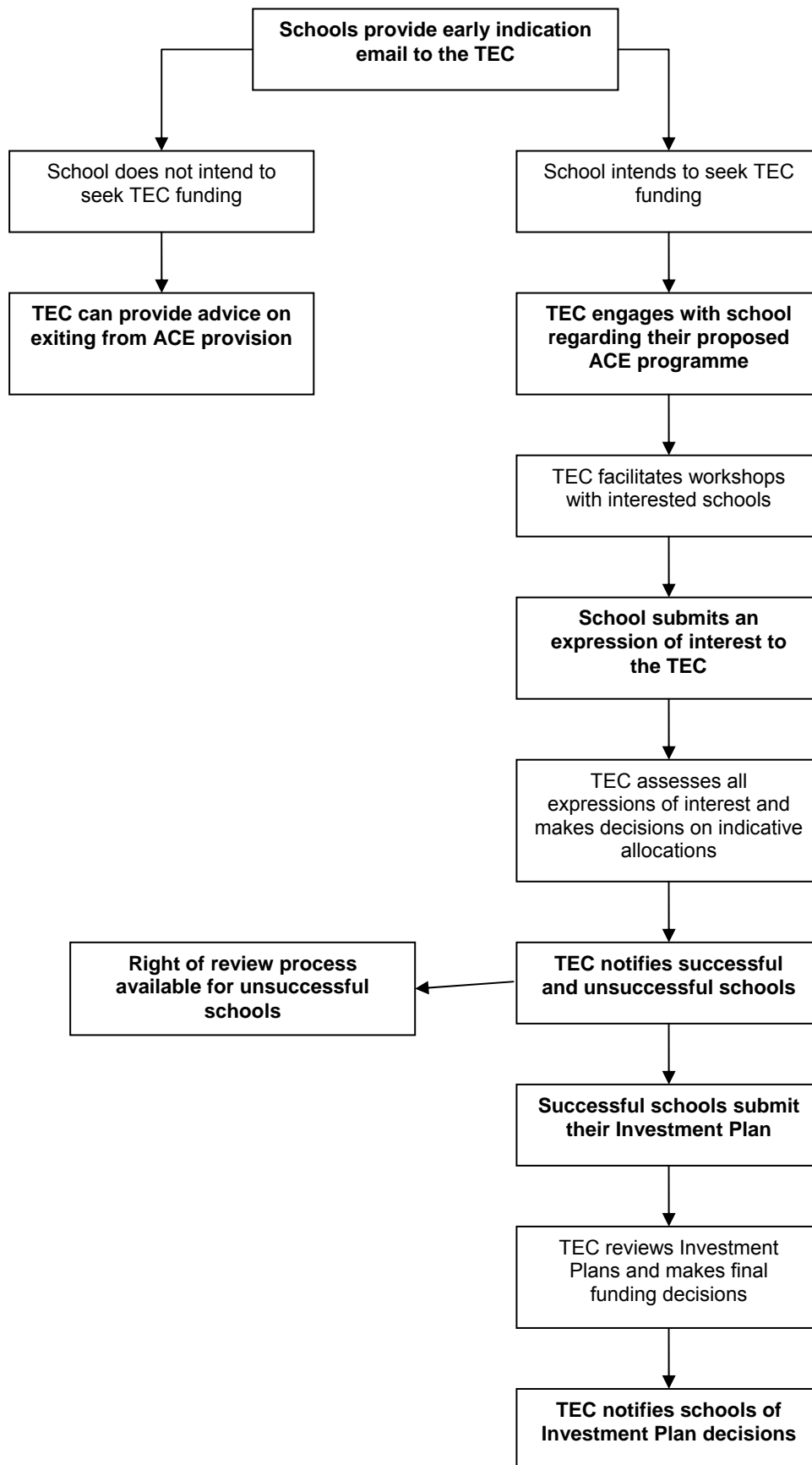
If a review is sought, this will need to be provided in writing to the TEC within 10 working days of notification of the proposed decision to decline funding.

Reviews can be emailed to: [servicecentre@tec.govt.nz](mailto:servicecentre@tec.govt.nz), or posted or couriered to:

1 Ash Road, Wiri  
Private Bag 76928  
Manukau City  
Manukau 2241

Please ensure that your email subject line or envelope reads: **2010 ACE in Schools Review**

