

# Appendix 1

## Summary of Accomplishments – Alberta Learning Business Plan

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1999/2000 – 2001/2002 – Restated April 1, 1999 – March 31, 2000

With the government reorganization that took place in May of 1999, components of Alberta Education and Alberta Advanced Education and Career Development combined to form the new department of Alberta Learning. The following five goals reflect Alberta Learning's new focus on providing quality learning opportunities for all Albertans in all stages of life. This new focus must be supported by a system that is flexible and responsive to the diverse needs of learners, as well as the overall social and economic needs of the province. The specific outcomes outlined for each goal are designed to ensure that these priorities are met.

### **Goal One: High Quality Learning Opportunities**

**Desired Outcome: (Responsiveness and Flexibility) the learning system meets the needs of all learners, society and the economy.**

For 1999 – 2000, Alberta Learning used a range of strategies to address the wide variety of learning needs, as well as the province's social and economic needs. These strategies included:

#### **Ensuring safe and caring schools**

- Alberta Learning held Canada's first Safe and Caring Schools and Communities Conference in November 1999 in Edmonton to raise awareness on safety issues.
- *Supporting Safe, Secure, and Caring Schools in Alberta*, a manual that provides information on legislation, policy development, and strategies for violence prevention and intervention, was released to schools in November 1999.
- The School Act was amended in June 1999 to include Section 28(7)...  
A board shall ensure that each student enrolled in a school operated by the board is provided with a safe and caring

environment that fosters and maintains respectful and responsible behaviours.

#### **Implementing revised curriculum**

- Alberta Learning completed a new physical education program for kindergarten to grade 12 that incorporates the recommendations of the Active Living Task Force. The Task Force developed a provincial strategy for Active Living to enhance the quality of life for Albertans. The new curriculum takes the focus away from competition and focuses instead on developing active life skills. The program will be implemented in all schools in September 2000.
- The department completed a common western aboriginal language and culture curriculum framework for kindergarten to grade 12 and draft programs of study for Aboriginal Studies 10-20-30 and Nakoda (kindergarten – grade 12).
- The department completed programs of study and achievement tests for K-9 language arts to be implemented in September 2000 and a draft program of studies for senior high English language arts.

#### **Early Literacy and English as a Second Language**

- The department monitored and reported, with partners, on best practices for Early Literacy and English as a Second Language programs.

#### **Recognizing prior learning accomplishments**

- Adult Skills Alberta (ASA) incorporated a requirement for Prior Learning Recognition processes into its "Commitment to Quality Standards" for institutions and other providers wishing to achieve ASA designation. Adult Skills Alberta is a framework of programs and services that

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provides opportunities for adult learners to develop and improve their skills for working, living in their communities and further learning.

- Over 7,000 new apprentices in 1999 received advanced standing toward certification in the apprenticeship training program under the Apprenticeship and Industry Training Board's prior learning accreditation policy.

#### Supporting alternate routes to journeyman certification

- In 1999, over 450 individuals successfully obtained certification through the Qualification Program and Alberta Journeyman Equivalence Programs. Both programs are alternate routes that recognize related technical training or work experience.

#### Pursuing a renewed partnership on settlement services for immigrants

- With Citizenship and Immigration Canada, Alberta Learning further developed principles, responsibilities and mechanisms for joint governance, decision-making and communication aimed at ensuring the quality of services for immigrants in Alberta. A memorandum of understanding was begun that formally describes collaborative partnership between the two orders of government.

#### Rewarding and encouraging progress made by institutions

- In 1999/2000, \$17 million from the Performance Envelope was distributed to 26 post-secondary institutions to reward progress toward system goals. Twenty institutions received learning and research progress awards, the same number as in 1998/99, and nineteen of these institutions received an additional one-time bonus progress award.

#### **Desired Outcome: (Responsiveness and Flexibility)**

**The learning system is flexible and provides a variety of programs and modes of delivery.**

Strategies for increasing the system's flexibility included:

#### Reviewing and revising Native Education Policy

- An advisory committee that includes all key stakeholders in Native Education (kindergarten – grade 12, post-secondary and apprenticeship) consulted across the province on the Native Education Policy. A report with recommendations is expected for presentation to the minister in the fall of 2000.

#### Expanding Courseware and Delivery Alternatives

##### ECS - 12

- In collaboration with other ministries and the private sector, developed new print resources and on-line courses to support new and updated curriculum areas, such as Pure and Applied Mathematics, Career and Technology Studies, and elementary language arts.
- Created an electronic library of multimedia learning items for teachers to incorporate into classroom and on-line learning.
- With ACCESS/LTA, the Alberta Online Consortium, school jurisdictions and other partners, explored new technologies, developed technical standards and models, and ensured quality educational programs for a variety of delivery modes including traditional classrooms, virtual-online schools and distance learning-correspondence learning environments.
- Worked with provincial governments under the Western Canada Protocol to select resources, develop distance learning materials and initiate French language projects.

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Supporting system-wide change toward the integration of technology

- Alberta Learning distributed \$10 million in 1999/2000 from the Learning Enhancement Envelope among the 26 post-secondary institutions. Grants were given to projects that would facilitate changes in program delivery and student support systems using information and communication technologies. Projects that promote flexibility and responsiveness across the adult learning system and collaboration among institutions were given high priority.
- Worked with other ministries to further the development and implementation of a provincial telecommunications network infrastructure to ensure access to affordable, high-speed network services by schools and other learning institutions across the province.

Consulting with stakeholders on lifelong learning

- The Minister's Forum on Learning was held on November 19 and 20, 1999. Feedback from the Forum was used to provide information for the ministry's future business plans, policy development and the consultations conducted by the MLA Committee on Lifelong Learning.
- The MLA Committee on Lifelong Learning was created to make recommendations on how to help adults access learning to improve their employment potential and realize their career goals. Recommendations to the minister are expected by the fall of 2000.

Encouraging the development of a broader Campus Alberta network

- The Campus Alberta concept was expanded to include links between Early Childhood Services –grade 12 education and lifelong learning. Alberta Learning is working collaboratively with partners to plan a

Symposium on Campus Alberta in the fall of 2000.

- Together with other provinces, signed an Agreement-in-Principle regarding Teacher Labour Mobility and worked to develop an Alberta Portability Credential to recognize years of teaching experience in Canada.

Enhancing teaching quality

- Implemented teacher growth, supervision and evaluation policies in all school boards.

**Desired Outcome: (Accessibility) All Albertans can participate in learning.**

**Access Fund**

For 1999 – 2000, the Access Fund was the department's most significant strategy for ensuring greater access to learning opportunities. The Access Fund is Alberta Learning's funding program for expansion of the post-secondary system in priority areas.

- The Access Fund created more than 1,200 new post-secondary student spaces to support expanded enrollment in information and communications technology. An additional 1787 temporary and 346 permanent spaces for a total of 2,133 new spaces were provided for apprenticeship training.

**Desired Outcome: (Accessibility) Albertans with special needs can participate in learning.**

**Funding**

A major strategy for enhancing special needs funding involved working with partners to remove policy barriers to effective coordination, funding and delivery of services to children.

- On February 29, 2000, the government announced that Alberta Learning would provide pro-rated funding for students with severe special needs who move to another school authority after the start of the school year. This amounted to a \$2 million spending boost to school boards in Alberta.

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## Partnerships

Alberta Learning supported special needs access through a number of partnerships on joint action initiatives. These partnerships included working with Alberta Health and Wellness, Children's Services, Child and Family Services Secretariat, Justice, Community Development, AADAC and Aboriginal groups, as well as regional and community partners in the following areas:

### Student Health

- Alberta Learning approved 25 Student Health Partnerships Joint Service Plans. Alberta Learning (on behalf of the government partners) released the 1999/2000 funding allocations to the Partnerships.

### Children's Mental Health

- Alberta Learning, the Alberta Mental Health Board and the Alberta Teachers' Association produced a trainer's manual for service providers (e.g. teachers, mental health and social workers) on how to identify and meet the needs of students with mental illnesses. This collaboration also resulted in the creation of *Teaching Students with Emotional Disorders and/or Mental Illnesses*, a resource that offers service providers practical strategies to assist them with students who have these special needs.

### Fetal Alcohol Syndrome (FAS)

- In consultation with partners and stakeholders, Alberta Learning revised the health curriculum (kindergarten to grade 9) to reflect changes in attitudes and behaviours regarding alcohol use.
- The department developed an FAS prevention resource to assist teachers with the implementation of the Health and Life Skills (kindergarten to grade 9) program and the Life Skills 10 Program of Studies.

### Early intervention: prior to conception to age six

- An interministerial working group prepared

the *Pre-conception to Age Six Initiative Framework and Plan* for review in April 2000 by the Partnering Deputy Minister's Committee. The plan includes goals related to healthy pregnancy and birth outcomes, optimal early childhood development and ongoing support for parenting.

### **Desired Outcome: (Affordability) Cost is not a barrier to learners participating in learning opportunities.**

Alberta Learning's approach to sustainable funding involved the following actions:

#### Providing funding for basic education and adult education

- Increased support for schools by 12.6% (\$355 million), for a total of more than \$3 billion.
- Increased support for adult learning programs by 16.7% (\$160 million), for a total of more than \$1 billion.

#### Acting on recommendations from the funding framework review

- Caps were eliminated on funding for children with severe special needs and English as a Second Language students, which resulted in another \$16 million for school boards in the province.
- Monthly payments to school boards from the Alberta School Foundation Fund were implemented to reduce the need for borrowing and maximize funding for instruction.

#### Providing one-time funding

- A one-time grant of \$151 million was announced in August 1999 and distributed to boards on an equal per student basis. The intent of this investment was to eliminate accumulated deficits, address local needs and reward sound financial management.

- In a joint announcement with Alberta Infrastructure, Learning allocated an additional \$38 million in one-time infrastructure grants to upgrade existing post-secondary facilities.

#### Increasing scholarship funding

- The value of Alberta Heritage Scholarship Fund core awards was increased for the 1999/2000 academic year. The raise resulted in substantially increased benefits for approximately 10,000 Albertans who achieved academic excellence at the high school and post-secondary levels.
- Introduced two new scholarship programs for 2000/2001: Jason Lang Scholarships to 3,000 students for first year achievement, and Laurence Decore Awards to 100 students for student leadership.

#### Monitoring institution compliance with tuition fee policy

- For 1998/99, the average tuition fee ratio for the learning system was 22.1%. The maximum average fee increase per full load equivalent for 2000/01 has been set at \$243.50.

#### **Desired Outcome: (Affordability) The learning system is affordable.**

Strategies to ensure the overall affordability of the system included:

Improving the delivery of student financial assistance

- Alberta Learning was the first to reach an agreement with the Canada Millennium Scholarship Foundation on the design and delivery of Millennium Scholarships for Alberta students. As a result of this agreement, approximately 8,500 post-secondary students received approximately \$26 million in need-based scholarships in January 2000.

Ensuring debt levels are manageable for learners and their families

- Approximately 21,300 post-secondary students qualified for \$42.6 million in remission upon graduation. An additional \$10.8 million was issued as Alberta Opportunities Bursaries. In 1999/2000 the average debt level of a graduating student on loan assistance for an undergraduate four-year program was \$17,942 and for a two year program was \$10,158. In 1999/2000 approximately 8,129 learners were assisted through interest relief.

