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To the Reader

The *Results Report 2000/2001* is an excerpt from Alberta Learning's *Annual Report, 2000/2001*. It replicates the Results Analysis section exactly as it appears in the Annual Report, and is produced for wider dissemination of performance information to the learning system and the public.

In addition to the information in this *Results Report,* the *Annual Report* contains an Operational Overview of the Ministry, Ministry Financial Information, Summaries of the financial statements of public school authorities and post-secondary institutions, and Disclosure of Salaries and Benefits for Superintendent Positions.

The performance information contained in this Results Report will be used in the preparation of Alberta Learning's next three-year plan. All those involved in the learning system are encouraged to use this information to plan improvements for learners in their organization.

Minister's Message

Alberta has an excellent learning system!
The impressive performance during 2000/2001
is a testament to its strength, innovation and
flexibility. Overall good results were achieved
across the system – basic learning, adult
learning, and apprenticeship and industry
training. Students posted strong test scores,
apprenticeship and post-secondary graduates
have high rates of employment, and learners,
parents and the public continue to be satisfied
with the quality of the learning system.

The Results Report 2000/2001 reflects the solid
performance of Alberta's learning system and
provides important information on what is being
achieved through the many initiatives and
partnerships. Together with education
stakeholders and the community, Alberta
Learning is dedicated to ensuring that Alberta's
learning system continues to be one of the finest
in the country.

Dr. Lyle Oberg
Minister of Learning

Introduction

In 2000/01, the Ministry of Learning, building on its strong foundation, focused on providing the best possible learning system for Albertans through the core businesses of Basic Learning, Apprenticeship and Industry Training, and Adult Learning.

The Ministry continued to pursue five goals for the learning system that were established in consultation with stakeholders when the Ministry of Learning was created:

- High Quality Learning Opportunities
- Excellence in Learner Achievement
- Well Prepared Learners for Lifelong Learning, World of Work and Citizenship
- Effective Working Relationships with Partners
- Highly Responsive and Responsible Ministry

The Ministry played a key role on cross-ministry initiatives, which are established by the provincial government to address priorities that transcend the mandate of individual ministries. Alberta Learning worked with other ministries on the:

- Economic Development Strategy
- Aboriginal Policy Initiative
- Alberta Corporate Service Centre
- Corporate Human Resource Development Strategy
- Children and Youth Initiative
- Corporate Information Management/Information Technology Strategy.

Details of the Ministry's accomplishments for the year are summarized in Appendix 1.

The Ministry maintained an emphasis on the achievement of results. The accomplishments and performance of the Ministry are profiled on the pages that follow. Note: targets for 2000/01 for the core performance measures are found either in Alberta Learning's business plan for 2000/01 to 2002/03 or in former Alberta Education's three-year plan for 1998/99 to 2000/01.

Highlights: Performance at a Glance

Outcomes	Core Measures	Results for 2000/01

Goal One: High Quality Learning Opportunities

Outcomes	Core Measures	Results for 2000/01
Responsive and flexible programs meet learning needs	Quality of basic education	√ A very large majority of high school students (94%) and parents (88%) are satisfied with the quality of basic education.
	Quality of post-secondary education	= Public satisfaction with the quality of basic education remains stable at 70%.
		↑ 77% of the public is satisfied that adult learners are being prepared for the workforce, up from 72%.
		= Adult learner satisfaction with their preparation for the workforce is stable at 81%.*
		√ A high percentage of adult Albertans (92%) are satisfied with the quality of education or training taken in the last year.
Programs are accessible	Adult participation in learning	↓ 30% of adults participate in learning, down from 32%, a reflection of increased employment opportunities.*
Programs are affordable	Financial assistance to post-secondary students	√ The average financial assistance award to post-secondary students has increased each year in recognition of rising costs.

Goal Two: Excellence in Learner Achievement

Outcomes	Core Measures	Results for 2000/01
Learners demonstrate high standards	Student achievement	↑ Student results at the acceptable standard improved overall in grades 3,6, and 9 on provincial achievement tests.
		√ Overall student results on provincial achievement tests exceeded the target for the standard of excellence.
		= Students met or exceeded the acceptable standard on three diploma exams and met or exceeded the standard of excellence on six exams.
Learners complete programs	High school completion	↑ 71% of high school students completed high school within 6 years of entering grade 9.

Goal Three: Well Prepared Learner for Lifelong Learning, World of Work, and Citizenship

Outcomes	Core Measures	Results for 2000/01
Learners are well prepared for lifelong learning	Readiness to learn	↑ About 95% of Alberta grade 1 students participated in ECS, up from 91% in 1996/97.
	Preparation for lifelong learning	↑ Public satisfaction that adult learners are prepared for lifelong learning increased to 77%.*
		= 80% of adult learners are satisfied with their preparation for lifelong learning.*
Learners are well prepared for work	Employment status of post-secondary graduates	√ 83% of post-secondary graduates are employed, up from 81%.
	Skills of post-secondary graduates	= About 90% of employers are satisfied with the skills of recent diploma graduates.*
		↓ 84% of employers are satisfied with the skills of recent degree graduates.*
Learners are well prepared for citizenship	Results on social studies assessments	√ Student results met the target on four provincial social studies assessments.
		↑ Results improved on the other four social studies assessments.
	Second language enrolments	↓ The percentage of high school students enrolled in second language courses has decreased from 27% to 22%.*
	Prepared for citizenship	↑ Public satisfaction with learners' preparation for citizenship has increased to 67% for adult learners and to 48% for high school students.*

Goal Four: Effective Working Relationships with Partners

Outcomes	Core Measures	Results for 2000/01
Joint initiatives meet the learning needs.	Partner satisfaction with the effectiveness of partnerships.	↑ Partner and stakeholder agreement that Alberta Learning staff are flexible and responsive increased to 71% for flexibility and 83% for responsiveness, and declined to 77% for staff collaboration.*

Goal Five: Highly Responsive and Responsible Ministry

Outcomes	Core Measures	Results for 2000/01
Value for dollars.	Administrative efficiency	= Spending on support for Ministry administration is a very small percentage (1.8%) of total spending on the learning system.
Leadership and continuous improvement.	Perceptions of Ministry staff	= 77% of Alberta Learning staff agree the Ministry provides support that makes them competitive in the job market.*
		= 92% of apprenticeship graduates and employers of apprentices are satisfied with the quality of Ministry services.*

√ Met target   From base year: = no change   ↑ Improved performance   ↓ Performance decline
* No target was set for 2000/01.

Performance assessment for survey measures considers the confidence interval (See Endnote A).

Goal One: High Quality Learning Opportunities

High quality learning opportunities are accessible to all learners, offer flexibility to meet diverse needs, while employing results oriented, affordable funding.

Ministry Initiatives:
- Expanded funding to increase Kindergarten instruction, from 400 to 475 hours.
- Introduced the growth and density grant and increased funding by $7.4 million per school year for school jurisdictions facing increased enrolment or higher costs as a result of unique geographic and economic conditions.
- Accepted the recommendations of the report on the MLA Review of School Councils that school councils remain mandatory and advisory, and training opportunities be provided for school council members.
- Recognized the unique roles of Aboriginal and French cultures through development of a draft Social Studies curriculum framework common to the western provinces.
- Developed 11 new resources to support the inclusion of students with special needs in the basic learning system.
- Introduced a staged increase in funding of $20 million by the end of 2003 school year to expand services for 7000 special needs students with severe emotional/behavioral disabilities.
- Completed the Western Canadian Protocol framework for International Languages and its adaptation for Alberta.
- Established and supported an MLA Post-Secondary Funding Review Committee to improve flexibility and responsiveness of the post-secondary learning system, and as a result announced $12 million in funding adjustments for more equitable distribution of resources.
- Announced $12.5 million in funding to post-secondary institutions for faculty retention.
- In partnership with Alberta Infrastructure, announced $200 million in one-time infrastructure funding to post-secondary institutions for building expansions and upgrades.
- Led a provincial symposium to further develop the Campus Alberta concept of a single streamlined learning system. Participants developed recommendations on enhancing system coordination and quality learning opportunities through collaboration.
- Responded to student concerns about rising debt levels with the announcement of a new Student Loan Relief Program.

Goal Two: Excellence in Learner Achievement

Evaluate, encourage, and support learner achievement through a full-range of educational options, as well as recognize and reward excellence.

Ministry Initiatives:
- Implemented the Alberta Initiative for School Improvement making a total of $37 million available to school boards for approved projects which are designed to improve student learning.
- Implemented the Information and Communication Technology curriculum to enable students to better understand and apply technology in all grades and subjects.
- Completed a report on Barriers to High School Completion and developed responses to recommendations.
- Used results of the Third International Mathematics and Science Study to recognize the achievement and competitiveness of Alberta students.
- Issued more than $18.2 million in Alberta Heritage Scholarship Fund awards to more than 8,900 post-secondary students.

Goal Three: Lifelong Learning

Foster lifelong learning by providing for a strong educational foundation; preparing learners for the work world; encouraging continued learning, and promoting attitudes of citizenship.

Ministry Initiatives:
- Included essential employability skills in Career Direction and Science courses for grades 7 to 12, and the value of the Alberta framework was recognized by the Conference Board of Canada by incorporating it into their Toolkit.

- Facilitated consultations across the province for the MLA Committee on Lifelong Learning to provide Albertans with opportunities for input into shaping the development of a lifelong learning system.
- Created about 1,800 post-secondary spaces in priority labour market areas.
- Expanded training opportunities for Aboriginal people in local communities by facilitating training in the carpenter trade on the Siksika, Sarcee and Garden River reserves.
- Provided alternate technical training delivery opportunities for apprentices as identified by industry.

Goal Four: Effective Working Relationships with Partners

Effective partnerships generate joint initiatives to enhance learning, and contribute to achieving the province's social and economic goals by involving stakeholders in planning, development and evaluation processes.

Ministry Initiatives:
- Partnered with the Alberta Online Consortium (AOC) to present an Online Learning Symposium for 550 kindergarten to grade 12 and post-secondary educators from across Alberta and Canada.
- Brought together a team of education stakeholders to better define the results Albertans expect from the basic learning system, and drafted outcomes for province wide discussion.
- Contributed to the leadership team of an assistant deputy ministers' committee on federal/provincial relations.
- Partnered with Edmonton Public Schools to pilot a new Aboriginal high school, aimed at better meeting the needs of urban Aboriginal students.
- Organized and presented Alberta's second National Conference on Safe and Caring Schools & Communities in partnership with provincial education stakeholders.
- Developed an outline for a Youth Learning Opportunities program in partnership with the Northern Alberta Development Council.
- Contributed $1.5 million to the Beef Cattle Health Management program at the Western College of Veterinary Medicine, University of Saskatchewan.
- Shared the responsibility for implementation and enhancement of the Alberta Learning Information Services (ALIS) with Alberta Human Resources and Employment.
- Signed a formal shared services agreement with Alberta Human Resources and Employment to strengthen the quality of service delivery of financial assistance programs for learners.

Goal Five: Responsive and Responsible Ministry

A responsive and responsible learning system demonstrates leadership, value for dollars, and continuous improvement in administrative and business processes and practices.
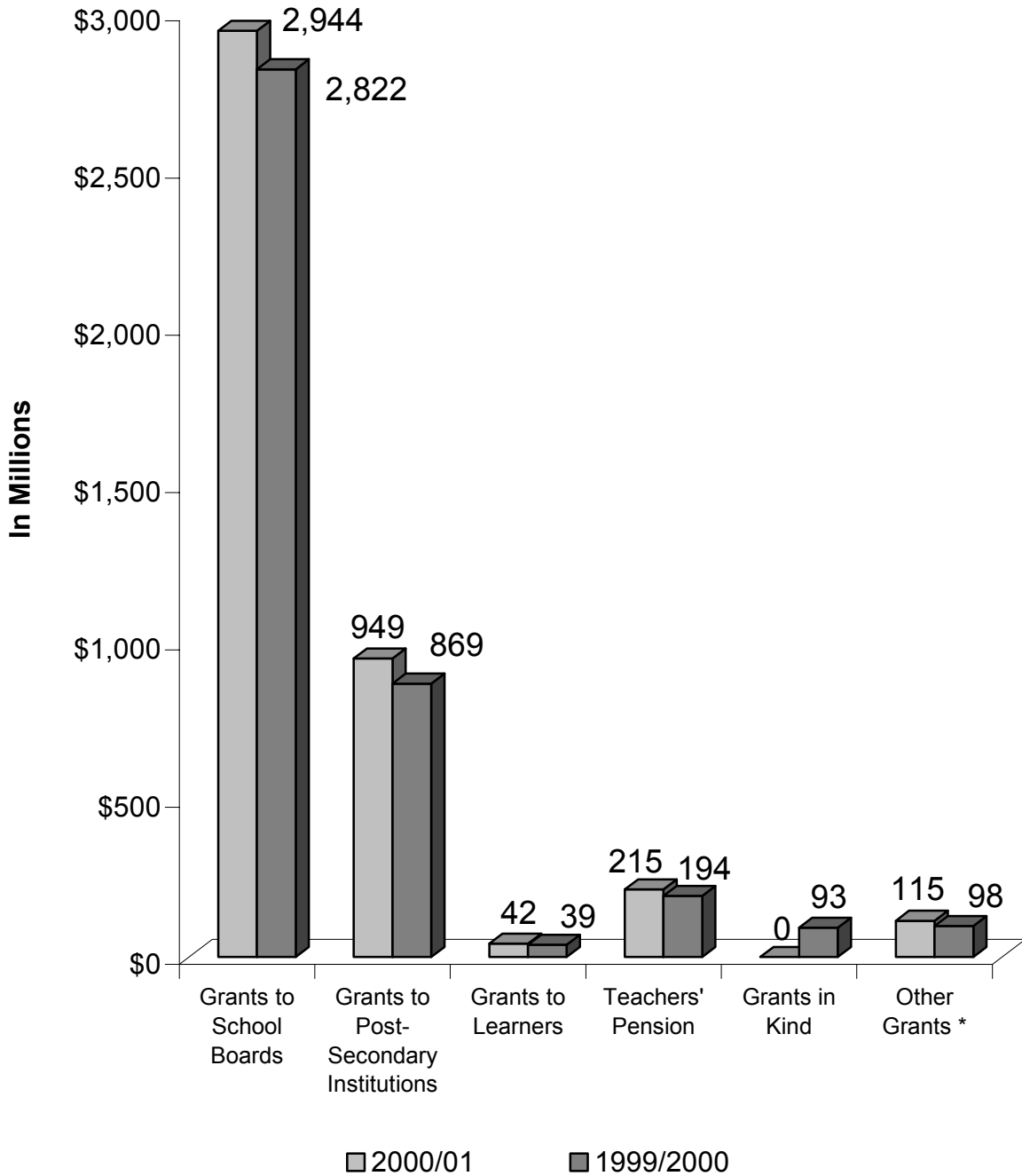
Ministry Initiatives:
- Met financial targets while addressing unanticipated increases in energy costs for post-secondary institutions and school boards.
- Assessed the financial and non-financial performance of school authorities and post-secondary institutions.
- Introduced a streamlined regulatory framework for the Apprenticeship and Industry Training Board.
- Re-engineered business processes to improve apprenticeship and industry training client service and to increase efficiency.
- Introduced long-range strategy planning and operational planning processes.
- Implemented a three-year plan for Information Technology.
- Began implementation of a continuity plan to ensure Ministry's future staffing needs can be met.