## APPENDIX ONE: OVERVIEW OF THE FUNDING PROCESS



## APPENDIX TWO: ASSESSMENT CRITERIA AND STANDARDS

### Eligibility requirements for schools

Criteria	Standard
Previously delivered ACE or a literacy, language and numeracy programme for adults.	The application shows that the school has previously delivered an ACE or literacy, language and numeracy programme funded by the TEC.
Previous experience in literacy, numeracy, English language (ESOL), New Zealand Sign Language or te reo Māori.	The application shows that the school has previous experience in the fields of literacy, numeracy, English language (ESOL), New Zealand Sign Language or te reo Māori.
ACE quality assurance arrangements.	The application shows that the school has met the required standards of ACE quality assurance as audited by ERO.
Successful delivery to learner groups of highest need OR description of how this will be put in place.	<p>The application provides information and evidence of successful delivery of ACE programmes to learner groups of highest need (e.g. those whose initial learning was unsuccessful; Maori; Pacific peoples; migrants and refugees).</p> <p>OR</p> <p>The application provides information on how the school intends to put processes in place that will ensure that the delivery of ACE programmes to learner groups of highest need is successful, including how this will be measured.</p>
Commitment to achieving successful outcomes and building performance.	<p>The application provides information and evidence that the school is committed to achieving successful outcomes and building performance. This could include information regarding:</p> <ul style="list-style-type: none"> <li>• appropriately qualified staff</li> <li>• appropriate professional development</li> <li>• internal capability initiatives</li> </ul>
Support from the Board of Trustees and Principal.	Signed declaration of Board of Trustees and Principal support.

## Eligibility requirements for ACE programmes

Criteria	Standard
Alignment to the funded ACE priorities	The application demonstrates how the proposed ACE programme aligns to the three funded ACE priorities: <ul style="list-style-type: none"> <li>• targeting learners whose initial learning was not successful</li> <li>• raising foundation skills</li> <li>• strengthening social cohesion</li> </ul>
Explicit learning outcomes	The application shows how the ACE programme will provide explicit learning outcomes, including the benefits to learners and the community.
Appropriate structured learning context	The application shows how the school will develop appropriate structured learning contexts within their ACE programme.
Opportunities for learners to move onto further education or employment	The application demonstrates links to other tertiary education providers and the ACE programme provides opportunities for learners to move into further education or employment.
Targeted to meet the needs of learner groups of highest need	The application demonstrates how the ACE programme has been developed to meet the needs of learner groups of highest need.
Well developed community linkages	The application demonstrates that the school has well developed community links and that there is support from the community for the ACE programme.
A minimum number of learners	100 learners per term (which equates to a total of 400 learner places per year).

## APPENDIX THREE: LITERACY AND NUMERACY IN ACE

### Delivering literacy and numeracy programmes through ACE

ACE programmes are a first step into tertiary education for many adult New Zealanders and they provide local and supportive learning opportunities. For 2010, Government has focused attention on literacy, numeracy and language as key ACE priorities delivered through schools.

A significant number of adult New Zealanders lack the necessary literacy and numeracy skills to participate fully at work or in the community<sup>1</sup>. There is a wide range of existing literacy and numeracy skills within this group, so the task of designing effective education programmes to address the issue is not simple. It requires paying particular attention to the needs of the group, keeping them engaged and interested and most importantly, making progress.

### How do adults improve their literacy and numeracy?

Research evidence suggests that adults develop their literacy and numeracy expertise best by:

- developing their literacy and numeracy skills at the same time as acquiring other knowledge of interest and relevance
- engaging in learning for their own broader purposes to do with their roles in society as workers, family members and community members
- building on their rich set of existing skills, knowledge and experiences
- learning in contexts that have purpose, relevance and meaning to them and where new learning can be practiced, and
- being helped to overcome any fear and anxiety of learning

Further resources and suggestions for programme development can be found in *Strengthening Literacy and Numeracy: Theoretical Framework* and *Strengthening Literacy and Numeracy through Embedding: Guidelines for PTEs*. These are available from [www.literacyandnumeracyforadults.org.nz](http://www.literacyandnumeracyforadults.org.nz) and more information on these publications can be found on page 13 of this information.

### What are some suggested contexts for developing literacy and numeracy skills?

Consultation with your community and stakeholders will provide suggested topics of interest for learners in your area but some contexts that may be useful are:

- managing your money and understanding the language and mathematics of financial issues
- whanau literacy and family literacy with links to intergenerational aspects such as helping your child to read and learn mathematics
- English for living in New Zealand
- English in the workplace – things you need to know
- English for the digital world – using computers and digital technology to write emails and use the internet
- writing your CV and applying for work, and
- returning to study.

---

<sup>1</sup> See [http://www.educationcounts.govt.nz/data\\_collections/all](http://www.educationcounts.govt.nz/data_collections/all) for further information.

## **What are the key features of a well designed programme?**

It is important that literacy and numeracy is not conveyed as a deficit in the learners who are keen to improve their literacy and numeracy. Rather, every adult is on the continuum of literacy and numeracy learning, continually learning and applying new skills and knowledge for different purposes.