#### **Goal Two: Excellence in Learner Achievement**

**Desired Outcome: Learners demonstrate high standards across a full range of areas (optimizing full potential).**

Strategies for fostering a world class education for all learners included:

Implementing a pan-Canadian agenda on quality education and standards

- Through the Council of Ministers of Education Canada (CMEC), worked with other provincial and territorial education ministries to develop coordinated responses to educational issues of common interest.
- In collaboration with CMEC, Statistics Canada and other provincial/territorial jurisdictions, published *Education Indicators in Canada: Report of the Pan-Canadian Education Indicators Program 1999*, part of an ongoing strategy to ensure the availability of standard provincial, national and international data to inform educational policy and program decisions.
- Alberta helped develop, with other provinces, an Interprovincial Common Core Curriculum for the carpentry trade.

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#### Enhancing second language program initiatives

- Surveyed school systems about second language programs and developed a draft project plan to expand second language education in Alberta.
- Created the Greater South Francophone Education Authority.

#### Supporting the new high school mathematics program

- Alberta Learning supported the implementation of the new high school mathematics program by providing \$2.2 million to regional consortia for teacher inservice and by providing workshops about diploma examinations for Pure and Applied Mathematics 30.

#### Creating the Alberta Initiative for School Improvement

- Through extensive consultation and collaboration, Alberta Learning and education partners created the Alberta Initiative for School Improvement (AISI) to improve student learning and performance which will provide \$66 million per school year for approved projects. Workshops on preparing project proposals for funding were held across the province. Implementation by school jurisdictions is scheduled for September 2000.

### **Goal Three: Well Prepared Learners for Lifelong Learning, World of Work and Citizenship**

#### **Desired Outcome: Learners are well prepared for lifelong learning**

For 1999/2000, Alberta Learning focused primarily on technology initiatives such as: Information and Communication Technology Program

- The department completed the Information and Communication Technology (ICT) program of studies for implementation in September 2000 in grades 1 - 12.

#### Funding Internet-Learning Projects

- Alberta Learning signed a partnership agreement with Industry Canada that resulted in funding of over \$500,000 in the 1999/2000 school year for GrassRoots. GrassRoots is a program that provides funding to help teachers and students create Internet-based collaborative learning projects.

#### Initiating studies to improve high school and post-secondary involvement

- Initiated a study of barriers to high school completion.
- Launched a research study to identify key factors that influence Albertans' decisions to pursue post-secondary education.
- Initiated the Universities Coordinating Council review of Alberta's admission and transfer policies to ensure that learners have the best possible access to post-secondary educational opportunities.

#### **Desired Outcome: Learners are well prepared for work.**

Many of Alberta Learning's strategies focused on the needs of youth who are finishing high school and making decisions about their further education or employment. These strategies include:

#### Preparing Youth for Work Initiatives

- Alberta Learning assisted the Alberta Technology Preparation Consortium and local school jurisdictions in their efforts to expand the Technology Preparation program, which provides secondary students with employability skills through applied academics, career education, practical skill training and work experience.

#### Alberta Youth Employment Strategy

- Along with Alberta Human Resources and Employment, Alberta Learning implemented

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the Alberta Youth Employment Strategy to help young people make successful transitions to work.

#### Collaboration with post-secondary institutions

- Alberta Learning worked with post-secondary institutions to identify opportunities for expanding post-secondary programming in areas of high workforce demand.
- In 1999/2000, ten applied-degree programs and 27 programs in information, computer and technology at the certificate, diploma, degree and graduate level were approved in response to skill and knowledge requirements identified by business and industry.

Other strategies that focused on ensuring a highly skilled workforce included:

#### Partnering with business and industry

- Alberta Learning initiated a project to define outcomes for the basic learning system, which included forming a Review Committee on Outcomes, made up of education stakeholders and partners.

#### Enhancing the Apprenticeship and Industry Training system

- Through the industry consultation process, amendments to the Apprenticeship and Industry Training Act were tabled in the Legislature in Spring 2000. These amendments will allow the Alberta Apprenticeship and Industry Training Board to be more responsive in dealing with apprenticeship issues and meeting industry's training and certification needs.
- Certified 4,424 journeymen up from 4,200 in 1998.
- Increased the number of students enrolled in the registered apprenticeship program (RAP) by 27%.
- A wider range of career choices are available

in the Heavy Equipment Technician apprenticeship program through the development of four craft areas in this trade.

- Individual learning modules were developed in a number of the designated trades to allow for greater flexibility in the delivery of technical training.

#### Enhancing the position of Alberta's workforce in the global economy

- The draft Alberta's *International Education Strategy* was developed to ensure that Alberta's education and training system will be internationally recognized for the high quality of its graduates, programs and services, and for providing international learning opportunities and partnerships which benefit learners and education stakeholders.
- Coordinated Ministerial mission to Mexico, reaffirming the Protocol of Understanding and Friendship with Jalisco and the Memorandum of Understanding on Cooperation between the Education Secretariat, Jalisco and Alberta Learning.

#### **Goal Four: Effective Working Relationships with Partners**

##### **Desired Outcome: Joint initiatives meet the learning needs of Albertans.**

Strategies for joint learning initiatives included:

Expanding student access to computer networks

- Alberta Learning, in partnership with Alberta Infrastructure, announced its intent to implement a provincial high-speed network to link all post-secondary schools, institutions, and school district offices.

Communicating to increase awareness and understanding of the learning system

- Worked with partners to pro-actively

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communicate learning initiatives to Albertans. These initiatives included celebrating learning accomplishments through Education Week, developing a Back to School Information Kit and participating in the Alberta Connects Television program.

- Alberta Learning also launched an improved information package for post-secondary students that included information on student finance options, on-line applications, 24-hour telephone assistance and guides for planning a post-secondary education.

**Desired Outcome: Joint initiatives contribute to the achievement of the social and economic goals of the province.**

Alberta Learning participated in a number of joint initiatives to accomplish the activities cited under the other four goals. These initiatives include:

- The Native Education Policy Review, which is a province-wide consultation with stakeholders to develop a revised native education policy that will better meet the needs of First Nations, Metis and Inuit students. Recommendations are expected in September.
- The Minister's Forum on Lifelong Learning, held on November 19 and 20, 1999 to gather information from stakeholders about what needs to be done to further lifelong learning in Alberta.
- MLA Committee on Lifelong Learning, led by MLA Wayne Cao, to talk with stakeholders about how the department can help adults access learning opportunities to improve their employment potential and realize their career goals.

- Campus Alberta, a concept that envisions a seamless education system where all partners from basic learning, adult learning and apprenticeship collaborate to deliver quality learning opportunities. A symposium on Campus Alberta will be held in fall of 2000.
- MLA Committee on Growth and Density, led by Mark Hlady, to look at school jurisdictions that face rapid economic growth and make recommendations on what can be done to make the funding model more adaptive to changing local needs.
- Developed a transferable model for working collaboratively with partners in designing the Alberta Initiative for School Improvement, which is a program to improve student learning and performance by fostering initiatives that reflect the unique needs and circumstances within school jurisdictions.
- Held public consultations with more than 6,000 Albertans on such topics as curriculum development, school board funding and accountability, the Community Adult Learning Program Policy, the Apprenticeship Training Survey and the School Council review.
- Worked cooperatively with Alberta Corporate Services Centre (ACSC) to plan for the smooth implementation of appropriate shared services.
- MLA working group, chaired by Rob Renner, gathered input from the report of the School Council review that confirmed the role of parents and focused on improving communication and encouraging leadership.



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## **Goal Five: Highly Responsive Ministry**

**Desired Outcome: The ministry demonstrates value for dollars.**

**Desired Outcome: The ministry demonstrates leadership and continuous improvement in administrative and business processes and practices.**

To ensure Alberta Learning's ongoing effectiveness and continuous improvement, strategies included:

### **Streamlining Regulations and Policies**

- Alberta Learning continues to review, streamline and revise regulations and policies for Basic Learning, Adult Learning and Apprenticeship and Industry Training in consultation with stakeholders as part of government's Regulatory Reform process.

#### **For Early Childhood Services to grade 12:**

- The Insurance regulation was repealed and the Home Education regulation was updated and re-enacted. The Student Transportation regulation and 9 other policies (Early Childhood Services, English as a Second Language, Locally Developed/ Acquired and Authorized Junior and Senior High School Complementary Courses, Locally Developed Religious Studies Courses, Off-Campus Education, Public and Separate Schools, HIV/AIDS in Educational Settings, Home Education, and Practice Review of Teachers) were revised and tabled for approval. Eight policies (Controversial Issues in Education, Course Challenge, Learning Resources Credit Allocation, Materials Resource Centre, School Superintendents, Vocational Education, Withdrawal of Teacher Services

and Human Sexuality Education) were reviewed and tabled for repeal.

#### **For Adult Learning:**

- The Student Financial Assistance Regulation replaced two former regulations.

#### **For Apprenticeship and Industry Training:**

- The Designated Trade Transitional Regulation was repealed and the Designation of Occupations and the Appeal Rules regulations were re-enacted.

#### **Reviewing funding issues for high growth school jurisdictions**

- Provided primary support to the MLA Committee on Growth and Density - a committee struck by the Minister to review funding issues faced by school jurisdictions in high growth areas or jurisdictions that are "magnet jurisdictions".

#### **Developing an Information Technology strategy**

- Through an inter-divisional team and various consultation processes, developed the Information Management and Technology Business Plan to improve the use and management of information within the department.

#### **Consulting with stakeholders, partners and staff**

- Alberta Learning created a Transition Team, consisting of stakeholders, partners and staff to provide input to the Ministry's reorganization plan and business plans for 1999-2002 and 2000-2003.

#### **Enhancing communication, information, and service**

- The department's System Improvement and Reporting Division was created in October 1999 to enhance system improvement by evaluating key programs and aspects of the system and recommending improvements.

# Appendix 2

## Endnotes/Methodology for Results Analysis

### ENDNOTE A: NOTES ON SURVEYS

Each year, Alberta Learning commissions telephone surveys with random samples of key stakeholder groups. The purpose of these surveys is to obtain their perceptions of how the learning system is performing in meeting learners' needs. Professional survey research firms conduct the surveys using trained interviewers and the Computer-Assisted Telephone Interviewing (CATI) system. Survey results are compiled by the survey research firms and provided to Alberta Learning. In the year 2000, more than 12,000 interviews were conducted with seven respondent groups.

The following table provides an overview of Alberta Learning's satisfaction surveys in recent years - the respondent groups surveyed and corresponding sample sizes each year, and the confidence intervals for each survey in the year 2000. Results are considered accurate within the confidence interval 19 times out of 20.