Ministry Grants

In Millions

Category	2000/01	1999/2000
Grants to School Boards	2,944	2,822
Grants to Post-Secondary Institutions	949	869
Grants to Learners	42	39
Teachers' Pension	215	194
Grants in Kind	0	93
Other Grants *	115	98

☐ 2000/01   ■ 1999/2000

* Includes funding for Community Programs and Learning Television and grants to
Private Schools.

**AUDITOR
GENERAL**
Alberta

REPORT OF THE AUDITOR GENERAL ON THE RESULTS OF APPLYING SPECIFIED AUDITING PROCEDURES TO KEY PERFORMANCE MEASURES

To the Members of the Legislative Assembly;

I have performed the following procedures in connection with the Ministry of Learning's performance measures included in the *2000-2001 Annual Report of the Ministry of Learning* as presented on pages 17 to 56.

1. Information obtained from an independent source, such as Statistics Canada, was agreed with the information supplied by the stated source. Information provided internally was agreed to the reports from the systems used to develop the information.

2. The calculations that converted source information into reported measures were tested.

3. The appropriateness of the description of each measure's methodology was assessed.

As a result of applying the above procedures, I found no exceptions. However, these procedures do not constitute an audit of the set of performance measures and therefore I express no opinion on the set of performance measures included in the *2000-2001 Annual Report of the Ministry of Learning.*

original signed by
Peter Valentine, FCA
Auditor General

Edmonton, Alberta
September 21, 2001

Goal 1 – High Quality Learning Opportunities

Flexibility and responsiveness:
- The learning system meets the needs of all learners, society and the economy.
- The learning system is flexible and provides a variety of programs and modes of delivery.

Accessibility:
- All Albertans can participate in learning.
- Albertans with special needs can participate in learning.

Affordability:
- Cost is not a barrier to learners participating in learning opportunities.
- The learning system is affordable.

✔	Met target
=	No change
↑	Improved performance
↓	Performance decline

There are five Ministry core measures to assess and report on the goal of High Quality Learning Opportunities for Albertans. **Overall, four targets were met, and performance remained stable on one core measure.** Below are the performance highlights for 2000/01.

PERFORMANCE HIGHLIGHTS

✔ **Quality of Basic Education** – Parent and student satisfaction with overall quality of education has remained high, with results for students at 94% and for parents at 88%.

↑ **Preparation of Adults for the Workforce** – Public satisfaction that adults taking education or training are getting an appropriate combination of knowledge and skills to prepare them for the workplace has increased from 72% to 77% over the reporting period.

✔ **Quality of Adult Learning Programs** – The percentage of adult learners who were satisfied with education or training taken during the last 12 months has remained high at 92%.

✔ **Post-Secondary Student Assistance** – Financial assistance has increased to help students with the rising costs of post-secondary education.

OPPORTUNITIES FOR IMPROVEMENT

↓ **Adult Participation in Learning** – The percentage of adult learners who participated in credit or non-credit programs decreased slightly to 30%, likely the result of expanding employment opportunities in Alberta.

Quality of Basic Education

TARGET:

- Targets for student and parent satisfaction were met when the confidence interval is taken into account.
- No target was set for public satisfaction for 2000/01 as it is a new core measure.

ANALYSIS:

- A high percentage of parents and students continue to be satisfied with the overall quality of education.
- A majority of the public also continues to be satisfied.
- Student, parent and public satisfaction have remained constant over time.

## Preparation of Adults for the Workforce

TARGET:

- Target for the public of "improve to over 80%" was not met.
- No target set for 2000/01 for adult learners' satisfaction as it is a new core measure.

ANALYSIS:

- Public satisfaction has risen since 1996/97. Satisfaction of adult learners is stable and higher than for the public as a whole.
- To address this measure more directly, respondents were asked for the first time in 2000/01 about their satisfaction with the quality of programs in Alberta's adult learning system. 83% of adult learners and 76% of the public were satisfied.

Percentages of High School Students, Parents and the Public Satisfied with Overall Quality of Basic Education
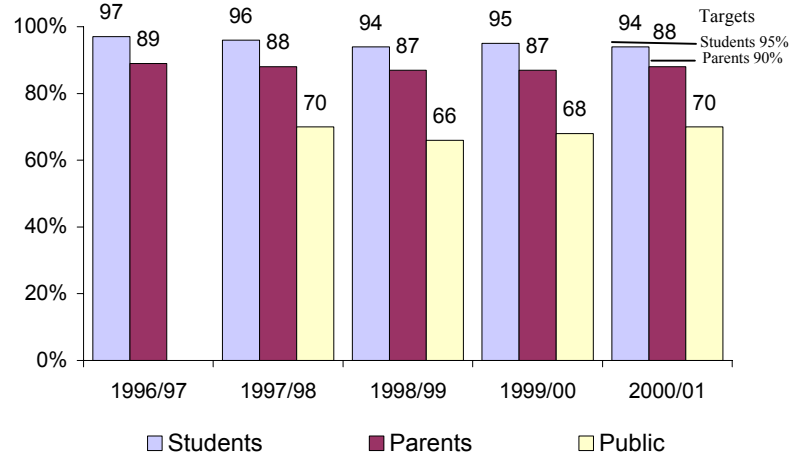
Source: Alberta Learning: Environics West Surveys –1996, 1997; The Advisory Group Surveys – 1998, 1999; Criterion Research Corp. Surveys – 2000, 2001.

Notes:

- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 1.01.

Percentages of Adult Learners and the Public Satisfied that Adult Learners are Prepared for the Workforce
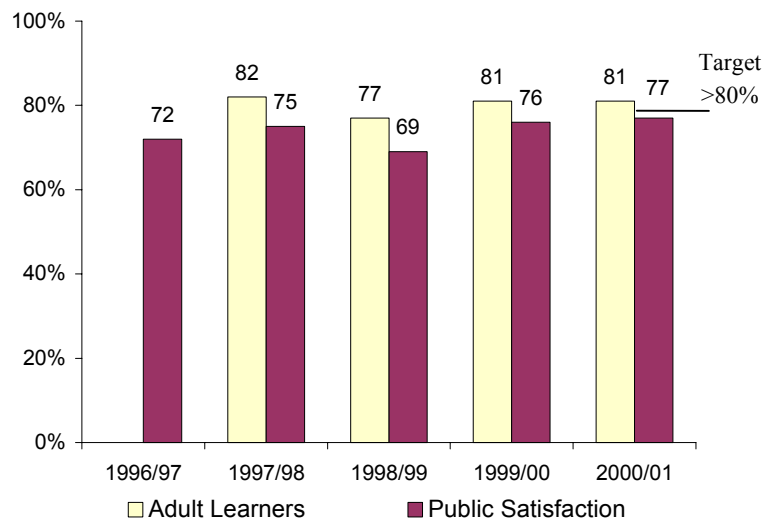
Source: Alberta Learning: Government Omnibus Surveys – 1997; Banister Research & Consulting, Inc. – 1998 and 1999; Criterion Research Corp. – 2000, 2001.

Notes:

- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 1.02.

Quality of Adult Learning Programs

TARGET:

- Target of "maintain over 90%" was met when the confidence interval is taken into account.

ANALYSIS:

- A very high percentage of adult learners continue to be satisfied with their education or training.
- Results are an indicator of the overall quality of adult learning programs.

Percentages of Adult Albertans Satisfied with Education or Training
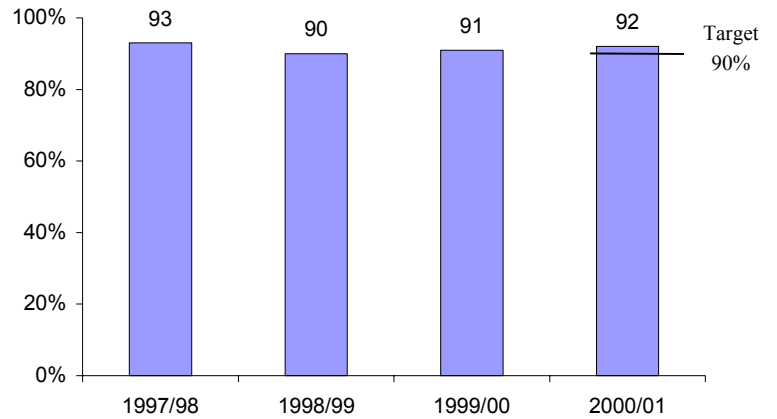
Source: Alberta Learning: Banister Research & Consulting Inc. – 1998, 1999; Criterion Research Corp. – 2000, 2001.

Notes:
- See Endnote A for information on surveys conducted for Alberta Learning
- See Endnote C, measure 1.03.

Adult Participation in Learning

TARGET:

- No target set for 2000/01 as it is a new core measure.

ANALYSIS:

- Thirty percent of adult Albertans participated in credit or non-credit programs.
- Participation in 2000/01 has decreased slightly since last year.
- Improved labour force conditions in Alberta may have contributed to this slight decline.

Percentages of Adults Participating in Credit and Non-credit Courses
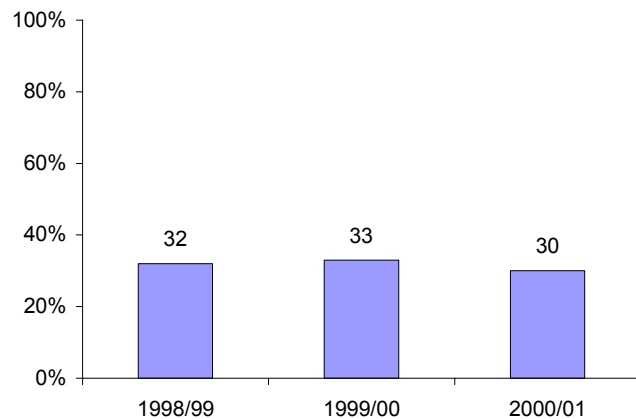
Source: Alberta Learning: Banister Research & Consulting Inc. – 1999; Criterion Research Corp. – 2000, 2001.

Notes:
- See Endnote A for information on surveys conducted for Alberta Learning
- See Endnote, measure 1.04 for inter-provincial comparisons.

Post-Secondary Student Assistance

Average Post-secondary Student Financial Assistance Award (new)

TARGET:

- Target met. The increase addressed the average tuition increase and reflected a contribution to an anticipated rise in living costs. These expected cost increases were taken into account when increasing the maximum allowable awards for 2000/01.
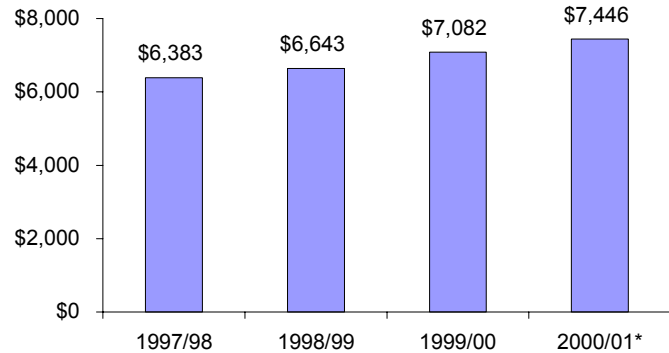
*Target: Increase to reflect rising costs

ANALYSIS:

- The average combined federal and provincial post-secondary assistance award has increased each year, to support rising student tuition and living costs. The award may be comprised of loan, grant or bursary funds.
- Students who need to borrow more than $10,000 for a two-year program or $20,000 for a four-year program qualify for loan forgiveness to reduce their provincial loan.
- In 2000/01, the average combined cumulative federal and provincial student loan debt after provincial loan forgiveness for all client types was $12,620 for students in their final year of study.

Source: Alberta Learning.
Note:
- See Endnote C, measure 1.05.

Quality of Post-Secondary Education

ANALYSIS:

- A substantial majority of the post-secondary graduates are satisfied with the overall quality of their post-secondary education.

- Only 4% of the graduates expressed dissatisfaction.

- Previous results, which are not comparable because a different methodology was used, also indicated high levels of student satisfaction in all sectors.

- Results add to our knowledge about satisfaction with the preparation of adults for the workforce (see page 11).

Percentages of Recent Post-Secondary Graduates Satisfied with the Overall Quality of Their Education
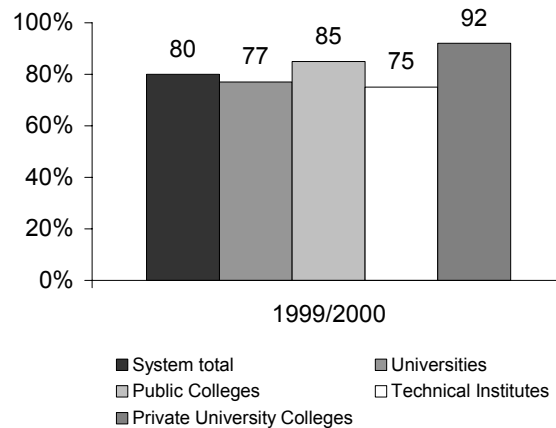
Source: Alberta Learning.