Literacy, language and numeracy in ACE programmes should have explicit literacy and numeracy learning outcomes. They may also have other outcomes linked to the content, context and outcomes for participation and engagement.

In addition, ACE programmes that improve adults' literacy and numeracy will:

- be explicit and planned for literacy and numeracy teaching and learning so that individuals make gains
- be informed about the people who are likely to enrol, welcome them and make them feel at ease
- involve learners and possibly their friends and family in the process of goal setting, selection of learning tasks, checking and monitoring progress, and
- employ experienced and flexible tutors who show respect and sensitivity to cultural values and the learning preferences of learners, and who can:
  - utilise appropriate and useful ways of assessing learners' skill levels and progress (although this may not necessarily be formal or standardised)
  - deal with individual needs but use groups and interaction for learning from each other
  - promote and encourage sustained attendance and maintain engagement in the programme to result in greater opportunities for skills practice, and
  - use real-life, authentic teaching and learning materials.

## **Tutors**

Tutors who work in literacy and numeracy programmes need to be experienced in teaching adults and know how to engage learners. They also need to be flexible in the delivery of the programme to meet learners' needs and have specific skills and knowledge in literacy and numeracy teaching.

Employing tutors who have qualifications in teaching adult literacy and numeracy will ensure that tutors have the appropriate skills. Suitable qualifications to show these skills include:

- National Certificate in Adult Literacy Education (Vocational)
- National Certificate in Adult Literacy Education (Educator), and
- Certificate in Adult Literacy Teaching

Tutors who have other teaching qualifications may also be suitable providing they can transfer their knowledge to an adult education setting and have the ability to apply adult teaching frameworks to their teaching practice.

## **Marketing your programme and recruiting learners**

ACE providers need to ensure that they have strong community networks to recruit learners and pathways to other learning destinations. Usual ACE advertising channels may not reach the people that the programme is designed for.

In particular, ACE providers need to have relationships with community and social agencies who know the potential learners, such as the Ministry of Social Development, CYFS and Barnardos.

One of the best recruiting strategies is word of mouth so having good relationships with these agencies and positive feedback from participants will help to ensure that your programme is promoted as a useful learning opportunity.

### **Where to next? Developing pathways for your learners**

When learners first start an ACE programme they may not be aware of other opportunities available to them or they may not have the self confidence and skills to undertake further study or training. However, once they have been on your ACE programme they should be better able to progress to further learning.

As learners progress, some questions to work with might be:

- What will your next steps be when you leave this course?
- Are there courses or qualifications that could help you to reach your employment or other goals?

Some suitable pathways for your learners might include:

- intensive literacy and numeracy courses in your area
- studying at a polytechnic
- studying through nga wānanga
- studying on a Training Opportunities programme, or
- engaging in on-job training in their workplace

### **Resources**

The following resources are available to assist you to develop your programme:

1. *Strengthening Literacy and Numeracy: Theoretical Framework*

This document outlines the theoretical understandings that can be used as a basis for making principled decisions about strengthening literacy and numeracy in vocational training.

It provides information on how adults develop their literacy and numeracy expertise and the features of effective embedded literacy and numeracy provision. This document is available online from:

<http://www.literacyandnumeracyforadults.org.nz/Research-Collections/The-Theoretical-Framework>

2. *Adult Literacy and Numeracy Learning Progressions*

The learning progressions and resource booklets that accompany them are a useful framework to use when designing the literacy and numeracy elements of a programme. The seven strands of the Learning Progressions are:

- i Read with Understanding
- ii Write to Communicate
- iii Listen with Understanding
- iv Speak to Communicate
- v Make sense of Number to solve Problems
- vi Reason Statistically
- vii Measure and Interpret Shape and Space

The Starting Points publication provides information on working with learners who are below step 1 on the Learning Progressions.

3. *Literacy and Numeracy for Adults website*  
[www.literacyandnumeracyforadults.org.nz](http://www.literacyandnumeracyforadults.org.nz)

The Literacy and Numeracy for Adults website is a useful resource for tutors to keep updated with adult literacy and numeracy sector news and resources.

#### **Other useful websites for further information**

- <http://www.aceaotearoa.org.nz/index/ACE%20Research/Details/Research%20and%20Publications/>

The ACE Aotearoa website provides background information on adult and community education in New Zealand and provides links to relevant research reports.

- [www.nzliteracyportal.org.nz/NZ+Research/](http://www.nzliteracyportal.org.nz/NZ+Research/)

The New Zealand Literacy Portal has catalogued information about New Zealand literacy research.

- [www.goodpracticeparticipate.govt.nz/](http://www.goodpracticeparticipate.govt.nz/)

This Ministry of Social Development (NZ) website provides information on how to engage successfully with community, volunteers, iwi and Māori organisations. Topics include: consultation, partnership, community decision-making, engaging specific population group.