#### Alberta Learning Satisfaction Surveys: Sample Sizes and Confidence Intervals:

Target Groups_/Years /Surveyed	1995	1996/ 1996	1997 1997	1998/ 1998	1999 1999	2000	Confidence Interval (Current Year)
Parents of ECS - 12 Students	800	800	806	800	800	800	±3.5%
Public (re ECS - 12 System)	801	807	800	802	2,008	2,008	+2.2%
High School Students (Gr.10-12)	800	800	802	800	800	800	±3.5%
Parents of Children with Severe Special Needs	—	—	800	805	800	800	±3.5%
Graduates of Apprenticeship Programs	—	1,936	—	3,141	—	—	±1.8%
Employers of Apprentices	—	—	3,277	—	3,350	3,350	±1.7%
Employers of Post-secondary Graduates	—	—	1,541	—	1,467	1,467	+2.5%
Public (re adult learning system) Total				2,000	3,000	3,000	±1.8%
- Public: Adult Learners	—	—	—	1,000	992	992	+3.2%
- Public: Not Adult Learners	—	—	—	1,000	2,008	2,008	+2.2%

When comparing results of satisfaction surveys over time, it is important to remember that small changes in satisfaction/agreement levels from year to year may be a result of sampling variation. Endnote B provides a detailed explanation of sampling variation and significant differences in survey results over time. Sampling variation also should be considered when comparing current and historical satisfaction levels to targets set out in the department's three-year plans.

If the target for the current year of a particular satisfaction measure falls within the confidence interval of the satisfaction level for the current year on that measure, that result is interpreted as having met the target. For example, if the target for a measure of parent satisfaction for the year 2000 was 90%, and the survey result on that measure was 87%, we would consider the target to have been met, since the target falls within the confidence interval of the measure (±3.5%).

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### Core Human Resource Measures Surveys: 1998 and 1999

The Advisory Group conducted *the Government of Alberta Core Human Resource Measures Survey* in November, 1998, interviewing 2,312 Government of Alberta employees, including 103 Alberta Education employees and 116 Advanced Education and Career Development employees (a total of 229 interviews for the two departments combined - "Alberta Learning 1998"). For the 1999/2000 survey (conducted from November, 1999 to January, 2000 by Research Innovations Inc.), a total of 3,585 Alberta government employees were interviewed by Research Innovations, Inc. The Alberta Learning sub-sample was 499 employees. For both surveys, random sampling was used to interview both management and non-management employees. Telephone interviews were conducted using the Computer Assisted Telephone Interviewing (CATI) system. The sample size, satisfaction level, confidence level, and margin of error for each group were as follows:

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Respondent Group	Sample Size	Satisfaction Level	Confidence Level	Margin of Error
a) 1998: Alberta Government	2,312	76%	0.95	2.0%
b) 1998 Alberta Education	103	79%	0.95	8.5%
c) 1998 AECD	116	82%	0.95	8.5%
<b>b+c) 1998 Alberta Learning<sup>1</sup></b>	<b>229</b>	<b>81%</b>	<b>0.95</b>	<b>5.3%</b>
d) 1999 Alberta Government	3,585	72%	0.95	2.0%
e) 1999: Alberta Learning	499	80%	0.95	4.0%

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Note:

1. Data for "Alberta Learning 1998" are the combined data for the former departments of Alberta Education and Alberta Advanced Education and Career Development. Data were combined to facilitate comparisons with Alberta Learning data for 1999/2000.

### ENDNOTE B: TECHNICAL NOTE: SIGNIFICANT DIFFERENCES IN SURVEY RESULTS OVER TIME

In presenting survey results, statistically significant differences are identified by comparing the base year (1996 in most cases) to the current year (2000). In this report, satisfaction/agreement levels for 2000 which are significantly higher or lower than the satisfaction/agreement level for that indicator in the base year are noted.

As satisfaction measures in this report are based on responses from **samples** of parents, students and the public (and not the entire population), the results may differ from actual satisfaction by about plus or minus 3.5% (for samples of about 800) and 2.2% (for samples of 2,000). Repeated samples in a given year might generate slightly different satisfaction levels.

A difference in satisfaction or agreement levels from 1996 to 2000 for a specific question is significant if it is larger than what could be expected due to sampling variation. Significance is reported at the .05 confidence level (i.e., we would obtain the same results with repeated samples 19 times out of 20). Two factors are relevant in establishing significant differences between responses to particular questions from 1996 to 2000:

- **Sample size:** in large samples (e.g., samples of 800 or more), smaller differences are sufficient to establish

significance. It is more likely that the characteristics of a large sample approximate those of the entire population than a small sample. In small samples (e.g., Special Education surveys: sample of 347), larger differences are necessary to establish significance.

- **Population diversity:** where the population is highly uniform on the characteristic of interest (i.e., if nearly all members agree or are satisfied), small differences in results based on samples are sufficient to establish significance. In more diverse populations (i.e., where half the population agrees and half disagrees), larger differences are necessary to establish significance. The table below shows how the margin of error varies for survey results generating highly uniform and highly diverse satisfaction or agreement levels, and with different sample sizes.

Agresti and Finlay (*Statistical Methods for the Social Sciences*, 1988, 2<sup>nd</sup> Edition, pp 165-170) provide a detailed discussion of the statistical procedures used in this analysis.

**Margin of Error for Survey Results at 95% Confidence Level;  
Sample Sizes of 800 and 2,000**

		Where the Satisfaction/Agreement Level on a Survey Question is:										
		1%	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%
		or	or	or	or	or	or	or	or	or	or	or
		99%	95%	90%	85%	80%	75%	70%	65%	60%	55%	50%
<b>For a sample size of 800, the margin of error is:</b>		±0.8%	±1.7%	±2.4%	±2.9%	±3.2%	±3.5%	±3.7%	±3.8%	±3.9%	±4.0%	±4.0%
<b>For a sample size of 2,000, the margin of error is:</b>		±0.4%	±1.0%	±1.3%	±1.6%	±1.8%	±1.9%	±2.0%	±2.1%	±2.1%	±2.2%	±2.2%

Source: Statistics Canada: *Conducting a Survey: Processing, Interpreting and Presenting Survey Results*, (Workshop Material) 1998.

**ENDNOTE C: NOTES ON PERFORMANCE MEASURES**

**Goal One: High Quality Learning Opportunitie**

1.1 Percentage of high school students, parents (of ECS-12 students) and the public satisfied overall with the quality of education.

This measure is based on data from Alberta Learning’s annual telephone surveys. Parents were asked about their satisfaction with the education their child is receiving; students were asked about their satisfaction with their own education; the public were asked about their satisfaction with the quality of education that students in their community are receiving.

1.2 Percentage of adult Albertans satisfied that adults taking education or training are getting an appropriate combination of skills and knowledge to prepare them for the workforce.

Respondents to Alberta Learning’s annual telephone surveys were asked how satisfied they were that

adults taking education or training are getting an appropriate combination of skills and knowledge to prepare them for the workforce.

### 1.3 Participation of Albertans age 17 and over in credit and non-credit programs and courses. (New)

Since 1999, Alberta Learning has conducted its own survey of adult Albertans (age 17 and over) on their perceptions of the adult learning system as comparative Canada-wide data are not available regularly. This measure shows the proportion of Alberta adults who said that they had taken some education or training in the last 12 months.

Last year's AECD Annual Report used data from Statistics Canada's *Adult Education and Training Surveys* (1994, 1998) to report on this measure. Results were as follows:

	1993 (rank among provinces)		1997 (rank among provinces)	
Alberta	40%	(1 <sup>st</sup> )	34%	(2 <sup>nd</sup> )
Canada	35%		31%	

### 1.4 Percentage of parents of school children with severe special needs satisfied with services for their child.

In Alberta Learning's annual surveys, parents were asked about their overall satisfaction with services for their child, and also about their satisfaction with specific aspects of those services.

Supplemental Information (Percentage of Parents of Children with Severe Special Needs Who Strongly Agree/Agree That it Was Easy to Access Each Specific Service Their Child Received)

Service	1998/99	1999/00	Service	1998/99	1999/00
Teacher Assistant/Aide:	71.9%	71.0%	Psychiatry/psychology	68.7%	68.4%
Speech-language therapy	79.6%	72.8%	Management of behavior problems	74.3%	71.0%
Physiotherapy	84.0%	70.8%	Sign language interpreter	73.8%	72.7%
Audiology	75.8%	80.3%	Physical needs	83.45%	83.6%
Occupational therapy	77.8%	73.3%	Handicapped Children's Services	74.6%	76.0%
Respiratory therapy	71.4%	75.8%	Child welfare	81.7%	77.4%
Regular medication/injections	84.0%	87.1%	Probation supervision	68.0%	71.4%
Emergency medication/injections	73.3%	79.5%	Institutional placement	67.7%	53.3%
Equipment or supplies	55.2%	70.5%	Native liaison worker	75.9%	83.3%
Personal counseling	73.3%	76.0%	Others	75.4%	—

Source: Alberta Learning: The Advisory Group Surveys – 1999; Criterion Research Corp. Surveys – 2000.

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#### 1.5 Revenue sources for post-secondary credit programs.

Post-secondary institutions are required to submit annual revenue, expenditure, tuition fee revenue and net operating expenditure data to Alberta Learning through the Financial Information Reporting System (FIRS). In addition, the department receives annual audited financial statements for each institution.

Revenue sources used to fund delivery of post-secondary credit instruction programs are composed of three specific sources: tuition fees (subject to the Tuition Fee Policy), provincial grants, and other fees that students pay. To calculate the measure, total tuition fee revenues subject to the policy are divided by net operating expenditures. The net operating expenditures are calculated by eliminating all expenditures related to sponsored research, special purpose and trust activities, ancillary enterprises, non-credit instruction, apprenticeship instruction, off-campus credit instruction not supported by the Ministry, and third-party credit instruction. The dollar figures presented are the net operating expenditures for credit programs subject to the tuition fee legislation.

In this measure, total credit revenue is assumed to equal net operating expenditures for credit programs. Included in the Alberta Learning grants are unrestricted grants which are used to fund the operation of institutions. In this measure, Alberta Learning grants and other certain related student fees are assumed to fund credit programs. Other Revenue is the difference between total credit revenue and the sum of Ministry grants, Tuition Fee Revenue and other Credit Related Student Fees. Data for 1997/98 have been restated to include NorQuest College, as the college submitted its data after preparation of the 1998/99 Alberta Advanced Education and Career Development Annual Report. In addition, Grant MacEwan College restated its 1997/98 tuition fee revenues subject to policy in its 1998/2000 data submission. This restatement occurred within student resources and did not affect total revenues for 1997/98.

#### 1.6 Percentage of parents and the public satisfied with their opportunities for involvement in decisions affecting education in their local schools. (New Core Measure)

Respondents to Alberta Learning's annual telephone surveys of parents and the public were asked how satisfied they were with their **opportunities for involvement** in decisions affecting education in their local schools.

#### 1.7 Percentage of parents and the public satisfied with their actual involvement in decisions affecting education in their local schools.

In addition to being asked how satisfied they were with their opportunities for involvement, parent and public respondents to Alberta Learning's annual telephone surveys also were asked about their **actual involvement** in decisions affecting education in their local schools.

#### 1.8 Percentage of parents and students who are satisfied that schools provide a safe and caring environment.

In Alberta Learning's annual telephone surveys, parents (ECS-12) and high school students were asked about their agreement that their school provides: a safe environment, a caring environment.

#### 1.9 Satisfaction of Apprentices with the overall quality of their work experience and technical training.

This indicator reflects the percentage of a randomly selected sample of 1997/98 graduates (surveyed 6-18

months after graduation, in January-February, 1999) from Alberta's apprenticeship training system who were somewhat or very satisfied with the quality of their on-the-job work experience and technical training. These results are not comparable to the previous survey (1995/96 graduates, surveyed early in 1997), as different satisfaction scales were used (four point scale in 1999, three point scale in 1997).