Notes:

- Latest available survey information is reported based on surveying the 1998/99 graduates of degree, diploma, certificate and academic upgrading programs. The satisfaction of apprenticeship graduates is reported below.
- The results for public colleges have been updated since reported in the 1999/2000 Annual Report.
- Graduates are surveyed every other year. The graduate satisfaction survey conducted in the 2000/01 academic year will be reported in 2001/02.
- See Endnote C, measure 1.06.

Quality of Apprentice Training and Work Experience

ANALYSIS:

- A very large percentage of recent apprenticeship graduates were satisfied with the quality of their work experience and technical training.

- Results of the survey in 1998/99 indicated similarly high levels of satisfaction among apprenticeship graduates.

- Results add to our knowledge about satisfaction with the preparation of adult learners for the workforce (see page 11).

Percentages of Apprenticeship Graduates Satisfied with their Work Experience and Technical Training
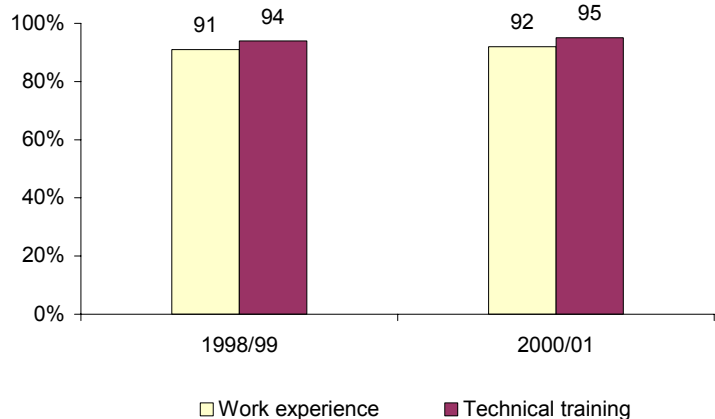
Source: Alberta Learning: Nichols Applied Management – 1999, R.A. Malatest & Associates - 2001.

Notes:

- Graduates of apprenticeship programs in 1997/98 and 1999/2000 (based on the August 1 – July 31 year) were surveyed six to 18 months after graduation.
- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 1.07.

Safe and Caring Schools

ANALYSIS:

- Large percentages of both parents and students continue to agree that schools provide a safe and caring environment.
- Agreement levels have remained stable over time for both groups.

Percentages of Parents and High School Students Satisfied that Schools Provide

A Caring Environment

A Safe Environment
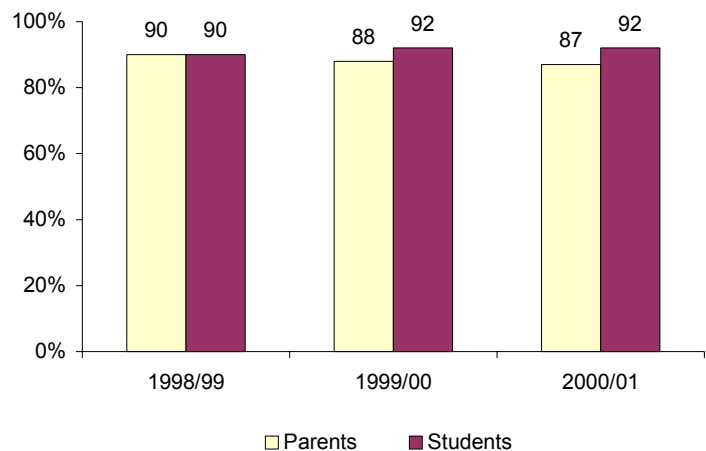
Source: Alberta Learning: The Advisory Group Surveys – 1999; Criterion Research Corp. Surveys – 2000, 2001.

Notes:
- See Endnote A for information on surveys conducted for Alberta Learning.
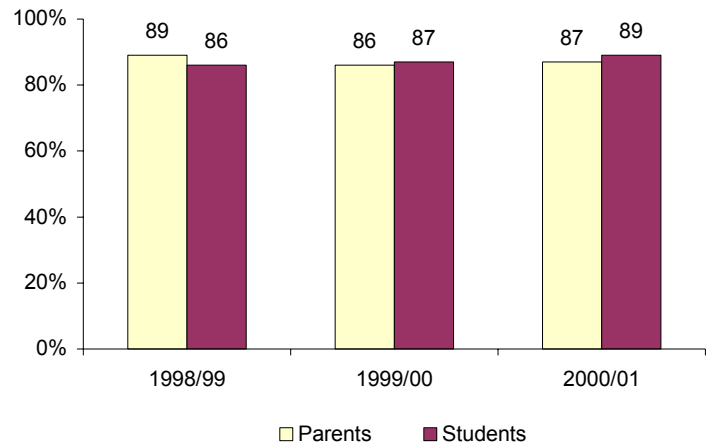- See Endnote C, measure 1.08.

Enrolment in Post-Secondary Programs

ANALYSIS:

- The information in the tables demonstrates the variety of post-secondary programs and subject areas of study available to Albertans.
- Enrolment increased by more than 4,200 FLE between 1998/99 and 1999/2000.
- Between 1995/96 and 1999/2000, enrolment increased more than 9.6%, close to the growth in the adult population of nearly 10% (see population and enrolment growth table on page 79).
- Programs are available both in traditional classrooms throughout the province and by distance delivery to facilitate access. All programs at Athabasca University are offered by distance delivery.

Enrolment by Program Type

	1998/99		1999/2000	
Program Type (credential)	**Enrolment (FLEs)**	**Percent of Total**	**Enrolment (FLEs)**	**Percent of Total**
Degree Programs				
Bachelor Degree	46,367	40.2%	47,075	39.4%
University Transfer	6,741	5.8%	7,092	5.9%
Master's Degree	5,014	4.3%	5,877	4.9%
Ph.D. and Doctoral Degree	2057	1.8%	2,048	1.7%
Applied Degree	899	0.8%	945	0.8%
Career Programs				
Diploma	21,050	18.3%	21,668	18.1%
Certificate	5,798	5.0%	5,443	4.6%
Other – Post-Diploma	606	0.5%	471	0.4%
Trade Certificate	541	0.5%	608	0.5%
Preparatory and Basic Upgrading	10,331	8.9%	10,368	8.7%
General Studies	7,944	6.9%	9,718	8.1%
Skill Training	4,003	3.5%	4,150	3.5%
Apprenticeship Training	3,980	3.5%	4,111	3.4%
Total FLE Enrolment	**115,331**	**100.0%**	**119,574**	**100.0%**

Enrolment by Subject Areas

	1998/99		1999/2000	
Subject Area	**Enrolment (FLEs)**	**Percent of Total**	**Enrolment (FLEs)**	**Percent of Total**
Arts and Science	32,497	28.2%	36,057	30.2%
Engineering/Engineering Technologies	17,308	15.0%	16,252	13.6%
Business and Related	14,945	12.9%	15,217	12.7%
Preparatory and Basic Upgrading	10,375	9.0%	10,458	8.7%
Education including Early Childhood	8,913	7.7%	8,701	7.3%
Health Related such as Nursing	6,483	5.6%	6,887	5.8%
Computing and Information Technology	4,600	4.0%	4,660	3.9%
Social and Community Services, including Law	4,030	3.5%	4,286	3.6%
Fine and Performing Arts	2,928	2.5%	3,646	3.0%
Medicine and Dentistry, including Dental Technology	2,948	2.6%	2,575	2.1%
Services and Hospitality	2,159	1.9%	2,122	1.8%
Agriculture	2,050	1.8%	1,782	1.5%
Unclassified and Other	6,095	5.3%	6,931	5.8%
Total FLE Enrolment	**115,331**	**100.0%**	**119,574**	**100.0%**

Source: Alberta Learning.

Notes:

- Full load equivalent (FLE) represents one student for a standard year of study taking a full load.
- Unclassified and Other in the Enrolment by Subject Area table includes those whose subject area of study is unknown.
- Endnote C, measure 1.09, includes enrolment by institution type.

Basic Learning Delivery Choices

ANALYSIS:

- Most Alberta school boards are providing alternative programs.
- The alternatives presented in the table represent only a small portion of the choices available to Alberta's students. Since the 1995/96 school year, students have been able to attend any public or separate school as long as space and resources are available.
- The number of outreach programs and schools ("storefront schools") continue to grow as school boards take education programs to students who have left the traditional school setting.
- Though the number of charter schools has remained stable, overall charter school enrolment is increasing as these are relatively new choices in Alberta's public education system.
- Enrolment in online programs and schools has remained stable. Online education enables students to learn almost anywhere and at any time by taking advantage of the Internet.
- Enrolment in home education has remained stable. A total of 8,699 students were enrolled in home education in the 2000/01 school year when those supervised by private schools are included.
- In 2000/01 school year, 552,452 students attended public and separate schools, and 27,808 students attended private schools, including 2,622 children in private ECS programs.

Enrolment in Selected Delivery Choices in Public Education

	1996/97	1997/98	1998/99	1999/00	2000/01
Outreach Programs:					
Number of Students	---	---	3,464	5,076	6,177
Percent of Students	---	---	0.6	0.9	1.1
Number of School Boards that Offer	---	---	29	40	44
Charter Schools					
Number of Students	1,467	2,133	1,716	2,074	2,559
Percent of Students	0.3	0.4	0.3	0.4	0.5
Number of Charter Schools	8	11	9	10	10
Online Programs					
Number of Students	595	1,700	3,622	4,042	3,693
Percent of Students	0.1	0.3	0.7	0.7	0.7
Number of School Boards that Offer	9	16	26	28	24
Home Education Programs					
Number of Students	5,873	5,798	4,698	4,378	4,249
Percent of Students	1.1	1.1	0.9	0.8	0.8
Number of Public Boards that Offer	65	61	58	58	53

Source: Alberta Learning.

Notes:
- Public education includes public, separate, and francophone school jurisdictions, and charter schools.
- Students also registered in a home education program are excluded from online programs.
- Endnote C, measure 1.10 includes the total ECS to grade 12 enrolments.

Access to Lifelong Learning

ANALYSIS:

- Perceptions about the accessibility of the learning system are generally positive.
- Learners (both high school students and adult learners) have the highest levels of agreement that learners have ease of access to lifelong learning, while results for parents and the public are somewhat lower.
- Agreement of adult learners has increased significantly since 1997/98.
- The information in this measure addresses access to learning, a key Ministry outcome.

Percentages of Parents, High School Students and the Public who Agree Learners Have Ease of Access to Lifelong Learning

☐ Parents (re: all learners)   ■ High School Students (re: all learners)
☐ Public (re: high school graduates)
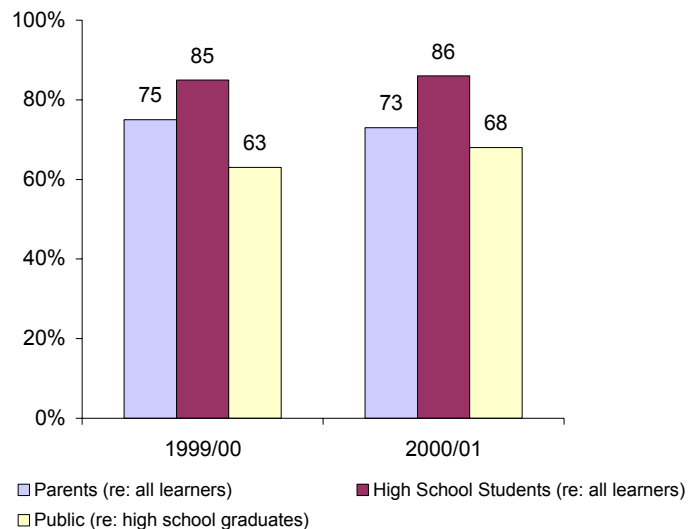
Percentages of Adult Learners and the Public who Agree Most Adults have Access to Education and Training

☐ Adult Learners   ■ Public
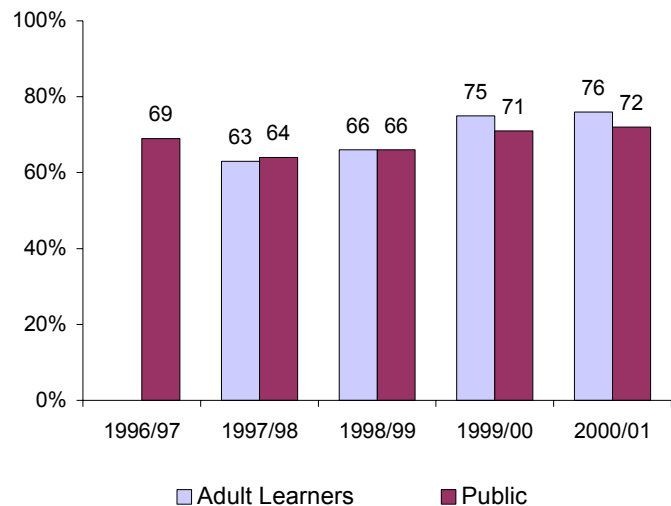
Sources: Alberta Learning: Government Omnibus – 1996, 1997; Banister Research & Consulting, Inc. – 1998, 1999; Criterion Research Corp. – 2000, 2001.

Notes:
- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 1.11.

Services for Children with Special Needs

ANALYSIS:

- Most parents with children having severe special needs continue to be satisfied with services for their children.

- In 2000/01, parents of students with mild/moderate special needs were surveyed for the first time. Their overall satisfaction with services for their children is 71%.

- Similar satisfaction levels were reported in response to a new question on the quality of education for these children: 77% for parents of children with severe disabilities and 69% for parents of children with mild/moderate disabilities. The results to this new question provide additional information on parent satisfaction with the quality of basic education (see page 11).

Percentages of Parents of School Children with Severe and Mild/Moderate Special Needs Satisfied with Support Services for Their Child

☐ Parents of students with severe disabilities
☐ Parents of children with mild/moderate disabilities

Source: Alberta Learning: The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000, 2001.