#### 1.10 Graduating post-secondary student satisfaction with overall quality of their post-secondary education.

- In surveys conducted by the institutions, graduates were asked to rate their overall satisfaction with the quality of their university educational experience. Each institution inputs the data via file transfer protocol to the department's Key Performance Indicators Reporting System (KPIRS). The most recent data provided by each institution has been used in calculations. Results for all universities and Grande Prairie Regional College are based on surveys of 1995/96 graduates. Results for public colleges, technical institutes, vocational colleges and private university colleges are based on surveys on 1997/98 graduates. Concordia University College results are for 1996/97 graduates. "No Responses" were factored out of the survey data. Results from prior years are not comparable as different satisfaction scales were used.

Supplemental Information: Percentage of students reporting satisfaction with overall quality of their post-secondary education (1998/99 graduates, surveyed in the year 2000)

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
Universities	15%	62%	18%	5%	1%
Private University Colleges	37%	54%	8%	1%	0%
Vocational Colleges	53%	34%	11%	1%	1%
Public Colleges	36%	47%	13%	2%	1%
Technical Institutes	27%	48%	19%	4%	1%
<b>System Total</b>	<b>28%</b>	<b>52%</b>	<b>16%</b>	<b>3%</b>	<b>1%</b>

**Notes:**

1. "Public Colleges" includes the former Vocational Colleges, which became part of the public college system on September 1, 1997.
2. Percentages may not add to 100 due to rounding.
3. Information from graduates of Grant MacEwan and NorQuest colleges is not included, as it is not comparable.

#### 1.11 Post-secondary Full Load Equivalent (FLE) enrollment.

Data are extracted from the Learning and Enrollment Reporting System (LERS) maintained by the Information Access and Reporting Branch. "Full Load Equivalent" is a standard measure of enrollment; one FLE represents one student for a standard academic year taking a full course load. Credit enrollment includes learners in degree, diploma, certificate and other credit offerings.

#### 1.12 Enrollment in a range of available post-secondary programs and areas of study. (New)

Data are extracted from the Learning and Enrollment Reporting System (LERS) maintained by the Information Access and Reporting Branch. This measure reflects the variety of learning opportunities that are available to adult Albertans by providing the number and percentage of full-load equivalent enrollment (see 1.11 above) in the variety of programs and subject areas of study that are available.

**I.13 Percentage of students (ECS-12) who are enrolled in various delivery choices within the public education system.**

Data are extracted from the Corporate Data Warehouse, Information Management Services. This measure indicates the number and percentage of students registered in selected program and delivery choices offered in the public ECS-12 learning system. Also shown is the number of school authorities that offer each of these choices. In addition to choices within the public system, parents also have the choice of accessing private schools. Senior high school students can choose from an extensive selection of courses as well. In addition to changes in total enrollment in these delivery choices, enrollment is redistributed among the available alternatives as new delivery choices become available. Newer program and delivery choices, such as Charter Schools and Virtual Programs, may attract some students from other available choice options. For example, the increased enrollment in Virtual Programs may account for some of the decreased enrollment in Home Education Programs. The following table shows provincial aggregate enrollment in recent years in the public system, in other schools and total provincial enrollment (public + other).

**Supplemental Information: Public System, Other and Total Provincial Enrollment**

<b>Authority Type</b>	<b>1995/96</b>	<b>1996/97</b>	<b>1997/98</b>	<b>1998/99</b>	<b>1999/2000</b>
<b>Public System:</b>					
- Public	406,498	409,222	413,247	418,632	419,903
- Separate	113,438	116,859	120,962	123,605	125,862
- Francophone	1,761	1,798	1,925	2,137	2,264
- Charter	230	1,467	2,133	1,716	2,074
<b>Public System Total</b>	<b>521,927</b>	<b>529,346</b>	<b>538,267</b>	<b>546,090</b>	<b>550,103</b>
<b>Other:</b>					
- ECS Private Operators	3,115	3,001	2,574	2,535	2,619
- Private School	20,847	21,416	22,218	23,548	23,874
- Federal Indian Affairs	3,087	6,336	8,187	7,745	8,555
- Provincial	20	3,374	2,823	2,202	2,422
<b>Other Total</b>	<b>27,069</b>	<b>34,127</b>	<b>35,802</b>	<b>36,030</b>	<b>37,470</b>
<b>Total (Public + Other)</b>	<b>548,996</b>	<b>563,473</b>	<b>574,069</b>	<b>582,120</b>	<b>587,573</b>

**Note:** Data are as of May 31, 2000.

**I.14 Perceptions of learners, parents and the public that learners have ease of access to lifelong learning. (New)**

Samples of parents (ECS-12), high school students and the public were asked in telephone surveys about their agreement that “learners have ease of access to lifelong learning”. This question was asked relative to **all learners** (ECS-12 learners and adult learners). The public (including the subgroup - adult learners) were asked about their agreement that “most **adults** are able to access the education or training they want”. A different question was used for the public/adult learners to obtain feedback specifically regarding accessibility of adult learners.



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### I.15 Average post-secondary student assistance award.

Data are from the Students Finance mainframe system, Learner Funding Branch. The **average post-secondary student assistance award** is the annual average financial assistance provided to academically qualified adult learners so that they can pursue a post-secondary education when financial need has been identified. It is calculated by dividing the total student financial assistance by the total number of students receiving assistance each fiscal year. Calculation of the **average net cumulative debt of a post-secondary learner in their final year of study** is based on those learners who began studies between April 1 and March 31 each fiscal year, and who indicated on their student loan application that they were in their final year of study.

### I.16 Interprovincial ECS-12 spending per student per year:

Spending includes public and private schools. Public includes:

- (i) federal schools and schools for the blind and deaf;
- (ii) provincial and federal departments' spending on ECS-12 education;
- (iii) academic education in federal penitentiaries and provincial reform schools; and
- (iv) departmental administration.

Data for Canada and the provinces are presented in the table on the following page. Each province's ECS-12 expenditures are divided by total enrollment (public, private, federal and foreign). Figures for Canada are calculated by dividing total expenditures in all provinces by total enrollment in all provinces.

Supplemental Information: Data for Canada and all provinces.

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	1995/96 (E)	1996/97(E)	1997/98 (E)	1998/99(E)	1999/2000(E)
<b>Canada</b>	<b>6,673</b>	<b>6,763</b>	<b>6,797</b>	<b>6,830</b>	<b>6,787 (Rank)</b>
Newfoundland	5,269	5,591	5,504	5,899	5,834 ( 9 <sup>th</sup> )
Prince Edward Island	4,893	4,774	5,146	5,744	5,549 (10 <sup>th</sup> )
Nova Scotia	5,499	5,578	5,542	6,094	6,071 ( 8 <sup>th</sup> )
New Brunswick	5,991	6,189	6,367	6,459	6,824 ( 4 <sup>th</sup> )
Quebec	7,090	7,025	6,736	6,895	7,050 ( 2 <sup>nd</sup> )
Ontario	6,781	6,964	7,057	6,876	6,631 ( 6 <sup>th</sup> )
Manitoba	6,957	7,033	7,262	7,404	7,601 ( 1 <sup>st</sup> )
Saskatchewan	5,953	6,045	6,272	6,515	6,501 ( 7 <sup>th</sup> )
<b>Alberta</b>	<b>5,826</b>	<b>5,881</b>	<b>6,197</b>	<b>6,487</b>	<b>6,689 ( 5<sup>th</sup>)</b>
British Columbia	6,945	7,003	6,984	6,987	6,920 ( 3 <sup>rd</sup> )

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Sources: Statistics Canada: Catalogue #81-003; *Education Quarterly Review* (Quarterly), Vol. 6, No. 3 (2000); Vol. 5, No. 3 (1999).

Note: Estimates are represented by (E).

### I.17 Provincial uniform equalized property tax rates for basic education.

Changes in the annual provincial equalized property tax rates illustrate changes in the contribution that property tax payers make towards the revenue available for the basic learning system. The uniform provincial mill rate is the property tax rate used by the province to calculate each municipality's financial contribution to

the education system. A municipality's tax contribution is calculated by multiplying the provincial property tax (mill) rate by that municipality's equalized assessment base. The equalized assessment base is determined by a provincial Assessment Equalization Board that adjusts the value of the properties in a municipality to current market conditions. With the exception of four Improvement Districts and one municipality, all municipalities in Alberta are taxed at the same provincial rate in the year 2000. Provincial mill rates for education are established annually by an Order in Council. Data on mill rates are from School Finance, and are available online at: [http://www.ednet.edc.gov.ab.ca/news/2000/march/IB\\_Uniform\\_Rate.html](http://www.ednet.edc.gov.ab.ca/news/2000/march/IB_Uniform_Rate.html)

**I.18 Total post-secondary institution revenues by source.**

This measure shows the share of major funding sources of **total** institutional revenues. Institutions report revenue through the Financial Information and Reporting System (FIRS). These revenues support the delivery of credit and non-credit instruction, ancillary services and federally sponsored research at the universities.

**I.19 Average annual institutional cost per post-secondary learner in credit programs.**

This indicator shows the average annual program cost per full-load equivalent (FLE) learner for credit instruction and excludes all research expenditures. Each institution provides the data by input to the Key Performance Indicators Reporting System (KPIRS). Full load equivalent is a standard measure of enrollment in which one FLE represents one student for a standard academic year taking a full course load. Credit enrollment includes learners enrolled in degree, diploma, certificate and other credit offerings.

**I.20 Labour force participation rate and unemployment rate by educational attainment.**

The **participation rate** measures the proportion of Albertans of working age (15 years of age and older) who are participating in the labour force (either working or actively seeking work). Of those participating in the labour force, the proportion that are unable to find work is the **unemployment rate**.

Supplemental Information: Relationship Between Education, Labour Market Participation and Unemployment

		1995	1996	1997	1998	1999
<b>Labour Market Participation</b>	<b>Alberta Total</b>	72.3	72.3	72.1	72.5	72.6
	University degree	84.9	85.1	83.6	84.2	82.8
	Post-secondary certificate or diploma	80.8	80.5	80.9	79.8	81.1
	Some post-secondary	76.5	74.7	75.3	76.7	76.2
	High school graduate	77.8	77.9	75.7	77.1	77.0
	Some high school	59.4	59.3	59.6	58.4	58.7
	0 - 8 years	33.9	33.0	30.8	30.9	31.8
<b>Unemployment Rate</b>	<b>Alberta Total</b>	7.8	6.9	5.8	5.6	5.7
	University degree	4.1	4.2	3.2	3.4	3.4
	Post-secondary certificate or diploma	7.1	5.7	4.2	4.6	4.5
	Some post-secondary	8.2	7.3	6.7	5.4	6.5
	High school graduate	7.3	6.2	5.3	5.1	5.2
	Some high school	12.4	12.2	10.9	10.6	10.9
	0 - 8 years	9.2	9.2	10.9	6.7	6.0

Source: Statistics Canada: Labour Force Survey: 1995 – 1999.

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## Goal Two: Excellence in Learner Achievement

### 2.1 Percentage of parents (ECS-12) and high school students who agreed teachers help students achieve learning expectations and high standards.

Teachers, through direct instruction of students, play a critical role in whether or not the learning system meets the goal of excellence in learner achievement. Samples of high school students and parents (of ECS-12 students) were asked in Alberta Learning's annual surveys about their agreement with selected statements relating to this measure.