Notes:
- See Endnote A for information on surveys conducted for Alberta Learning.
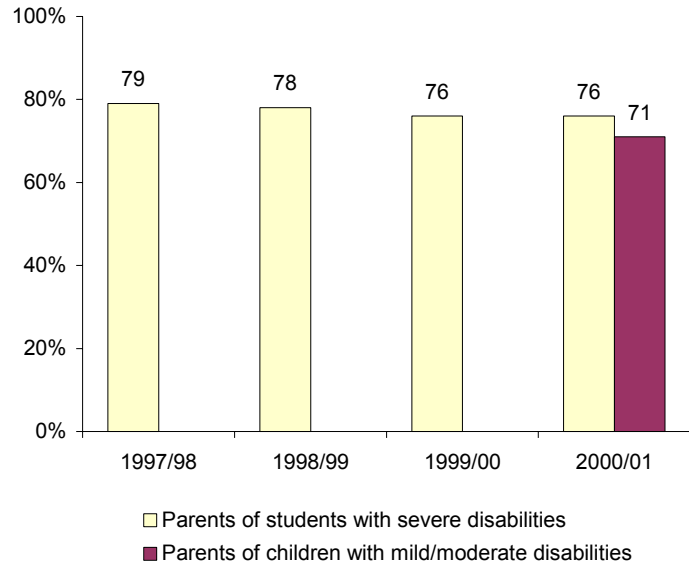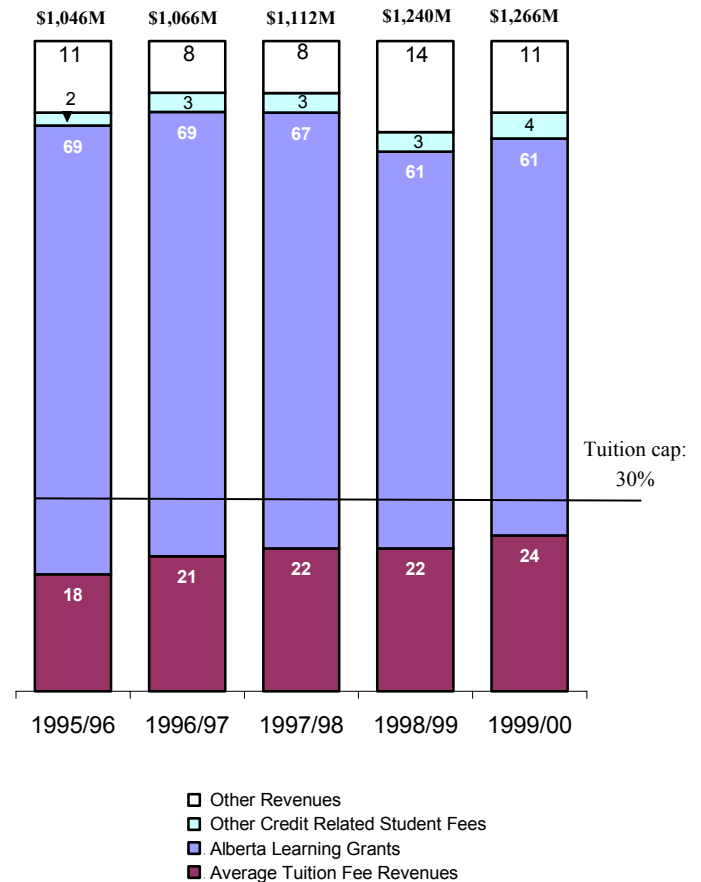- Endnote C, measure 1.12.

Tuition Revenue as a Proportion of Net Operating Expenditures

ANALYSIS:

- The proportion of revenues from tuition fees has generally increased over the last five years but, on average, remains within the 30% tuition fee cap.

- Institutional compliance with the tuition fee policy is monitored by the Ministry. Where an institution has surpassed the 30% tuition fee cap, the institution has frozen tuition fees and obtained a waiver as required by legislation.

- Students and their families are paying a larger share of the cost of instruction in credit programs subject to the policy but still less than 30%.

- The dollar value of provincial grants to post-secondary institutions that support the delivery of credit programs has increased annually (see table on page 82).

Sources of Funding for Post-Secondary Credit Programs as Percentages of Net Operating Expenditures

	$1,046M	$1,066M	$1,112M	$1,240M	$1,266M
Other Revenues	11	8	8	14	11
Other Credit Related Student Fees	2	3	3	3	4
Alberta Learning Grants	69	69	67	61	61
Average Tuition Fee Revenues	18	21	22	22	24
	1995/96	1996/97	1997/98	1998/99	1999/00

Tuition cap: 30%

☐ Other Revenues
☐ Other Credit Related Student Fees
◼ Alberta Learning Grants
◼ Average Tuition Fee Revenues

Source: Alberta Learning.

Notes:

- 1996/97 information does not add to 100 due to rounding.
- The Tuition Fee Policy applies to each public post-secondary institution except the Banff Centre.
- Endnote C, measure 1.13, provides information on tuition ratios by institution type and total institutional revenues by source.

Property Tax Rates for Education

ANALYSIS:

- The proportion of education funding paid through property taxes is decreasing. This lessens the impact of rising basic education costs on property owners.
- Government has been reducing mill rates on both residential and non-residential properties since assuming responsibility for the education property tax in 1994.
- In the 2001 tax year, government reduced revenue from the property tax by $135 million to cap revenue generated from this source at $1.2 billion, as recommended by the MLA Education Property Tax Review Committee.

Annual Provincial Equalized Education Property Tax Rates
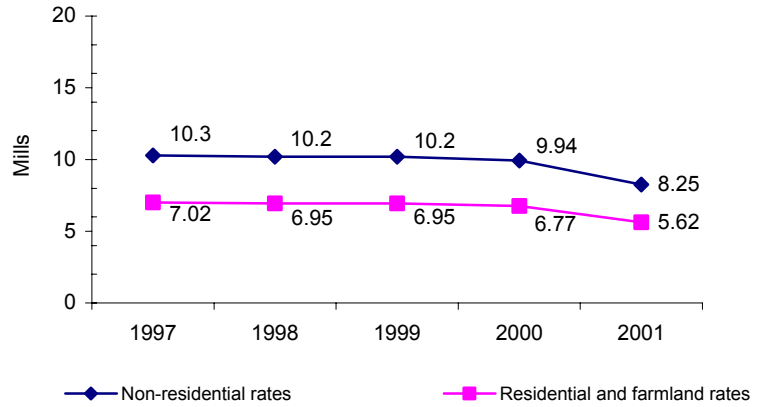
Source: Alberta Learning.
Note:
- See Endnote C, measure 1.14.

Goal 2 – Excellence in Learner Achievement

- Learners demonstrate high standards across a full range of areas (optimizing full potential).

- Learners complete programs.

✓	Met target
=	No change
↑	Improved performance
↓	Performance decline

There are three Ministry core measures and five targets for the goal of Excellence in Learner Achievement. **Overall, one target was met, results improved on two measures and remained the same on two.** The following are the 2000/01 performance highlight

PERFORMANCE HIGHLIGHTS

↑ **Grades 3, 6, 9 Achievement tests, Acceptable Standard** – Overall student results improved in 2000/01 with 84.6% of students writing provincial achievement tests meeting the acceptable standard, slightly below the target of 85%. Students met or exceeded provincial standards on six of ten tests, including both tests in grades 3. Supporting these provincial results, Alberta students also continue to do very well on international tests in math and science.

✓ **Grades 3, 6, 9 Achievement Tests, Standard of Excellence** – Overall 19.0% of students writing provincial achievement tests achieved the standard of excellence, exceeding the target of 15%. Students met or exceeded the standard of excellence on eight of ten tests.

= **Grade 12 Diploma Examinations** – Students met the acceptable standard on three of nine exams in 2000/01. Students met or exceeded the standard of excellence on six of the exams. Results are similar to the previous year.

↑ **High School Completion** – The percentage of students who completed high school within 6 years of entering grade 9 increased to 71%. Completion within 4 years has risen significantly, from 59% in 1995/96 to 66% in 2000/01.

OPPORTUNITIES FOR IMPROVEMENT

↑ **Grade 9 Achievement Tests** – The percentages of students achieving the acceptable standard is below target in three of four grade 9 subjects: math, science, and social studies. Results have improved on these three tests since last year.

↓ **Diploma Examinations** – Results at the acceptable standard on the physics and chemistry examinations remain below expectations.

↑ **High School Completion** – The percentage of students completing high school did not meet our target of 75%.

Achievement Test Results

Provincial Combined (All Grades and Subjects) Participation Rates and Percentage of Students Who Wrote Meeting Standards on Achievement Tests 1997 to 2001
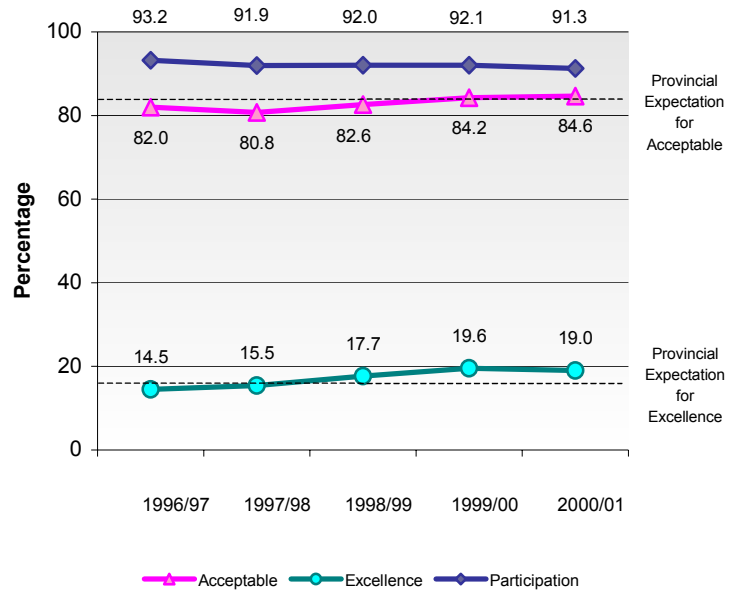
TARGET:

- Target for the acceptable standard was nearly met overall in the 2000/01 school year, with 84.6% of students achieving the acceptable standard.
- Target was exceeded for the standard of excellence.

ANALYSIS:

- In the 2000/01 school year there was a slight improvement in student achievement at the acceptable standard. This followed a marked improvement at the acceptable standard in the two previous school years.
- In the 2000/01 school year, there was a decline in performance at the standard of excellence from 19.6% to 19%, although results exceeded the target.
- The participation rate also declined, from 92.1% to 91.3%.
- The apparent dip in overall performance in 1997/98 is the result of including grade 3, 6 and 9 mathematics. In that school year, new standards were set for the mathematics tests to reflect the revised Alberta Program of Studies and results for mathematics are not included for 1996/97, as they are not comparable.

Source: Alberta Learning
Notes:

- At least 85% of students are expected to achieve the acceptable standard and at least 15% are expected to achieve the standard of excellence. The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.
- See Endnote C, measure 2.01.

Achievement Test Results

- In the 2000/01 school year, students met or exceeded provincial expectations at the standard of excellence in all subjects except grade 9 language arts and science.
- Students met or exceeded provincial expectations at the acceptable standard in six of ten tests.

- Student performance at the acceptable level improved in six of ten tests in 2000/01, while declining on four tests.
- There were decreases in the performance of students in all language arts tests, mainly due to a decline in student writing performance.
- There has been a substantial improvement in grade 6 science over the reporting period.
- Grade 9 mathematics results continue to improve but remain below the acceptable standard.
- The percentages of students who achieve the acceptable standard in the grade 9 language arts and mathematics achievement tests are reported annually by the provincial government as indicators of literacy and numeracy, as adult literacy surveys are not conducted regularly. Students who achieve the acceptable standard have developed the foundation skills needed to become literate and numerate adults.

Percentages of Students in Grades 3, 6 and 9 Who Wrote and Achieved the Standards on Provincial Achievement Tests

Subject	Standard	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001
Grade 3						
Language Arts	excellence	13.6	15.2	15.8	19.3	17.4
	acceptable	87.2	86.0	88.7	90.7	89.4
Mathematics	excellence	-	20.7	25.2	27.5	25.4
	acceptable	-	80.5	84.8	87.9	87.6
Grade 6						
Language Arts	excellence	15.5	14.4	17.4	20.9	16.2
	acceptable	84.2	83.8	84.4	86.3	85.4
Mathematics	excellence	-	16.8	17.2	17.6	19.3
	acceptable	-	82.0	83.2	84.2	85.4
Science	excellence	13.6	18.3	24.1	26.5	27.2
	acceptable	77.4	80.3	84.4	84.9	88.0
Social Studies	excellence	16.9	16.6	17.3	21.2	20.2
	acceptable	77.9	78.0	81.9	84.1	84.7
Grade 9						
Language Arts	excellence	11.3	11.3	12.1	15.1	14.9
	acceptable	86.9	87.4	87.6	89.5	89.2
Mathematics	excellence	-	14.3	15.5	16.1	18.4
	acceptable	-	71.9	72.4	74.4	75.2
Science	excellence	15.4	12.8	14.8	13.9	13.3
	acceptable	78.4	78.7	78.5	79.4	79.9
Social Studies	excellence	15.2	14.1	17.7	17.8	17.9
	acceptable	81.7	78.9	80.5	80.9	81.5

Source: Alberta Learning.
Notes:
- At least 85% of students are expected to achieve the acceptable standard and at least 15% are expected to achieve the standard of excellence. The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.
- In the 1997/98 school year, new standards were set for the mathematics tests to reflect the revised Alberta Program of Studies for K-9 Mathematics. Consequently, results from prior years are not comparable.
- See Endnote C, measure 2.01 for achievement test information reported on the basis of enrolment in grades 3, 6 and 9.

Diploma Examination Results

TARGET:

- The target for the standard of excellence was met or exceeded in six of nine diploma exams.
- The target for the acceptable standard was met or exceeded in three exams.

ANALYSIS:

- Students continue to exceed the provincial target at the acceptable standard in both English 30 and 33, and they exceeded the target for the standard of excellence in English 30 again in the 2000/01 school year.
- Students continued to exceed expectations at the standard of excellence in Biology 30, Chemistry 30 and Physics 30, but the percentages of students meeting the acceptable standards in these courses was below expectations.
- There has been a shift in diploma exam courses students chose to take since the 1999/2000 school year. Lower percentages of students completed Social Studies 33, English 33, Chemistry 30 and Physics 30, while a larger percentage completed Biology 30.
- Completing either English 30 or 33 and either Social Studies 30 or 33 is required for high school graduation. In 2000/01, 82.8% of students in their third year completed English 30 or 33 and 82.6% completed Social Studies 30 or 33. Both of these rates are lower than in the 1999/2000 school year.

Percentages of Students Writing Diploma Examinations who Achieved Standards

Course	Standard	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001
English 30	excellence	14.1	14.1	12.9	16.2	18.6
	acceptable	87.8	87.6	85.7	89.2	89.1
English 33	excellence	7.2	7.7	9.0	8.0	7.6
	acceptable	86.4	87.5	86.4	87.9	86.9
Social Studies 30	excellence	15.7	16.5	17.6	16.1	18.6
	acceptable	83.6	83.7	85.2	84.0	85.2
Social Studies 33	excellence	6.8	9.4	10.6	12.5	12.8
	acceptable	80.8	83.6	83.2	81.0	81.4
Mathematics 33	excellence	17.8	11.5	11.8	14.5	18.3
	acceptable	81.2	73.4	72.5	78.2	81.7
Biology 30	excellence	24.6	24.9	25.9	23.2	27.2
	acceptable	81.8	80.5	83.1	81.0	80.8
Chemistry 30	excellence	17.6	19.9	18.7	24.2	22.0
	acceptable	79.0	86.0	82.1	84.2	79.1
Physics 30	excellence	22.8	29.5	31.5	27.8	24.3
	acceptable	80.1	85.8	86.8	82.8	78.5
Science 30	excellence	10.0	11.4	16.9	11.4	14.3
	acceptable	81.3	83.0	88.3	78.0	82.5

Source: Alberta Learning.
Notes:
- At least 85% of students are expected to achieve the acceptable standard and 15% are expected to achieve the standard of excellence.
- The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.
- January, June and August exam results are reported for each school year in all subjects. November and April exam results are included starting in 1996/97.

Percentages of Students Completing Diploma Examination Courses in Their Third Year of High School

Subject	1996/97	1997/98	1998/99	1999/2000	2000/01
English 30	55.6	54.7	55.0	55.0	55.0
English 33	29.2	28.8	29.1	29.0	27.8
Social Studies 30	51.4	49.6	49.3	48.8	48.6
Social Studies 33	33.1	33.6	34.1	35.3	34.0
Mathematics 33	26.7	27.1	26.4	26.7	16.5
Biology 30	41.7	40.3	38.6	38.1	39.0
Chemistry 30	37.8	36.6	36.7	36.1	35.2
Physics 30	21.5	22.0	22.1	22.0	21.5
Science 30	2.8	3.2	4.6	6.4	6.6

Source: Alberta Learning.
Notes:
- Students can choose among courses to complete high school and meet post-secondary entry requirements, only part of the grade 12 class writes each diploma exam.
- See Endnote C, measure 2.02.

High School Completion

TARGET:

- Target of 75% was not met.

ANALYSIS:

- High school completion within 6 years of entering grade 9 has increased in recent years.
- Completion within 4 years of entering grade 9 (i.e., "on-time" completions) has increased substantially since 1995/96, rising from 59% to 66%.
- Changes to high school funding in the 1994/95 year and school board restructuring of high school programs may be factors in the increase in on-time completions over the reporting period.
- About 5% of students tracked are still in school in the sixth year and may complete in a subsequent year.

Percentages of Students Who Received a High School Diploma or Certificate within 6 years of entering grade 9
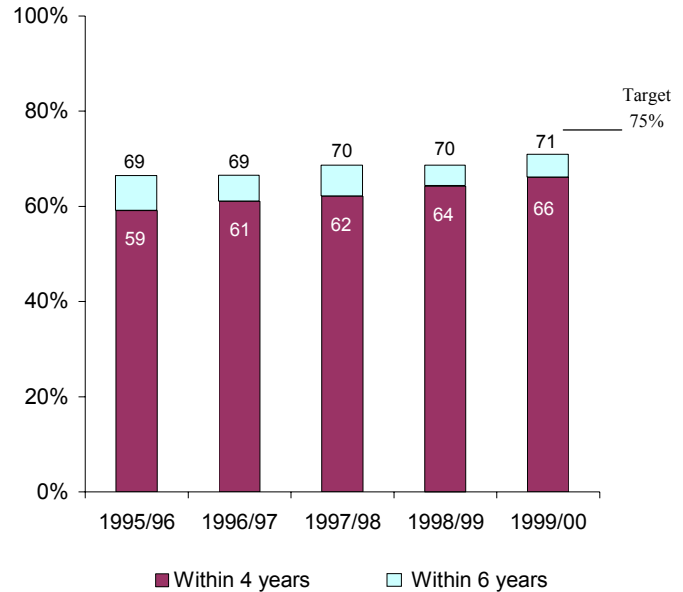
Source: Alberta Learning
Notes:
- See Endnote C, measure 2.03.

International Competitiveness of Students

ANALYSIS:

- The Third International Mathematics and Science Study (TIMSS) was conducted in 1994/95 at grades 4, 8 and the last year of high school and was repeated in 1998/99 for grade 8 students (TIMSS-R). Representative samples of Grade 8 students from 41 countries participated in 1994/95, and from 38 countries in 1998/99.

- Alberta students did very well in both science and math. There has been no significant change in Alberta's performance between 1994/95 and 1998/99.

- Of the five G-8 countries that participated in the 1998/99 study (Canada, United States, England, Japan and Russia), no country was significantly better than Alberta in science, and only Japan had results as good as Alberta. In math, only Japan was significantly better than Alberta, and only Canada and Russia were as good as Alberta.

- TIMSS-R (1998/99) enabled comparison of results for Alberta Grade 4 students (1994/95) to results for this same cohort four years later, in Grade 8 (1998/99). Students from 19 countries wrote the test in both years. In math, Alberta students ranked 7th in both 1994/95 (grade 4) and 1998/99 (grade 8). Alberta ranked 3rd in 1994/95 (grade 4) and 2nd in 1998/99 (grade 8) on the science tests.

Alberta Results on the Third International Mathematics and Science Study (TIMSS): 1994/95 and 1998/99

Results for Grade 8	Number of countries in study	Number of Countries Significantly Higher Than Alberta	Number of Countries As Good As Alberta	Number of Countries Significantly Below Alberta
Math: 1994/1995	41	6	15	20
Math: 1998/1999	38	6	11	21
Science: 1994/1995	41	1	6	34
Science: 1998/1999	38	0	6	32

Sources: *The Third International Mathematics and Science Study TIMSS-Canada Reports,* (1996, 1997, and 1999).

Note:
- See Endnote C, measure 2.04.

Provincial Apprenticeship Exam Results

ANALYSIS:

- Most 1999/2000 apprentices passed their final period industry exams. Results are consistent with those of the previous year.
- Passing the final period exam is one of the last requirements of apprentices before they receive certified journeymen status, which recognizes them for having the skills and competencies in their trade.
- These results provide additional information on learner achievement.

Percentages of Apprentices who Passed Their Final Period Apprenticeship Industry Exams
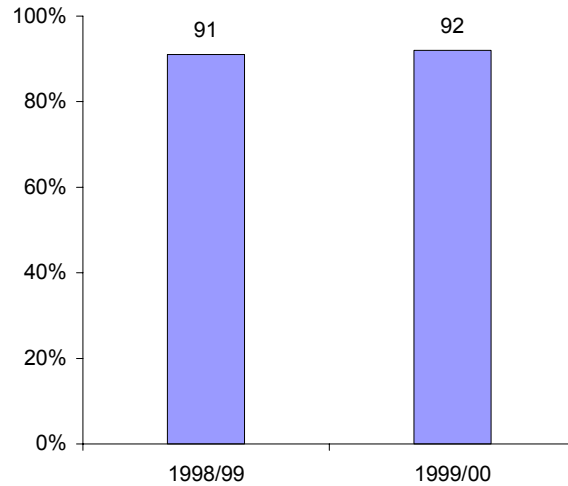
Source: Alberta Learning.
Notes:
- See Endnote C, measure 2.05.

## Educational Attainment

ANALYSIS:

- Both high school and post-secondary completion rates have risen since 1996/97. This reflects, in part, an overall increase in knowledge and skill requirements in the labour market.

- Alberta continues to rank slightly above the national average for high school completion.

- Post-secondary completion rates, while they have increased, continue to be below the national average.

- In a strong economy such as Alberta's, readily available employment opportunities may lead some individuals to postpone their decision to pursue further learning.

- These results augment the high school completion information provided in the core measure (see page 26) and indicate that a substantial portion of Albertans who do not complete high school in the basic learning system attain high school completion status as adults.

Percentages of Albertans aged 25-34 who completed high school
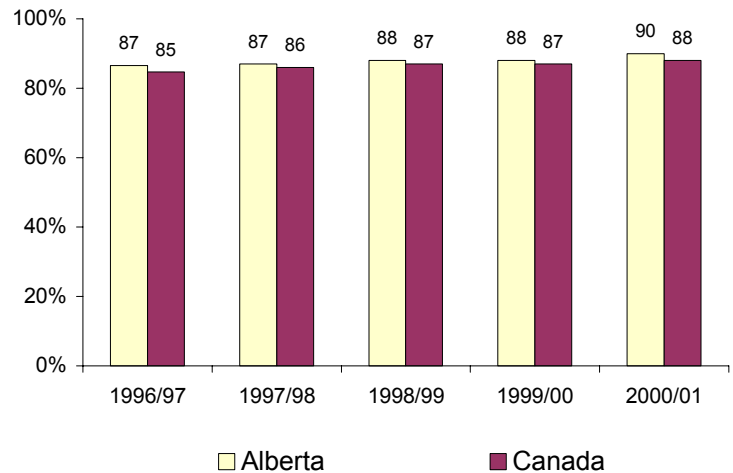
Percentages of Albertans aged 25-34 who completed post-secondary programs
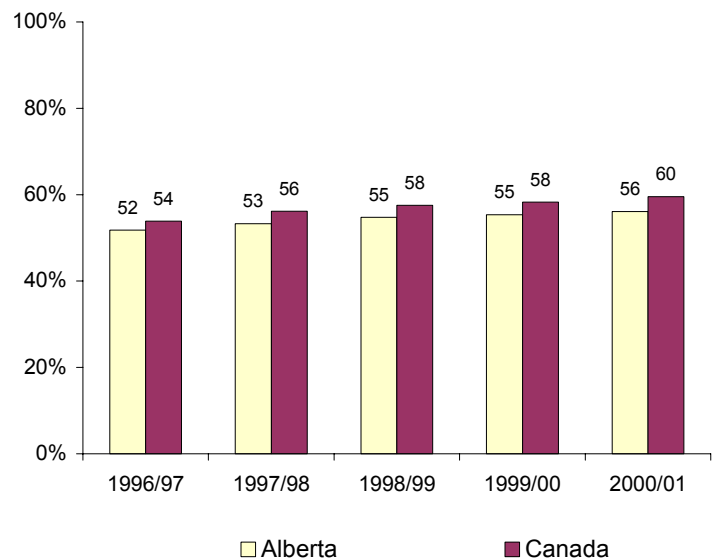
Source: Statistics Canada Labour Force Survey, Special tabulation for Alberta Learning.

Note:
- Endnote C, measure 2.06, includes inter-provincial completion rates.

Goal 3 – Well Prepared Learners for Lifelong Learning, the World of Work and Citizenship

Learners are well prepared for lifelong learning:

- Children start school ready to learn.
- Learners have the ability to learn continuously: in school, at work and in society.
- Learners' achievement is recognized.

Learners are well prepared for work:

- Learners are successful in finding/maintaining work.
- Employers are satisfied with knowledge, skills and attitudes of employees.

Learners are well prepared for citizenship:

- Learners have the knowledge, skills and attitudes to become contributing members of society.
- Learners have an awareness of the increasing global interdependency.

✓	Met target
=	No change
↑	Improved performance
↓	Performance decline

There are six Ministry core measures and nine targets to assess progress in preparing learners for lifelong learning, work and citizenship. **Overall, six targets were met, results on four measures improved, one declined and remained about the same on one.** The following are the 2000/01 performance highlights for this goal.

PERFORMANCE HIGHLIGHTS

↑ **Children Start School Ready to Learn** – In 1999/2000 about 95% of grade 1 students had participated in Early Childhood Services programs, up from 91% in 1996/97.

↑ **Preparation for Lifelong Learning** – 77% of the public are satisfied that adult learners are being prepared for lifelong learning.

✓ **Employment of Post-Secondary Graduates** – 83% of post-secondary graduates are employed, up from 81% two years ago.

= **Skills of Diploma Graduates** – Nearly 90% of employers are satisfied.

↓ **Skills of Diploma Graduates** – 84% of employers are satisfied.

↑ **Provincial Social Studies Assessments** – Results improved at the acceptable standard in all assessments, and improved or met the target at the excellence standard.

↑ **Preparation for Citizenship** – In 2000/01, public satisfaction that learners are being prepared for citizenship rose over the previous year from 62% to 67% for adult learners, and from 41% to 48% for high school students.

OPPORTUNITIES FOR IMPROVEMENT

↓ **Global Awareness** – The percentage of high school students who completed a second language course decreased from 27% in 1995/96 to 22% in 1999/2000. The Second Language Project was established in 2000/01 to promote second language learning.