### 2.2 Percentage of students in grades 3, 6 and 9 writing provincial achievement tests who achieved the acceptable standard and the percentage who achieved the standard of excellence, including participation. (Note: Measure is changed from Restated Plan)

Since 1994/95, students in grades 3, 6 and 9 write provincial achievement tests annually in the core subjects: language arts, mathematics, science and social studies near the end of each school year. Test results are recorded and aggregated in customized software - the *Marking Centre Inventory System (MCIS)* and the *Marking Centre Scoring System (MCSS)*, written in *Access*, *Sequel Server* and *Visual Basic* programming languages. The provincial reports (*The Achievement Test Multiyear Reports 1996-2000*) are prepared with the *Statistical Package for the Social Sciences (SPSS)* and are available online at: <http://ednet.edc.gov.ab.ca/studenteval/homepage.asp>

The achievement test results for grades 3, 6 and 9 provide information on how well students are meeting provincial standards in the core academic subjects. Results from the achievement tests administered in grades 3, 6 and 9 are reported in relation to the acceptable standard and the standard of excellence.

A student achieving the acceptable standard in a specific grade shows an adequate understanding of the core knowledge and adequate basic skills essential to that course. A student achieving the standard of excellence consistently shows a deeper understanding of the concepts of the course – an ability to integrate information and evaluate it from various points of view. The student shows a high level of proficiency with skills, applying knowledge in appropriate ways to new problems in the course. Achievement expectations are based on the curriculum expectations as determined through consultation with a wide range of stakeholders. The achievement expectations were established shortly after the achievement program was developed in 1984, and these also have been vetted through various advisory committees of community members and educators since that time. Once the cut score is determined through item development committees of teachers, the test design is vetted through committees of stakeholders, and by a standard setting committee of 20 teachers, the standard setting committee which uses a modified Angoff process. The final decision of this process is reviewed by Learning Assessment staff and is open to the general community. Cut scores are published in the detailed school reports. Reaction is obtained as to the appropriateness of the cut scores from parents, community members and the educational community. The process usually is repeated for two or three years to ensure consensus on the cut score. Once the cut score has been determined, linear equating is used to ensure consistent standards from year to year. The Provincial Advisory Curriculum Committee also reviews the achievement expectations and results yearly. Currently, the Learner Assessment Branch has an advisory committee, Accounting for All Students, which is reviewing the reporting of achievement test results, including the standards for the tests.

The following table shows the proportion of all students in a grade who have demonstrated, on a particular achievement test, that they can do what is expected in the course. Reporting based on the number enrolled allows for comparisons over time, taking into account any changes in participation on the test. Not all students write the provincial achievement tests. Achievement test results are not available for students who were absent, who were excused from writing by the superintendent (because participation would be harmful to the student, or the student could not respond to the test instrument), who wrote but whose results were withheld, or who wrote only one part of a language arts test. It is possible that some of these students, under different circumstances, could have demonstrated achievement of standards on the test.

**Supplemental Information: Percentage of all Students in Grades 3, 6 and 9 Demonstrating the Standards on Provincial Achievement Tests**

Subject	Standard	1995/96	1996/97	1997/98	1998/99	1999/2000	
<b>Grade 3</b>	Language Arts	excellence	19%	13%	14%	15%	18%
		acceptable	81%	82%	80%	83%	84%
	Mathematics <sup>2</sup>	excellence	–	–	19%	24%	26%
		acceptable	–	–	75%	80%	82%
<b>Grade 6</b>	Language Arts	excellence	14%	15%	13%	16%	19%
		acceptable	79%	79%	78%	79%	80%
	Mathematics <sup>2</sup>	excellence	–	–	16%	16%	16%
		acceptable	–	–	77%	77%	79%
	Science <sup>3</sup>	excellence	–	13%	17%	23%	25%
		acceptable –		73%	75%	79%	79%
	Social Studies	excellence	15%	16%	16%	16%	20%
		acceptable	74%	74%	73%	76%	79%
<b>Grade 9</b>	Language Arts	excellence	10%	10%	10%	11%	14%
		acceptable	80%	79%	78%	79%	80%
	Mathematics <sup>2</sup>	excellence	–	–	13%	14%	14%
		acceptable	–	–	64%	64%	67%
	Science	excellence	17%	14%	12%	13%	13%
		acceptable	75%	72%	71%	71%	72%
	Social Studies	excellence	14%	14%	13%	16%	16%
		acceptable	73%	75%	71%	73%	73%

**Notes:**

1. The percentage of students achieving the acceptable standard includes students achieving the standard of excellence.
2. In 1998, new standards were set for the mathematics tests to more accurately reflect the revised Alberta Program of Studies for K-9 Mathematics. Consequently, results from prior years are no longer comparable.
3. The new Grade 6 Science curriculum was optional in 1995/96 and fully implemented in 1996/97.
4. Percentages presented here differ slightly from those appearing in Alberta Education's 1998/99 Annual Report, as students writing in French are included.

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### 2.3 Percentage of students writing grade 12 diploma examinations who achieved the acceptable standard.

Results on diploma examinations show how well students are meeting provincial standards as outlined in the Programs of Study. Results are reported in relation to the acceptable standard and also the standard of excellence. A student achieving the acceptable standard demonstrates that s/he has met the basic requirements of the course. A mark of 50 per cent on the examination represents the acceptable standard in a diploma examination course. A mark of 80 per cent on the examination represents the standard of excellence and indicates that the student has demonstrated performance significantly beyond the minimum requirements of the course.

Achievement expectations are based on the curriculum expectations as determined through consultation with a wide range of stakeholders. The achievement expectations were established shortly after the achievement program was developed in 1984, and have been vetted through various advisory committees of community members and educators since that time. Once the cut score determined through item development committees of teachers, the test design is vetted through committees of stakeholders, and by a standard setting committee of 20 teachers which uses a modified Angoff process. The final decision of this process is reviewed by Learner Assessment staff and is open to the general community. Cut scores are published in the detailed school reports. Reaction is obtained as to the appropriateness of the cut scores from parents, community members and the educational community. The process is usually repeated for two or three years to ensure consensus on the cut score. Once the cut score has been determined, linear equating is used to ensure consistent standards from year to year. In addition, standard setting committees and item development committees are asked for their opinions. The Provincial Advisory Curriculum Committee also reviews the achievement expectations and results yearly.

The diploma exam mark is worth 50 per cent of the final mark in a course; the school-awarded mark contributes the other 50 per cent. The proportion of grade 12 students completing diploma examination courses varies from year to year and from school to school depending on course enrollments and student success in achieving course requirements.

Test results are recorded and aggregated in customized software - the *Marking Centre Inventory System (MCIS)* and the *Marking Centre Scoring System (MCSS)*, written in the *Access*, *Sequel Server* and *Visual Basic* programming languages. The provincial reports (*The Diploma Examination Multiyear Reports 1996-2000*) are prepared with the *Statistical Package for the Social Sciences (SPSS)* and are available online at: <http://ednet.edc.gov.ab.ca/studenteval/homepage.asp>

The table “Percentages of Grade 12 Students Completing Grade 12 Diploma Examination Courses” shows the percentage of grade 12 students who received a final mark in each diploma examination course for the last five school years.

### 2.4 Percentage of students who received a high school diploma or certificate or enter post-secondary studies within six years of entering grade 9.

The measure indicates the percentage of Alberta students who complete high school, or enter an Alberta post-secondary institution *directly from high school within six years* of entering grade 9. Data on student

attainment are from the Student Record System, which is maintained by Information Services. Demographic data are from Statistics Canada.

Although not part of the measure specified in the business plan, the display also shows completion rates within four years of entering grade nine (“on-time” completers). The different timeframes for completion reflect the fact that, while the majority of students complete high school within four years of entering grade 9, others take one, two or more years before completing.

### 2.5 Percentage of parents (of ECS-12 students) and the public who are satisfied that learning standards are high enough.

Parent and public perceptions provide feedback from key stakeholders as to whether learning standards in the K-12 system are too high, about right or too low. Data for this measure was generated by Alberta Learning’s annual telephone surveys of parents (of ECS - 12 students), and the public. Respondents were asked if they feel that learning expectations for students are “too high, about right or too low”.

### 2.6 Alberta student results on national and international tests.

The School Achievement Indicators Program (SAIP), coordinated by the Council of Ministers of Education, Canada (CMEC), tests a representative sample of 13 and 16 year old students in each province and territory in mathematics, language arts and science every three years. In 1999, students were tested in science. SAIP tests are designed to reflect pan-Canadian learning expectations. The SAIP tests are developed with extensive involvement of classroom teachers and provincial/ territorial education ministry personnel across the country. The test-results review process also allows for input from other educators, as well as representatives of business and community groups.

Supplemental Information: Percentage of 13-year-old and 16-year-old Alberta Students Achieving Levels of Achievement on the 1999 School Achievement Indicators Program Science Test

		Alberta 1996	Canada 1996		Alberta 1999	Canada 1999	Pan-Canadian Expectations for 1999
<b>Age 13:</b>	Level 1	92	89		91	88	85
	Level 2	83	72		83	73	70
	Level 3	56	43		65	53	40
	Level 4	11	6		15	9	10
	Level 5	1	0		3	1	3
<b>Age 16:</b>	Level 1	94	95		97	94	95
	Level 2	91	88		93	87	85
	Level 3	79	69		86	76	70
	Level 4	42	26		50	32	35
	Level 5	8	3		12	6	10

Source: Council of Ministers of Education, Canada, 1996 and 2000.

## 2.7 Provincial apprenticeship testing program results. (New)

This display shows the percentage of apprentices who passed their final period exams and is calculated for the August 1, 1998 - July 31, 1999 school year. Data are from the Skilled Trades Information System (STIS), Board Support and Business Integration Branch, Apprenticeship and Industry Training Division. Only one year of results is provided because the previous year's results are not comparable due to the change in pass mark implemented on August 1, 1998. Final period examination results provide a measure of learner success in the apprenticeship and industry training system. It is one of the final steps before "certification" at which point graduates are recognized as having the skills and competencies in their trade. It is the culmination of a series of successful completions of on-the-job training, work experience and technical training, a process that usually takes 2 to 4 years depending on the trade.

## 2.8 Percentage of Albertans age 25-34 who completed high school, and percentage who completed post-secondary (includes inter-provincial comparisons). (New)

This measure shows the proportion of Albertans reporting they have high school and post-secondary credentials, compared to Canada and other provinces. Proportions for 25–34 year-olds are presented, as they represent recent outputs of Alberta's learning system.

### Supplemental Information: National Comparisons: High School and Post-Secondary Completion

	High School Completion Rate (%)					Post-Secondary Completion Rate (%)				
	1995	1996	1997	1998	1999	1995	1996	1997	1998	1999
Alberta	86.0	86.4	86.9	87.5	87.5	51.2	51.7	53.3	54.8	55.4
CANADA	83.7	84.7	85.9	86.6	87.1	52.3	53.9	56.2	57.5	58.3
British Columbia	86.2	88.6	88.3	88.6	89.6	49.1	51.9	52.8	54.9	54.5
Saskatchewan	81.1	81.5	83.8	85.1	84.8	44.7	45.8	49.9	52.3	51.8
Manitoba	80.1	83.3	82.6	83.1	84.7	46.0	47.4	49.4	51.1	51.6
Ontario	85.5	86.0	87.6	88.0	89.0	52.6	53.8	56.8	57.2	59.1
Quebec	80.9	81.7	83.4	84.5	84.0	55.7	58.2	60.5	62.7	62.2
New Brunswick	82.0	82.0	82.8	84.7	86.1	48.8	49.5	48.5	51.2	55.9
Nova Scotia	79.6	81.2	82.4	83.8	85.6	53.9	56.1	59.7	59.9	61.4
Prince Edward Island	78.3	78.1	78.4	81.3	83.6	49.5	49.2	49.5	53.2	55.2
Newfoundland	75.7	77.4	79.6	80.1	81.1	53.2	53.0	55.5	55.6	56.8

Source: Statistics Canada: Labour Force Survey, 1999 (special tabulation for Alberta Learning).

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## Goal Three: Well Prepared Learners for Lifelong Learning, the World or Work and Citizenship

### 3.1 Employment status of Alberta post-secondary graduates.

This measure shows the employment status of graduates in publicly funded post-secondary parchment programs at the time of the survey. Apprentices are not included here, as they are addressed in a separate survey; see 3.12. The survey instrument is in *the Key Performance Indicators Reporting Manual for Alberta Post-secondary Institutions*, (December, 1999), pp 46-48, available online at: <http://www.aecd.gov.ab.ca/software/>

Data are reported by institutions every two years. For university and private university colleges, the survey is completed two years after learners graduate. For colleges and technical institutes, surveys are conducted 6-9 months after graduation. In both cases, the surveys are census-based. Percentages in the display are based on all graduates (including those not in the labour force).

### 3.2 Percentage of Alberta employers satisfied with the public post-secondary education.

Alberta employers who had recently hired graduates of Alberta's adult learning system were asked in bi-annual surveys about their satisfaction with the academic/technical skills of those graduates. The display shows the percentage of surveyed Alberta employers who were somewhat or very satisfied with the academic/technical skills acquired by employees through Alberta's public post-secondary learning system. The 1997/98 survey addressed degree and diploma program graduates only, while the 1999/2000 survey addressed degree, diploma and certificate program graduates.

### 3.3 Percentage of adult Albertans satisfied with education or training taken in the last 12 months.

Respondents to Alberta Learning's annual public/adult learner telephone surveys were asked if they had taken any education or training in the past twelve months. Those who had were then asked about the extent to which they were satisfied with that education or training.

### 3.4 Parent and public satisfaction that curriculum focuses on what students need to learn: reading, writing, mathematics, technology skills, science and social studies. (New)

Parents (of ECS - 12 students) and the public were asked in Alberta Learning's annual telephone surveys about their agreement that the curriculum focuses on what students need to learn overall and in specific areas (reading, writing, mathematics, technology skills, science and social studies).

### 3.5 Percentage of high school students and parents (of ECS - 12 students) who agree school helps students improve their computer skills.

Parents (of ECS - 12 students) and high school students were asked in Alberta Learning's annual telephone surveys about their agreement that school helps students improve their computer skills.

### 3.6 Percentage of parents (of ECS - 12 students), high school students and the public who agree that high school graduates are prepared for lifelong learning.

Parents (of ECS - 12 students) and high school students were asked in Alberta Learning's annual telephone surveys about their agreement that high school graduates in Alberta are prepared to enter post-secondary education and training.



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### 3.7 Perception of adult learners and the public that adult learners are prepared for lifelong learning. (New)

The public were asked in Alberta Learning's year 2000 telephone surveys about their agreement that adult learners have the skills and knowledge for lifelong learning. The survey sample was of sufficient size (n=3,000) to compare results for the public overall with results for a key subgroup - learners (n=992), those who had taken some education or training in the past 12 months.

### 3.8 Number of post-secondary learners awarded provincial scholarships. (New)

This measure shows that many learners in post-secondary education have excelled academically and supports the outcome "Learners' achievement is recognized." Data are from the Students Finance mainframe system, Learner Services Branch. The display shows a tally of all a scholarships awarded in four categories; Rutherford, Louise McKinney, Other Heritage Scholarships, and other provincial scholarships (Condon Scholarships). The tally includes only recipients registered in a post-secondary program in the year the scholarship is applicable.

### 3.9 High school work experience and registered apprenticeship program (RAP) course credits awarded. (New)

This measure shows total credits awarded, and total number of students achieving credits in Work Experience 15, 25 and 35, and all RAP courses with a course program code of 'RAP' or course subject code of 'RA'. Data are from the department's Corporate Data Warehouse, Information Services.

### 3.10 Employment rate of graduate journeymen in labour force.

This measure indicates the percentage of apprentice graduates in the labour force who were employed and in jobs related to their training. The calculation is based on surveys of graduates of the 1995/96 and 1997/98 school year commencing August 1<sup>st</sup> and ending July 31<sup>st</sup>. These graduates were surveyed 6 - 18 months after graduation in 1997 and 1999 respectively. Prior to graduation, apprentices were employed in related jobs while training.

### 3.11 Percentage of employers satisfied with the skills of their certified journeymen.

This indicator shows the percentage of employers involved in the Alberta apprenticeship training and trade certification system who were satisfied or very satisfied with the skills their employees acquired through the system. Alberta Learning's survey of employer satisfaction with apprentices was first conducted in February and March, 1998 and repeated in February and March, 2000.

### 3.12 Percentage of surveyed Alberta employers satisfied:

- **With the supply of post—secondary graduates**
- **That the system responds to employer needs**
- **With non-subject specific attributes of employees who have graduated from the post-secondary education system.**

Employers who hire recent graduates can offer valuable opinions on how well recent graduates are prepared for work.. Their satisfaction with the non-subject specific attributes of employees, with the supply of graduates, and that graduates are getting appropriate skills and knowledge are key indicators of the quality of outputs from Alberta public post-secondary institutions.

**3.13 Percentage of students writing provincial social studies assessments (grades 3, 6 and 9 achievement tests and grade 12 diploma examinations) who achieved the acceptable standard. (New)**

Social Studies is a school subject that assists students to acquire the basic knowledge, skills and attitudes needed to become responsible citizens and contributing members of society. The content of social studies draws upon history, geography, economics and other social sciences. Since 1995, students have written provincial achievement tests annually in Grade 6 and Grade 9 Social Studies. Students have been writing diploma examinations in Social Studies 30 since 1984 and in Social Studies 33 since the 1995-96 school year. The achievement tests results for grades 6 and 9 and the diploma examinations for grade 12 provide information on how well students are meeting provincial standards in social studies as an indication of their preparation for citizenship. Data are from the *Achievement Test Multiyear Reports 1996-2000* and the *Diploma Examination Multiyear Reports 1996-2000*, which are available online at: <http://ednet.edc.gov.ab.ca/studenteval/homepage.asp>

**3.14 Credits awarded in high school fine arts, Career and Technology Studies (CTS) and optional physical education courses. (New)**

This measure shows the total credits awarded, and total number of students achieving credits, in high school physical education, fine arts, and CTS courses. Data are from Alberta Learning's Corporate Data Warehouse, Information Management Services.

**3.15 Percentage of Albertans who report involvement in volunteer activities. (New)**

Volunteer participation rates are the proportion of the population age 15+ in each province who volunteered their time to a group or organization in the past year. They show the extent to which Albertans demonstrate citizenship by volunteering their time for public/social causes.

Supplemental Information: Volunteer Participation Rates: Alberta and Canada, (Age 15+)

	1987	1997		1987	1997
<b>Canada</b>	27%	31%			
Newfoundland	26%	33%	Ontario	26%	32%
Prince Edward Island	34%	36%	Manitoba	38%	40%
Nova Scotia	32%	38%	Saskatchewan	38%	47%
New Brunswick	30%	34%	<b>Alberta</b>	<b>40%</b>	<b>40%</b>
Quebec	19%	22%	British Columbia	29%	32%

Sources: 1997: *Caring Canadians, Involved Canadians: Highlights from the 1997 National Survey of Giving, Volunteering and Participating*, Canadian Heritage, Health Canada, Human Resources Development Canada, Statistics Canada, Volunteer Canada, Canadian Centre for Philanthropy, Catalogue No. 71-542-XIE; August, 1998. 1987: *Survey of Volunteer Activity*, Statistics Canada, Household Surveys Division, 1988.

**3.16 Participation rates of Albertans in arts, recreation, civic activities. (New)**

The percentage of Canadians age 15 and over, by province, who reported in surveys that they had in the past year been members or participants in at least one of the following types of community organizations:

work related, sports or recreation, religious affiliated, community or school related, cultural, educational or hobby related, service club, fraternal, or political.

Supplemental Information: Percentage of Population Age 15+ Who Are Members or Participants in Organizations or Groups, Canada and Provinces, 1997

	Rate		Rate
<b>Canada:</b>	<b>50%</b>		
Newfoundland	49%	Ontario	52%
Prince Edward Island	50%	Manitoba	58%
Nova Scotia	55%	Saskatchewan	62%
New Brunswick	47%	<b>Alberta</b>	<b>55%</b>
Quebec	43%	British Columbia	54%

Source: *Caring Canadians, Involved Canadians: Highlights from the 1997 National Survey of Giving, Volunteering and Participating*, Canadian Heritage, Health Canada, Human Resources Development Canada, Statistics Canada, Volunteer Canada, Canadian Centre for Philanthropy, Catalogue No. 71-542-XIE; August, 1998.

3.17 International (visa) student enrollment in Alberta post-secondary institutions by sector. (New)

Data are provided by institutions to Alberta Learning’s Learning and Enrollment Reporting System (LERS). Enrollment figures are “Full load equivalent” (FLE), which is a standard measure of enrollment in which one FLE represents one student for a standard academic year taking a full course load. A normal full load is the involvement required to complete a full year of study, typically during the fall and winter sessions of the academic calendar (i.e. September through April). Credit enrollment includes learners enrolled in degree, diploma, certificate and other credit offerings. Visa students are foreign students attending Alberta post-secondary institutions.

3.18 Percentage of journeymen with Red Seal certification. (New)

This measure shows the percentage of apprentices who received their training in Alberta and were issued a journeyman’s certificate with a Red Seal in the same school year (the school year commences August 1<sup>st</sup> and ends July 31<sup>st</sup>). Data are from the Skilled Trades Information System (STIS), Board Support and Business Integration, Apprenticeship and Industry Training Division.

**Goal Four - Effective Working Relationships with Partners**

4.1 Satisfaction of partners who work with Alberta Learning. (New)

In February 2000, 38 representatives of provincial government departments and 14 representatives of stakeholder organizations in Alberta’s learning system were asked in telephone interviews if Alberta Learning staff are collaborative, responsive and flexible in their working relationships with them. The following partner departments and stakeholder groups participated in the surveys.

**Partnering Departments:** AADAC, Children’s Services, Community Development, Economic

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Development, Health and Wellness, Human Resources and Employment, Infrastructure, Innovation & Science, International and Intergovernmental Relations, Justice and Attorney General, Personnel Administration Office. For the purposes of this survey, the Office of the Auditor General was included in the partner category.