Preparation of Children for School

Percentages of grade 1 students who attended ECS programs (new)
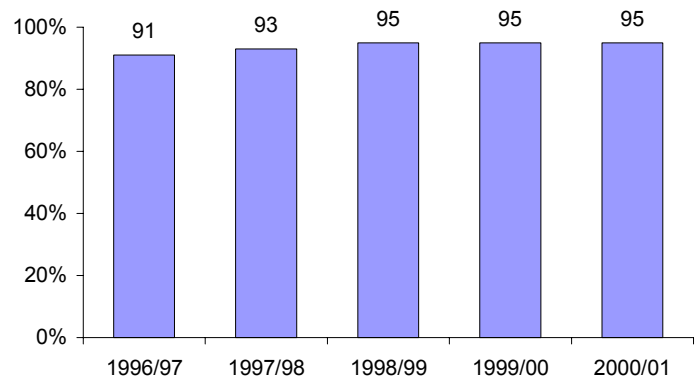
TARGET:

- Target of 100% not applicable as there has been a change in methodology. There is no target for 2000/01 for the new methodology.

ANALYSIS:

- Participation of grade 1 students in ECS programs has increased since 1996/97 and has remained stable over the past three years.
- A large majority of parents choose to enroll their children in ECS programs even though ECS attendance is not mandatory.
- Early Childhood Services (ECS) refers to the broad coordinated system of local and provincial programs provided to meet the developmental and special needs of young children and their families.
- ECS programming is designed to prepare children for entry into grade 1 and to provide a foundation for later success.

Preparation for Lifelong Learning, World of Work and Citizenship

TARGET:

- No targets set for 2000/01 as it is a new core measure.

ANALYSIS:

- Learners (both adult learners and high school students) have higher satisfaction/agreement levels than either parents or the public.
- High school student agreement that high school graduates are being prepared for citizenship continues to be high.
- Public agreement has increased substantially since last year while parent agreement has remained stable.
- Adult learners' satisfaction with their preparation for lifelong learning remains high at 80%.   Adult learners' satisfaction with their preparation for citizenship is somewhat lower (69%), but has increased since last year.
- Public satisfaction with adult learners' preparation for lifelong learning and citizenship has increased since last year.

Percentages of learners, parents and the public who agree/are satisfied that learners are prepared for lifelong learning and citizenship (new)

	1999/00	2000/01
High School Graduates are being taught the rights and responsibilities of citizenship		
Parents (ECS-12)	**42%**	**43%**
High School Students	**80%**	**81%**
Public	**41%**	**48%**
Adult Learners are getting an appropriate combination of skills and knowledge:		
- to prepare them for lifelong learning		
Adult Learners	**81%**	**80%**
Public	**74%**	**77%**
- to prepare them for the rights and responsibilities of citizenship		
Adult Learners	**65%**	**69%**
Public	**62%**	**67%**

Sources: Alberta Learning: Criterion Research Corp. Surveys – 2000, 2001.

Notes:

- For employer perceptions of learners' preparation for the world of work, see measure 3.04, page 41, "Employer satisfaction with skills of recent post-secondary graduates".
- See Measure 1.02, page 18, for public and adult learner satisfaction that adult learners are getting an appropriate combination of skills and knowledge to prepare them for the workforce.
- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 3.02.

Employment of Post-Secondary Graduates

TARGET:

- Target to improve or maintain employment outcomes was met overall and in each sector except public colleges.

ANALYSIS:

- A large majority of post-secondary graduates surveyed in 1999/2000 (89%) are in the labour force. Most graduates (83%) are employed. These results are similar to the earlier results – 87% in the labour force and 81% employed.
- Most employed graduates (68%) reported employment related to their training.
- Employment status has improved in all sectors except public colleges, which declined from 80% to 77%.
- The proportion of public college graduates not in the labour force has increased from 12% to 16%, possibly the result of Ministry policy and college/university programs that encourage graduates of college programs to pursue a degree.
- Some graduates are not in the labour force because they are pursuing further studies or for personal reasons.
- The employment rate, the percentage of those in the labour force who are employed, is 93%, the same as in the previous survey (see page 89).
- Employment of graduates is an indicator of how well post-secondary programming is responding to the needs of Albertans and the economy, a key system outcome.

Employment Status of Post-Secondary Graduates
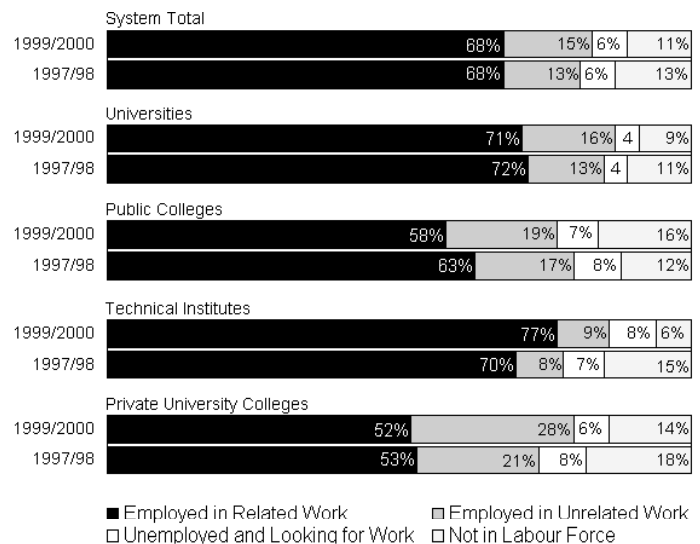
Source: Alberta Learning.

Notes:

- 1999/2000 results include 1997/98 university and private university college graduates surveyed two years later, and 1998/99 public college and technical institute graduates surveyed within one year.
- 1997/98 results include 1994/95 university graduates surveyed two years later, and 1995/96 private university college and 1996/97 public college and technical institute graduates surveyed within one year.
- Numbers have changed from previous reporting due to rounding.
- Apprenticeship graduate results are not included (reported in measure 3.09, page 45).
- Endnote C, measure 3.03, includes information on employment rates of post-secondary graduates and on the relationship of educational levels with labour market participation and unemployment rates.

Skills of Post-Secondary Graduates

Percentages of Employers Satisfied with Skills of Recent Alberta Post-Secondary Graduates

TARGET:

- No target was set for 2000/01.

ANALYSIS:

- A large majority of employers are satisfied with the skills of their employees who are recent Alberta post-secondary graduates.
- Satisfaction with degree and diploma programs has remained stable from 1997/98 to 1999/2000.
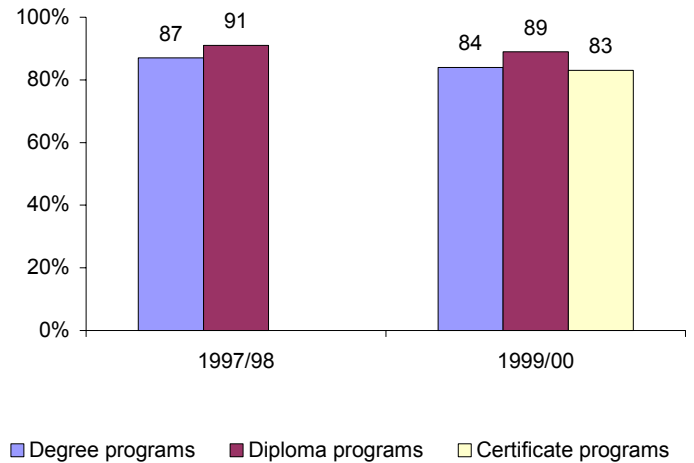
Source: Alberta Learning: Banister Research & Consulting Inc. – 1998; Malatest & Associates – 1999.

Notes:
- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 3.04.

Student Results on Social Studies Assessments

TARGET:

- In 2000/01, student results exceeded the standard of excellence in three of four provincial social studies assessments. The acceptable standard was met in Social Studies 30.

ANALYSIS:

- An important outcome of basic education and of the social studies curriculum is the preparation for effective citizenship. Results of assessment in social studies courses indicate that students are being prepared for citizenship.
- Student performance in social studies improved in all grades at the acceptable standard and in three of four assessments at the excellence standard.
- In 2000/01, 82.6% of students completed either social studies 30 or 33 in their third year of high school (see page 25).

Percentages of Students in Grades 6 and 9 who Wrote and Achieved the Standards on Provincial Social Studies Achievement Tests (New)

Subject	Standard	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001
Grade 6						
Social Studies	excellence	16.9	16.6	17.3	21.2	20.2
	acceptable	77.9	78.0	81.9	84.1	84.7
Grade 9						
Social Studies	excellence	15.2	14.1	17.7	17.8	17.9
	acceptable	81.7	78.9	80.5	80.9	81.5

Percentages of Students Writing Grade 12 Diploma Examinations in Social Studies who Achieved the Standards on the Exams

Subject	Standard	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001
Social Studies 30	excellence	15.7	16.5	17.6	16.1	18.6
	acceptable	83.6	83.7	85.2	84.0	85.2
Social Studies 33	excellence	6.8	9.4	10.6	12.5	12.8
	acceptable	80.8	83.6	83.2	81.0	81.4

Source: Alberta Learning.
Notes:
- At least 85% of students are expected to achieve the acceptable standard and at least 15% are expected to achieve the standard of excellence.
- The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.
- January, June and August diploma exam results are included for each school year in all courses, and November and April exam results are included starting in 1996/97.
- See Endnote C, measure 3.05.

Global Awareness

TARGET:

- No target set for 2000/01 as this is a new core measure.

ANALYSIS:

- With globalization of the economy and of communications, there is an increased awareness of the value of learning another language.
- High school student participation in second language courses has decreased in recent years, although the decline has slowed since 1997/98.
- The Ministry initiated the Second Language Project in 2000/01 to promote second language learning in Alberta's learning system.

Percentages of High School Students Who Participated in a Second Language course (new)
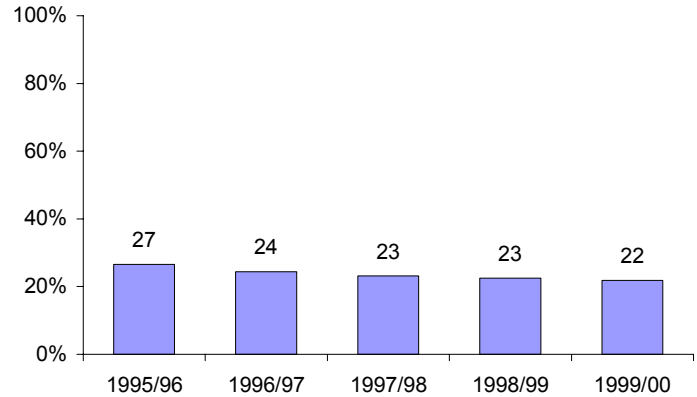
Source: Alberta Learning.
Notes:
- See Endnote C, measure 3.06.

Preparation of High School Students for Post-Secondary Programs

ANALYSIS:

- High school students' agreement remains high.
- Parents of ECS-12 students and the public have much lower agreement levels.
- Parent results in 2000/01 are consistent with the 1996/97 results, although there have been some dips in the intervening years.
- Public results have increased substantially since 1996/97.

Percentages of High School Students, Parents and the Public who Agree Alberta High School Graduates are Prepared for Post-Secondary Study

	1996/97	1997/98	1998/99	1999/00	2000/01
Students	88%	84%	86%	88%	86%
Parents	53%	49%	52%	49%	53%
Public	52%	52%	52%	55%	60%

Source: Alberta Learning: Environics West – 1996, 1997; The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000., 2001.

Notes:
- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 3.07.

Recognizing Post-Secondary Student Achievement

ANALYSIS:

- The number of scholarships provided has increased each year, for an overall increase of 42% since 1997/98.
- The value of scholarships awarded also has increased each year, rising almost 85% ($10.5 million) from 1997/98 to 2000/01.
- Results indicate government has increased financial support through scholarships to reward and encourage academic excellence.

Number and Value of Provincial Scholarships Awarded to Post-Secondary Learners

	1997/98	1998/99	1999/00	2000/01
Total Number of Scholarships Awarded	9,758	10,174	10,621	13,898
Total Scholarship Dollars Awarded	$12,470,932	$13,078,989	$18,994,406	$23,015,793

Source: Alberta Learning.
Note:
- See Endnote C, measure 3.08.

Participation of Graduate Journeymen in the Workforce

ANALYSIS:

- Apprentices are employed while in training and are able to maintain a very high level of employment after they become certified journeymen.

- The proportion of graduates holding jobs related to their training six to 18 months after graduation remains high and has risen over previous years.

- Results indicate the apprenticeship and industry training system is operating effectively in preparing skilled trades people for industry needs.

- The effects of a healthy economy with plenty of jobs for journeymen also contribute to high employment rates.

- Results supply further information on employment outcomes of Alberta post-secondary graduates (see page 33).

Employment Rates of Graduate Journeymen
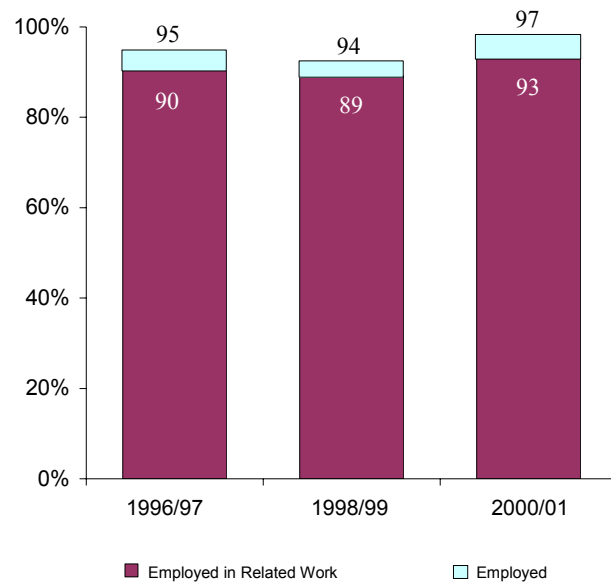
Source: Alberta Learning: Applied Management Consulting Ltd., 1998, Nichols Applied Management, 1999, R.A. Malatest & Associates, 2001.

Notes:

- Percentages of graduates employed is based on those participating in the labour force (that is, they were employed or not employed and looking for work).
- Related Employment for 1998/99 has been recalculated to be consistent with the methodology used in 1996/97 and in 2000/01.
- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 3.09.

Inter-provincial Certification of Journeymen

ANALYSIS:

- Of all graduates in 1999/2000 who were issued with a journeymen certificate, over three-quarters also acquired the Red Seal in the same school year.

- The proportion of graduates who were certified with the Red Seal has been increasing since 1996/97.

- The Red Seal is recognized by participating provinces and enhances inter-provincial mobility.

- Currently 41 of Canada's 44 Red Seal trades are available in Alberta and 95% of Alberta's apprentices are registered in Red Seal designated trades.

- These results provide additional information that graduates are prepared to find and maintain employment in Alberta and Canada.

Adult Albertans' Involvement in Volunteer Activities

ANALYSIS:

- The percentage of Albertans indicating they had participated in volunteer activities in the past year increased to 75%, up from 72% in the previous two years.

- Results demonstrate Albertans' high level of involvement in their communities, an important aspect of citizenship.

Percentages of Apprentices Receiving Alberta Journeyman Certification and the Red Seal
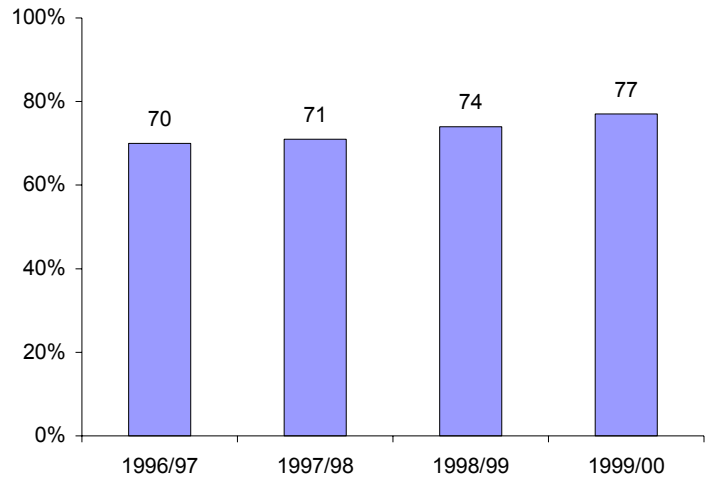
Source: Alberta Learning.
Note:
- See Endnote C, measure 3.10.

Percentages of Adult Albertans Who Report Involvement in Volunteer Activities
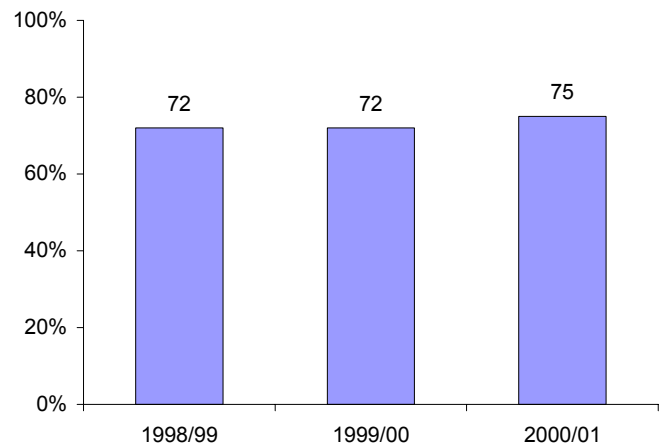
Source: Alberta Community Development;:The Advisory Group - 1999, Research Innovations Inc. - 2000, 2001
Note:
- See Endnote C, measure 3.11.

Goal 4 – Effective Working Relationships with Partners

Joint initiatives meet the learning needs of Albertans.

Joint initiatives contribute to the achievement of the social and economic goals of the province.

Partners are satisfied with the effectiveness of partnerships.

There is one Ministry core measure used to assess the goal of Effective Working Relationships with Partners. **Overall, partners and stakeholders have a positive perception of their working relationships with the Ministry.** The following are the 2000/01 performance highlights for this goal.

✔	Met target
=	No change
↑	Improved performance
↓	Performance decline

PERFORMANCE HIGHLIGHTS

↑ **Working Relationships with Alberta Learning** – The majority of partners and stakeholders agree that Alberta Learning staff are flexible, responsive, and collaborative. Partner and stakeholder agreement that staff are flexible and responsive increased since last year, from 61% to 70% for flexibility and from 77% to 82% for responsiveness.

OPPORTUNITIES FOR IMPROVEMENT

↓ **Working Relationships with Alberta Learning** –Agreement that Alberta Learning staff are collaborative decreased from 82% to 77%. Alberta Learning staff must continue to focus on effective working relationships with partners and stakeholders to ensure high levels of satisfaction, with an increased emphasis on collaboration.

Working Relationships with Alberta Learning

TARGET:

- No target for 2000/01 (no data was available when targets were set).

ANALYSIS:

- A majority of partners and stakeholders continue to agree that Alberta Learning staff are collaborative, responsive and flexible.
- Results improved for flexibility and responsiveness, and declined for collaboration since last year.
- Partners and stakeholders are more satisfied with staff collaboration (77%) and responsiveness (82%) than with their flexibility (70%).

Percentages of Partners and Stakeholders who Agree that Alberta Learning Staff are Flexible, Responsive and Collaborative
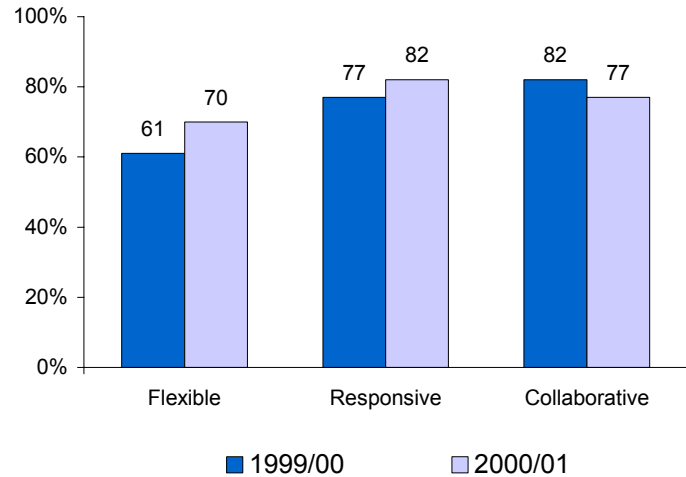
Source: Alberta Learning: Hargroup Management Consultants – 2000, 2001.
Notes:

- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 4.01.

University Research Funding

- Total sponsored research funding from all sources to Alberta's university system has been increasing every year. From 1995/96 to 1999/2000, research funding has increased by about 77%.

- Sponsored research funding from industry and non-profit organizations has increased from $49.8 million in 1995/96 to $79.3 million in 1999/2000. The share of research funding from this source has declined marginally.

- Provincial research funding has increased substantially from $35.4 million in 1995/96 to $92.0 million in 1999/2000, as has the provincial share of total research funding.

- Although the share of sponsored research funding from the federal government has declined, funding from this source has increased from $79.8 million in 1995/96 to $118.9 million in 1999/2000.

- University research funding contributes to the economic goals of the province.

Proportions of University Research Funding By Source

	1995/96	1996/97	1997/98	1998/99	1999/00
Federal	47%	44%	41%	37%	40%
Provincial	21%	20%	25%	28%	31%
Industry	15%	17%	18%	19%	14%
Non-Profit	14%	16%	13%	12%	12%
Other	3%	3%	3%	3%	3%
Total Dollar Value (millions)	$169.7	$179.8	$194.4	$230.9	**$300.0**

Source: Alberta Innovation and Science.
Note:
- Percentages in the table are rounded so do not match dollar amounts in the text.
- See Endnote C, measure 4.02.

Employer Satisfaction with Apprenticeship and Industry Training

ANALYSIS:

- Large percentages of employers involved in the Alberta apprenticeship and industry training system continue to be satisfied with the system and with the skills that their certified journeymen acquired during training.
- The percentage of employers satisfied with the apprenticeship and industry training system and with the skills of their certified journeymen increased in 1999/2000.
- These satisfaction levels indicate the apprenticeship and industry training system responds well to industry needs for skilled trades people and supports the overall government policy of sustaining economic progress and competitiveness in the province.
- Results provide additional information on employer satisfaction with the ability of the system to provide the skills needed by their employees, an important Ministry outcome (see page 34).

Percentages of Employers Satisfied with the Apprenticeship and Industry Training System
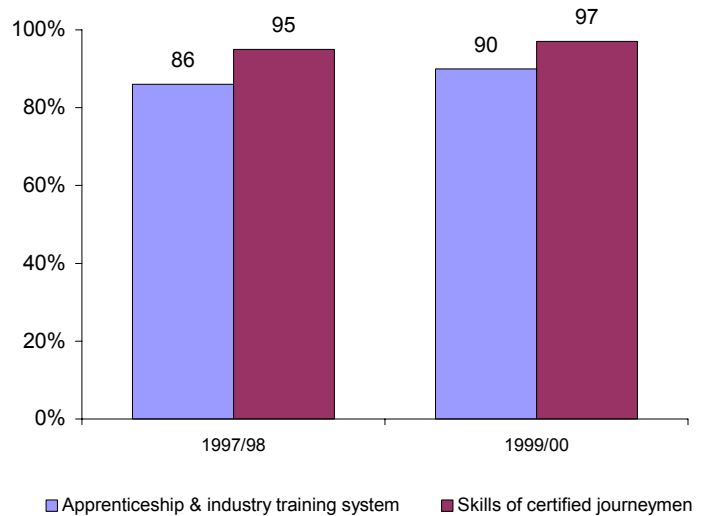
Source: Alberta Learning: Application Management Consulting Ltd. 1998; Nichols Applied Management- 2000.

Notes:
- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 4.03.

Goal 5 – Highly Responsive and Responsible Ministry

The Ministry demonstrates:
- Value for dollars
- Leadership and continuous improvement in administrative and business processes and practices.

✔	Met target
=	No change
↑	Improved performance
↓	Performance decline

There are three core measures and one target to assess the Ministry. **Overall, performance remained constant.** The following are the 2000/01 performance highlights for our Responsive and Responsible Ministry core measures.

PERFORMANCE HIGHLIGHTS

= **Ministry Efficiency** – The proportion of total learning system spending used to support Ministry administration is very small at 1.8% for 2000/01, the same as in 1998/99.

= **Support for Staff Job Market Competitiveness** – 77% of Alberta Learning employees agree that the Ministry provides support to make them competitive in the job market, returning to 1998/99 levels. Results for Alberta Learning staff are significantly higher than for the provincial public service as a whole.

= **Satisfaction of Clients with the Quality of Ministry Service** – High percentages of apprentice graduates and employers involved in the apprenticeship and industry training system continue to be satisfied with the quality of service received from Ministry apprenticeship staff. The most recent satisfaction level for both groups was 92%.

Ministry Efficiency

TARGET:

- Target of 1.7% exceeded by .1%.

ANALYSIS:

- Spending on Ministry functions represents a very small proportion of total spending.
- The slight increase in the proportion spent on Ministry functions for 2000/01 resulted from a slight increase in spending to support program delivery and a decrease in program spending due to the one-time funding in 1999/2000.
- At 1.8%, the proportion was the same as in 1998/99.

Spending on Department Functions as a Percentage of Total Ministry Spending

1998/99	1999/00	2000/01
1.8	1.6	1.8

Target 1.7%
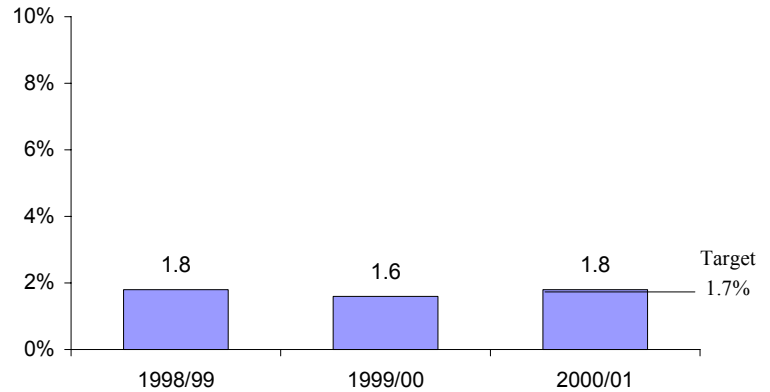
Source: Alberta Learning.

Notes:

- 1998/99 to 2000/01 data are based on the Ministry Audited Financial Statements.
- Ministry functions are comprised of Ministry Support Services and Program Delivery Support excluding Regional Services. Spending is comprised of Ministry Expense and Property tax support to opted-out school boards less Teachers' pension valuation adjustments.
- See Endnote C, measure 5.01.

Staff Competitiveness

TARGET:

- No target set for 2000/01 for this new core measure.

ANALYSIS:

- The percentage of Alberta Learning employees who agree the Ministry provides support that makes them competitive in the job market rose in 2000/01 over 1999/2000, returning to 1998/99 levels.
- Results for Alberta Learning staff remain significantly higher than results for the provincial public service as a whole.
- The results reflect the Ministry's increased emphasis on learning opportunities for staff.

Percentages of Staff Who Agree Their Employer Provides Support that Makes Them Competitive in the Job Market

	1998/99	1999/00	2000/01
Alberta Learning Staff	78	72	77
Alberta Public Service	69	64	66

■ Alberta Learning Staff   ■ Alberta Public Service
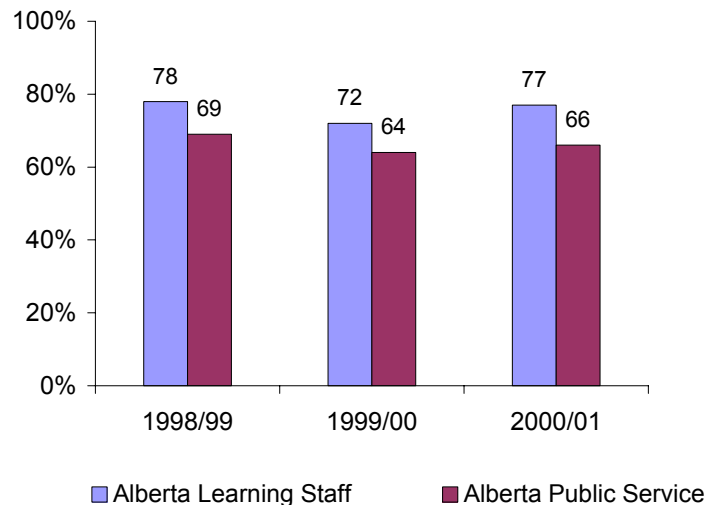
Sources: Personnel Administration Office: The Advisory Group – 1999, Research Innovations Inc. – 2000, 2001

Notes:

- The 1998/99 percentage for Alberta Learning reports the aggregated, weighted results of the former Ministries of Education and of Advanced Education and Career Development.
- See Endnote A for information on surveys.
- See Endnote C, measure 5.02.