**Stakeholder Groups:** Alberta Colleges - Institutes and Faculties Association, Alberta Colleges and Technical Institutes Students Executive Council, Alberta Home and School Councils' Association, Association of School Business Officials of Alberta, Careers - The Next Generation, College of Alberta School Superintendents, Confederation of Alberta Faculty Association - University of Alberta, Council of Presidents, Colleges & Technical Institutes/Grant MacEwan Community College, Council of Alberta University Students, Human Resources and Employment, The Alberta School Boards Association, The Alberta Teachers' Association, Students' Finance Board, Universities Coordinating Council - University of Alberta

#### 4.2 Satisfaction of employers and graduates with the Apprenticeship and Industry Training System.

This measure provides feedback on the experiences of employers and graduates with the apprenticeship and industry training system. It is an indicator of effective working relationships among the major partners in meeting the needs of Albertans. Satisfaction surveys for apprenticeship graduates of the 1995/96 and 1997/98 school years were conducted in January and February of 1997 and 1999 respectively. The display shows the percentage of graduates of apprenticeship programs who answered "Yes" to the question "Based on your experience with the Alberta Apprenticeship and Industry Training System, could you have become an apprentice?". A "Yes" response is used as a proxy to indicate their satisfaction with the System. For employers, the question was more direct. The percentage that answered "Very Satisfied" or "Satisfied" to the question "Overall, how satisfied were you with the skills of your certified (principal trade) Journeymen?" is shown.

#### 4.3 Enrollment in applied degree programs. (New)

Data are provided by institutions to LERS (Learning and Enrollment Reporting System). Applied degrees combine six semesters of formal instruction with an evaluated work experience component of at least two semesters. The programs involve employers in program design, delivery and the costs of the work experience element. Applied degree programs are designed to give learners maximum credit for previous education and allows them to get a degree while getting practical experience in business. Full-load equivalent (FLE) enrollment is a unit measure of enrollment which relates the degree of involvement or participation of students in a program to the normal full academic load for a normal full academic year in that program. A normal full load is the involvement required to complete a full year of study, typically during the fall and winter sessions of the academic calendar (i.e. September through April). Applied degree programs are limited to public colleges and technical institutes (not available at universities).

#### 4.4 Post-secondary enterprise revenue.

Institutions report expenditure data to the department through the Financial Information and Reporting System (FIRS). Data are provided by the Institutional Planning and Coordination Branch. This measure shows how well institutions can lever non-government revenues. All non-government revenues except tuition fee revenues subject to policy, apprenticeship tuition fee revenues, earned capital contributions and ancillary services revenues are added to determine the total enterprise revenues. This total is divided

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by the total Alberta Learning grants to obtain the percentage of Enterprise Revenues. Post-secondary institutions are encouraged not only to work with their partners but also to have partners provide revenues to support the training of Albertans who will bring their skills to these partners. This supports the core measure: “Joint initiatives contribute to the achievement of the social and economic goals of the province.

#### 4.5 Industry and non-profit university research funding as percentages of total university research funding.

This measure shows the level of investment in university research by non-government sources (industry and non-profit/community agencies) as well as federal and provincial funding. It shows the percentage universities’ total research dollars that are contributed by industry and non-profit/community agencies. Data are provided by the institutions to the System Information Branch. There are several direct and spin off benefits of research on the economy of the province.

### Goal Five - Highly Responsive and Responsible Ministry

#### 5.1 Learners, employers and taxpayers are satisfied with the value for money spent on the learning system.

Parents (of ECS - 12 students) and the public (adults age 17+) were asked in Alberta Learning’s annual surveys about their satisfaction with the value for money spent on ECS-12 schools in their community. The public also were asked about their satisfaction with value for money spent on adult learning institutions in their community, with results presented for the public overall, and for a key subgroup - adult learners (those who had taken a course/training during the past 12 months). Parents and the public were considered to have covered off the categories of employers and taxpayers in this measure.

#### 5.2 Department spending as a percentage of total spending. (New)

Spending on department functions is comprised of ministry support services and program delivery support services. The sum of Ministry Support Services and Program Delivery Support is divided by the sum of Total Ministry Expense and Property Tax support to opted-out school boards. Data are from the Ministry Audited Financial Statements.

#### 5.3 School jurisdiction spending on instruction and administration as percentages of total school jurisdiction spending.

For this measure, total jurisdiction and charter school spending in Alberta in each of the three categories (school based instruction and support/central administration/other) are divided by total jurisdiction/charter school expenditures, as reported in jurisdictions’ and charter schools’ Audited Financial Statements. “Central Administration” includes Board Governance, Central Administration, and Support Services. Central Administration expenses are capped at between 4% and 6%, depending on enrollment. “Other” includes Operations and Maintenance, Transportation, Debt Services and Transfers, and Community Services. Jurisdiction/charter school expenditure data are taken from their respective Audited Financial Statements. Data are aggregated at the provincial level by the School Reporting Unit, Budget and Fiscal Analysis Branch. Jurisdiction and charter school Audited Financial Statements are posted online at: <http://ednet.edc.gov.ab.ca/funding/afs/>

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#### 5.4 Post-secondary spending on administration as a percentage of total institution spending.

This measure is the ratio of the institutional support expenditures to an adjusted total expenditure. The adjusted total expenditure is the total expenditure minus expenditures related to ancillary services. This measure reflects administrative activities for all functions of a post-secondary institution such as the delivery of credit instruction, non-credit instruction, and sponsored research. The measure is the ratio of institutional support expenditures to an adjusted total expenditure (total expenditure minus expenditures related to ancillary services). The measure reflects administrative activities for all functions of a post-secondary institution such as the delivery of credit instruction, non-credit instruction, and sponsored research. Institutions report expenditure data through the Financial Information and Reporting System (FIRS). Data are provided by the Institutional Planning and Coordination Branch.

#### 5.5 Number/percentage of staff accessing the learning account. (New)

This measure shows the number and percentage of staff who have accessed their learning account. Employees may have accessed their learning account more than once, but for the purpose of this measure, an unduplicated count was used. The count refers to the number of employees accessing the account during 1999/2000. Data were extracted from the department's IMAGIS database by the Human Resources Branch.

#### 5.6 Percentage of staff who agree that the department provides the support needed to acquire or develop knowledge and skills in their current job. (New)

The *Government of Alberta Core Human Resources Measures Survey*, coordinated by the Alberta Personnel Administration Office (PAO) was initially conducted in November, 1998 and again from November 1999 to January 2000. Survey results for "Alberta Learning 1998" are actually the combined results for the two former departments (Alberta Advanced Education and Career Development and Alberta Education) from which Alberta Learning was formed in May, 1999. Additional information on these surveys is available at the PAO website:

<http://www.gov.ab.ca/pao/corporate/corehr/core-hr-measures-project.htm>

The display shows the percentage of staff in the Government of Alberta and in Alberta Learning who answered "strongly agree" or "somewhat agree" to the following survey question : *"As an employee of \_\_\_\_\_ (the Alberta Public Service/Alberta Education/Alberta Advanced Education/Alberta Learning), would you say you strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, or strongly disagree that your organization provides support you need to acquire or develop knowledge and skills in your current job."*

#### 5.7 Employer and apprentice satisfaction with the quality of service of apprenticeship staff.

Feedback from people who deal with department staff provides insight into the department's effectiveness. This display shows the percentage of employers and apprentices involved in Alberta's apprenticeship training system who feel that they receive satisfactory service from Alberta Learning's apprenticeship staff. Employers and apprentices are key partners in the system and their satisfaction with the quality of service of apprenticeship staff indicates a responsive Ministry. Employer satisfaction surveys were conducted in 1997/98 and 1999/2000. Satisfaction surveys for graduates of 1996/97 and 1997/98 were conducted early in 1997 and 1999 respectively, but results are not comparable, so only results for 1997/98 graduates are shown.

# Appendix 3

## Impact of Government Reorganization on Ministry Goals and Measures

Learning System Goals	Former AECD Goals	Former Education Goals
<p>High Quality Learning Opportunities:</p> <ul style="list-style-type: none"> <li>• Responsive and Flexible</li> <li>• Accessible</li> <li>• Affordable</li> </ul>	<p>Research Excellence – The system through its universities, will pursue research excellence to increase access to and development of new knowledge.</p> <p>Accessibility – The system will encourage and support more accessible lifelong learning.</p> <p>Affordability – The system will provide quality learning opportunities to the greatest number of Albertans and research excellence at a reasonable cost to learners and taxpayers.</p>	<p>Education is responsive to students, parents and communities. Goal 2</p> <p>Children in school have access to the services they require. Goal 3</p> <p>Teaching in Alberta consistently is of high quality. Goal 4</p> <p>Information technology is integrated into education to increase efficiency and flexibility of delivery. Goal 5</p> <p>The funding system is fair, equitable and appropriate. Goal 6</p>
<p>Excellence in Learner Achievement</p>		<p>Students achieve high standards. Goal 1</p>
<p>Well-Prepared Learners for:</p> <ul style="list-style-type: none"> <li>• Lifelong Learning</li> <li>• World of Work</li> <li>• Citizenship</li> </ul>	<p>Responsiveness and Relevance – The system will increase its responsiveness and relevance to the needs of the individual learner, to research and to the social, economic and cultural needs of the province.</p>	<p>Education is focused on what students need to learn. Goal 1</p> <p>Information technology is integrated into education to improve student learning. Goal 5</p>
<p>Effective Working Relationships With Partners</p>		
<p>Highly Responsive and Responsible Ministry</p>	<p>Effectiveness - The department will improve its effectiveness.</p>	<p>Alberta Education is managed effectively and efficiently to achieve government goals. Goal 8</p> <p>The education system is open and accountable for achievement of results and use of resources. Goal 7</p>

## Impact of Government Reorganization on Core Measures

Former Alberta Education	Restated Plan	Other
• Grade 3, 6 and 9 students who achieve the acceptable standard on provincial achievement tests	✓	
• Grade 12 students who achieve the acceptable standard on diploma exams	✓	
• High school completion within six years of entering grade 9	✓	
• Parent and public satisfaction with opportunities for involvement in schools	✓	
• Satisfaction of parents with severe special needs children with services	✓	
• Satisfaction of parents and students who agree teachers help achieve learning expectations and high standards	✓	
• Parent and student agreement that schools help improve computer skills		• Supplementary measure
• Satisfaction of parents and the public with value of funds spent on schools	✓	
• Satisfaction of parents, students and the public with the overall quality of education	✓	
• Cost of department administrative services per public school student		• No longer relevant; replaced with efficiency measure for Alberta Learning: Department spending as a percentage of total spending
<b>Former Advanced Education &amp; Career Development</b>		
• Adult participation in learning	✓	
• Public satisfaction with learning system	✓	
• Learner satisfaction with learning system	✓	
• Employer satisfaction with learning system	✓	
• Employment status of post-secondary graduates	✓	
• Granting council funding per faculty member		• Transferred to Innovation and Science
• Sources of revenue to fund credit programs	✓	
• Comparison of net authorized estimates to actual net operating expenditures		• Replaced with new measure noted above
• Program expenses as a percentage of total department expenses		• Replaced with new measure noted above



# Appendix 4

## Government Organization Changes: 1999/2000

This schedule gives a road map of the major program/entity changes as a result of the government reorganizations in 1999/2000. The left column identifies the ministries after the government reorganizations. Some ministries are new, merged or renamed. The center column identifies the major programs/entities in which there was a change in administration to the reorganized ministries. The right column identifies which ministry these programs/entities were located in before the government reorganizations.

Ministry	Program/Entity Changes	Previous Location
Agriculture, Food & Rural Development	<ul style="list-style-type: none"> <li>• Alberta Opportunity Company</li> </ul>	Economic Development
Children's Services (New)	<ul style="list-style-type: none"> <li>• Social Support to Families With Children</li> <li>• Family &amp; Community Support Services</li> <li>• Handicapped Children's Service &amp; Daycare</li> </ul>	} Former Family & Social Services
Community Development	<ul style="list-style-type: none"> <li>• Francophone Secretariat</li> <li>• Protection for Persons in Care</li> <li>• Housing &amp; Alberta Social Housing Corporation</li> </ul>	Former Intergovernmental & Aboriginal Affairs Former Family & Social Services Municipal Affairs
Economic Development	<ul style="list-style-type: none"> <li>• Foreign Agriculture Marketing</li> </ul>	Agriculture, Food & Rural Development
Executive Council	<ul style="list-style-type: none"> <li>• Government Protocol</li> </ul>	Former Intergovernmental & Aboriginal Affairs
Gaming (New)	<ul style="list-style-type: none"> <li>• Community Lottery Grant Program</li> <li>• Lottery Fund and some Lottery Funded Programs</li> <li>• Alberta Gaming and Liquor Commission</li> </ul>	Community Development } Economic Development
Government Services (New)	<ul style="list-style-type: none"> <li>• Consumer &amp; Corporate Services and Registry Services</li> <li>• Regulatory Review</li> </ul>	Municipal Affairs Treasury
Health & Wellness (Formerly Health)	<ul style="list-style-type: none"> <li>• Alberta Alcohol &amp; Drug Abuse Commission</li> <li>• Services to Persons with Development Disabilities</li> </ul>	Community Development Former Family & Social Services
Human Resources & Employment (New)	<ul style="list-style-type: none"> <li>• Income Support to Individuals &amp; Families</li> <li>• Employment &amp; Training Support</li> <li>• Supports to Dependent Adults</li> <li>• Workplace Services</li> <li>• Labour Relations</li> <li>• Personnel Administration Office</li> <li>• Career Development</li> <li>• Labour Market Development Agreement</li> </ul>	} Former Family & Social Services } Former Labour } Former Advanced Education & Career Development

Ministry	Program/Entity Changes	Previous Location
Infrastructure (Merger of Public Works, Supply & Services and Transportation & Utilities)	<ul style="list-style-type: none"> <li>School &amp; Post-Secondary Facilities</li> </ul>	Former Education and Advanced Education & Career Development
Innovation & Science (Formerly Science, Research & Information Technology)	<ul style="list-style-type: none"> <li>Alberta Agricultural Research Institute</li> <li>Information Technology Services</li> <li>University Research Excellence</li> <li>University Intellectual Infrastructure (now in University Research Investments)</li> </ul>	Agriculture, Food & Rural Development Former Public Works, Supply and Services } Former Advanced Education & Career Development
Justice	<ul style="list-style-type: none"> <li>Technology Commercialization Initiatives</li> </ul>	Economic Development
Municipal Affairs	<ul style="list-style-type: none"> <li>Mediation Services</li> <li>Safety Services</li> <li>Freedom of Information &amp; Protection of Privacy</li> <li>Disaster Services</li> </ul>	Former Family & Social Services } Former Labour Former Transportation & Utilities
Resource Development (Formerly Energy)	<ul style="list-style-type: none"> <li>Northern Development</li> <li>Forest Products Development</li> </ul>	Executive Council Economic Development & Environment
Treasury	<ul style="list-style-type: none"> <li>Employment Pensions</li> </ul>	Former Labour

Other Renamed or Merged Ministries

**Environment** (formerly Environmental Protection)

**International and Intergovernmental Relations** (formerly Intergovernmental & Aboriginal Affairs)

**Learning** (merger of Education and Advanced Education & Career Development)

# Appendix 5

## Alphabetical List Of Entities' Financial Information In Ministry Annual Reports

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### ENTITIES INCLUDED IN THE CONSOLIDATED GOVERNMENT REPORTING ENTITY

#### Ministry, Department, Fund or Agency

Agriculture Financial Services Corporation  
Alberta Agricultural Research Institute  
Alberta Alcohol and Drug Abuse Commission  
Alberta Dairy Control Board  
Alberta Energy and Utilities Board  
Alberta Foundation for the Arts  
Alberta Gaming and Liquor Commission  
Alberta Government Telephones Commission, The  
Alberta Heritage Foundation for Medical Research Endowment Fund  
Alberta Heritage Savings Trust Fund  
Alberta Heritage Scholarship Fund  
Alberta Historical Resources Foundation, The  
Alberta Informatics Circle of Research Excellence Inc.  
Alberta Insurance Council  
Alberta Municipal Financing Corporation  
Alberta Oil Sands Technology and Research Authority  
Alberta Opportunity Company  
Alberta Pensions Administration Corporation  
Alberta Petroleum Marketing Commission  
Alberta Research Council Inc.  
Alberta Risk Management Fund  
Alberta School Foundation Fund  
Alberta Science, Research and Technology Authority  
Alberta Securities Commission  
Alberta Social Housing Corporation  
Alberta Sport, Recreation, Parks and Wildlife Foundation  
Alberta Treasury Branches  
ATB Investment Services Inc.  
Awasak Child and Family Services Authority  
Calgary Rocky View Child and Family Services Authority  
Child and Family Services Authority – Region 13  
Child and Family Services Authority – Region 14  
Credit Union Deposit Guarantee Corporation  
Crop Reinsurance Fund of Alberta  
Department of Agriculture, Food and Rural Development  
Department of Children's Services  
Department of Community Development  
Department of Environment  
Department of Gaming

#### Ministry Annual Report

Agriculture, Food and Rural Development  
Innovation and Science  
Health and Wellness  
Agriculture, Food and Rural Development  
Resource Development  
Community Development  
Gaming  
Treasury  
Treasury  
Treasury  
Treasury  
Community Development  
Innovation and Science  
Treasury  
Treasury  
Innovation and Science  
Agriculture, Food and Rural Development  
Treasury  
Resource Development  
Innovation and Science  
Treasury  
Learning  
Innovation and Science  
Treasury  
Community Development  
Community Development  
Treasury  
Treasury  
Children's Services  
Children's Services  
Children's Services  
Children's Services  
Treasury  
Agriculture, Food and Rural Development  
Agriculture, Food and Rural Development  
Children's Services  
Community Development  
Environment  
Gaming

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## Entities Included In The Consolidated Government Reporting Entity (Cont'd)

Department of Health and Wellness	Health and Wellness
Department of Innovation and Science	Innovation and Science
Department of Justice	Justice
Department of Learning	Learning
Department of Resource Development	Resource Development
Department of Treasury	Treasury
Diamond Willow Child and Family Services Authority	Children's Services
Environmental Protection and Enhancement Fund	Environment
Gainers Inc.	Treasury
Government House Foundation, The	Community Development
Hearthstone Child and Family Services Authority	Children's Services
Ministry, Department, Fund or Agency	Ministry Annual Report
Historic Resources Fund	Community Development
Human Rights, Citizenship and Multiculturalism Education Fund	Community Development
Keystone Child and Family Services Authority	Children's Services
Lottery Fund	Gaming
Ma'Mowe Capital Region Child and Family Services Authority	Children's Services
Metis Settlements Child and Family Services Authority	Children's Services
Ministry of Agriculture, Food and Rural Development	Agriculture, Food and Rural Development
Ministry of Children's Services	Children's Services
Ministry of Community Development	Community Development
Ministry of Economic Development <sup>1</sup>	Economic Development
Ministry of Environment	Environment
Ministry of Executive Council _	Executive Council
Ministry of Gaming	Gaming
Ministry of Government Services <sup>1</sup>	Government Services
Ministry of Health and Wellness	Health and Wellness
Ministry of Human Resources and Employment <sup>1</sup>	Human Resources and Employment
Ministry of Infrastructure <sup>1</sup>	Infrastructure
Ministry of Innovation and Science	Innovation and Science
Ministry of International and Intergovernmental Relations <sup>1</sup>	International and Intergovernmental Relations
Ministry of Justice	Justice
Ministry of Learning	Learning
Ministry of Municipal Affairs <sup>1</sup>	Municipal Affairs
Ministry of Resource Development	Resource Development
Ministry of Treasury	Treasury
N.A. Properties (1994) Ltd.	Treasury
Natural Resources Conservation Board	Environment
Neegan Awas'sak Child and Family Services Authority	Children's Services
Persons with Developmental Disabilities Calgary Region Community Board	Health and Wellness

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Entities Included In The Consolidated Government Reporting Entity (Cont'd)

Persons with Developmental Disabilities Central Alberta Community Board	Health and Wellness
Persons with Developmental Disabilities Edmonton Community Board	Health and Wellness
Persons with Developmental Disabilities Foundation	Health and Wellness
Persons with Developmental Disabilities Michener Centre Facility Board	Health and Wellness
Persons with Developmental Disabilities Northeast Alberta Community Board	Health and Wellness
Persons with Developmental Disabilities Northwest Alberta Community Board	Health and Wellness
Persons with Developmental Disabilities Provincial Board	Health and Wellness
Persons with Developmental Disabilities South Alberta Community Board	Health and Wellness
Ribstone Child and Family Services Authority	Children's Services
S C Financial Ltd.	Treasury
Sakaigun Asky Child and Family Services Authority	Children's Services
Sakaw Askiy Child and Family Services Authority	Children's Services
Silver Birch Child and Family Services Authority	Children's Services
Southeast Alberta Child and Family Services Authority	Children's Services
Sun Country Child and Family Services Authority	Children's Services
Supplementary Retirement Plan Reserve Fund	Treasury
Ministry, Department, Fund or Agency	Ministry Annual Report
Victims of Crime Fund	Justice
West Yellowhead Child and Family Services Authority	Children's Services
Wild Rose Foundation, The	Community Development
Windsong Child and Family Services Authority	Children's Services

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**ENTITIES NOT INCLUDED IN THE CONSOLIDATED GOVERNMENT REPORTING ENTITY**

**Fund or Agency**

**Ministry Annual Report**

Alberta Cancer Board	Health and Wellness
Alberta Heritage Foundation for Medical Research	Innovation and Science
Alberta Mental Health Board	Health and Wellness
Alberta Teachers' Retirement Fund Board	Learning
Improvement Districts Trust Account	Municipal Affairs
Local Authorities Pension Plan	Treasury
Long-Term Disability Income Continuance Plan -Bargaining Unit	Human Resources and Employment
Long-Term Disability Income Continuance Plan -Management, Opted Out and Excluded	Human Resources and Employment
Management Employees Pension Plan	Treasury
Provincial Judges and Masters in Chambers Pension Plan	Treasury
Public Post Secondary Institutions	Learning
Public Service Management (Closed Membership) Pension Plan	Treasury
Public Service Pension Plan	Treasury
Regional Health Authorities	Health and Wellness
School Boards	Learning
Special Areas Trust Account	Municipal Affairs
Special Forces Pension Plan	Treasury
Universities Academic Pension Plan	Treasury
Workers' Compensation Board	Human Resources and Employment

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<sup>1</sup> Ministry includes only the department so separate department financial statements are not necessary.