GOAL 5 CORE MEASURES (CONTINUED)

Client Satisfaction

TARGET:

- No target for this new core measure.

ANALYSIS:

- A very large percentage of apprentice graduates were satisfied with the overall quality of service they received from Ministry apprenticeship staff. Satisfaction levels remained high despite apprenticeship registrations at an all-time high.
- Similarly, a very large proportion of employers involved in the apprenticeship and industry training system were satisfied or very satisfied with the quality of service they received from Ministry apprenticeship staff.
- It may be difficult to sustain such high levels of apprentice satisfaction given the significant growth in the number of registered apprentices. Between 1995 and 2000, new registrations increased almost 50%.
- Results provide information on user perceptions of Ministry staff and services.

Percentage of Apprentice Graduates and Employers of Apprentices Satisfied with Ministry Apprenticeship Staff (new)

□ Employers of Apprentices   ■ Apprentice Graduates
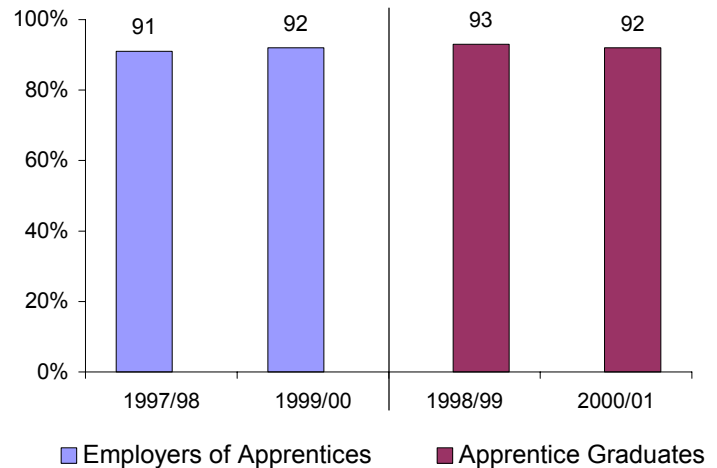
Source: Alberta Learning: Application Management Consulting – 1998; Nichols Applied Management – 1999, 2000; R.A. Malatest & Associates – 2001.

Notes:
- Information only from clients of the Ministry's apprenticeship and industry training system is available this year.
- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 5.03.

Spending on Administration in the Learning System

ANALYSIS:

- The proportion of revenues school jurisdictions spend on instruction has increased since 1995/96.
- The proportion spent on administration has remained fairly constant and the proportion spent on other areas has decreased.
- School board spending on board and system administration is capped at 4-6% of total spending, depending on enrolment.

Spending of Public School Authorities on Instruction and Administration as Percentages of Total Spending

	1995/96	1996/97	1997/98	1998/99	1999/00
Instruction and Support	72.1%	72.9%	74.3%	74.2%	74.5%
Board & System Administration	3.8%	3.4%	3.5%	3.5%	3.5%
Other	24.1%	23.7%	22.2%	22.3%	22.0%

Source: Alberta Learning.
Notes:
- Public school authorities include public, separate and francophone school boards as well as charter schools.
- Other includes Operations and maintenance of schools, Transportation, Debt services, Transfers and External/community services.
- In 1999/2000 System Instruction Support was reported as part of Instruction and Support rather than Board and System Administration. Data for the previous years have been restated to be comparable.
- See Endnote C, measure 5.04.

ANALYSIS:

- Overall, spending on administration within post-secondary institutions has gradually decreased.
- The larger institutions have a smaller ratio of administrative expenses than smaller institutions because of economies of scale.
- Administrative expenses of post-secondary institutions remain low, in part because this indicator is used to determine performance funding.

Post-Secondary Spending on Administration as a Percentage of Total Post-Secondary Institutional Spending

Sector	1995/96	1996/97	1997/98	1998/99	1999/00
Universities	4.9%	5.2%	4.7%	4.6%	4.5%
Public Colleges	9.5%	8.5%	8.6%	9.4%	9.5%
Technical Institutes	6.2%	6.5%	6.4%	6.6%	6.3%
Private University Colleges	15.3%	13.2%	13.5%	14.3%	9.8%
System Average	**6.3%**	**6.4%**	**6.1%**	**6.2%**	**6.0%**

Source: Alberta Learning.
Note:
- The administrative expenses percentage for the Private University Colleges decreased in 1999/2000 because one institution moved a student services expense item from administrative expenses to student services. Prior years have not been restated.
- See Endnote C, measure 5.05.

Value for Money in the Learning System

ANALYSIS:

- Between 1996/97 and 2000/01, parent satisfaction with value for money spent in their child's school has been relatively stable at about 70%.
- Public satisfaction with value for money spent in ECS-12 schools in their community has increased since 1996/97.
- Satisfaction of both the public and adult learners with adult learning institutions in their community has increased since last year.

Percentages of Learners, Parents and the Public Satisfied with Value For Money

	1996/97	1997/98	1998/99	1999/00	2000/01
In your child's school					
Parents (ECS-12)	**71%**	**70%**	**69%**	**71%**	**70%**
In ECS-12 schools in your community					
Public	**56%**	**56%**	**51%**	**54%**	**60%**
On adult learning institutions in your community					
Adult Learners	--	--	--	**70%**	**74%**
Public	--	--	--	**63%**	**68%**

Sources: Alberta Learning: Environics West –1996, 1997; The Advisory Group 1998, 1999; Criterion Research Corp. – 2000, 2001.

Notes:
- Adult Learners (those have taken some education or training in the last 12 months) are a subset of the public (Albertans age 17 or over).
- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 5.06.

Staff Contributions to the Ministry Business Plan

ANALYSIS:

- A large percentage of Alberta Learning employees continue to agree they understand how their work contributes to the Ministry business plan.
- The results for Ministry staff have been higher than the results for the provincial public service as a whole for three years.

Percentages of Staff Who Agree They Understand How Their Work Contributes to Their Ministry's Business Plan (new)
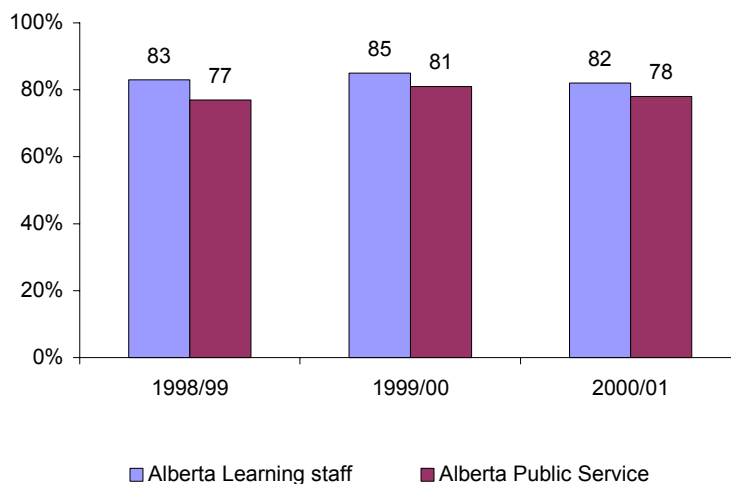
Sources: Personnel Administration Office, The Advisory Group – 1999, Research Innovations Inc. – 2000, 2001.

Notes:
- The 1998/99 percentages for Alberta Learning reports the aggregated weighted results of the former Ministries of Education and of Advanced Education and Career Development.
- See Endnote A for information on the employee surveys.
- See Endnote C, measure 5.07.

Contribution to Government Goals

ANALYSIS:

- Nearly 80% of Alberta Learning staff indicate they understand how the work of the department contributes to government business plan goals.
- Ministry results are significantly higher than results for all provincial government employees.
- A slightly different question was asked of staff in 1999/2000 on their understanding of government goals and priorities, with similar results: 79% for Alberta Learning, and 69% for the provincial public service as a whole.

Knowledge and Skill Development Opportunities for Staff

ANALYSIS:

- In 2000/01 there was an increase in the percentage of staff who agreed the Ministry provides the support they need to acquire or develop the knowledge and skills for their current job.
- The improvement may be, in part, a result of Ministry initiatives, such as the Learning Account and Learning Plans, which support knowledge and skills development of staff.
- The results for Alberta Learning staff have been considerably higher than the results for the public service as a whole for three years.

Percentages of Staff Who Agree They Understand How the Work of their Ministry Contributes to Government Goals (New)

Source: Personnel Administration Office: Research Innovations Inc. – 2000, 2001.
Notes:
- See Endnote A for information on the employee surveys.
- See Endnote C, measure 5.08.

Percentages of Staff who Agree their Employer Supports their Knowledge and Skill Development
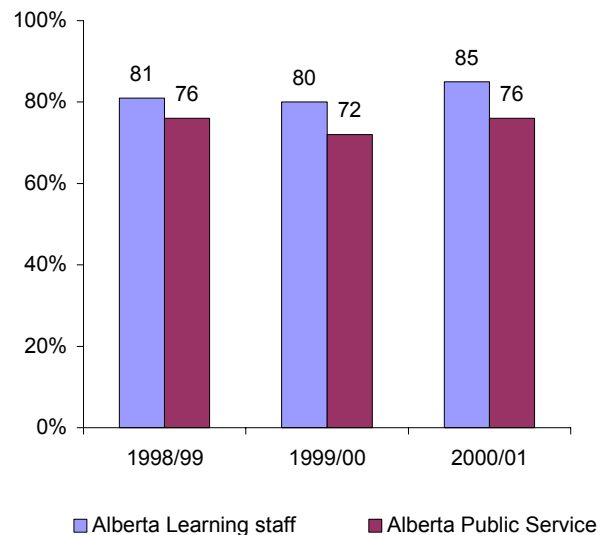
Source: Personnel Administration Office: The Advisory Group – 1999; Research Innovations Inc. – 2000, 2001.

Notes:
- The 1998/99 percentage for Alberta Learning reports the aggregated weighted results of the former Ministries of Education and of Advanced Education and Career Development.
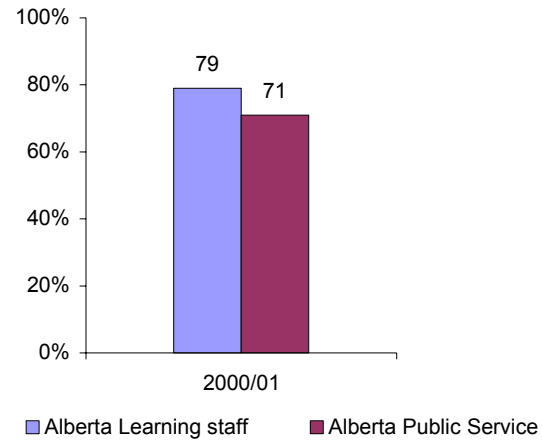- See Endnote A for information on the employee surveys.
- See Endnote C, measures 5.09.

Looking Ahead: Opportunities and Challenges for Alberta's Learning System

Alberta is recognized nationally and internationally for the excellence of its basic learning, adult learning, and apprenticeship and industry training systems. To improve upon this excellence Alberta Learning, its partners and stakeholders, must develop the capacity to respond to an ever-changing environment and related expectations. Today's knowledge-based society expects people to be prepared to take on the opportunities and challenges of lifelong learning.

Providing a Strong Foundation for Children and Youth
It is critical that children start school ready to learn. There are long-term implications for lack of school readiness, such as remedial services during and beyond school years. Alberta Learning supports its partners in other Alberta ministries, learning system stakeholders, and Alberta's parents in meeting children's basic needs to enable them to fully benefit from school.
Opportunities and challenges include:
- optimizing early childhood development and basic education to build a strong foundation of cognitive, physical, emotional and spiritual health.
- developing fundamental skills and knowledge for full participation in lifelong learning.
- addressing literacy issues in all age groups, as literacy is a basic foundation for all learning.

Well-rounded preparation for further learning, work and community participation is essential for Alberta's youth to take full advantage of opportunities beyond basic learning.
Opportunities and challenges include:
- promoting the enjoyment of learning and the development of lifelong learning skills to provide a strong foundation for future life choices
- ensuring programming, curriculum and instructor preparation keep pace with the rapid technological advances and inherent changes of a knowledge-based society
- encouraging high school academic achievement to enable participation in post-secondary education

Ensuring Opportunities for Lifelong Learning
Learners, industry and communities have rising expectations and demands for a choice-filled, high quality, and safe learning system to meet diverse needs. Adding to these challenges, Alberta faces the complexities of three significant demographic trends: a growing senior population, an increasing Aboriginal youth population and an echo baby boom. Impacting these overall trends is an aging workforce, rural depopulation and urban migration.
Opportunities and challenges include:
- developing policies and programs to address seniors' learning needs and the resulting workforce requirements.
- addressing the learning needs of Aboriginal youth in partnership with the Aboriginal community.
- recognizing the increased need for post-secondary and community-based programs.
- attracting and retaining post-secondary faculty and teachers as improved economies and an ever-shrinking pool of human resources increases competition. The need for kindergarten to grade 12 math, science, and second language educators is especially great.
- enhancing alternate education delivery methods to assist rural communities in maintaining quality service levels.
- working with partners and stakeholders to respond to the needs of learners entering the system from outside Alberta and Canada.
- maintaining a balance between the collective and individual responsibility for investment in education while continuing to provide affordable access to learning opportunities.

Sustainability of the Learning system

In addition to maintaining high quality, relevant, accessible and affordable learning opportunities in the short term, it is essential to sustain the learning system over the long term. Parents want greater input into their children's education. Business and industry expect relevant training programs with higher standards. The trend towards individualized, learner-centered instruction is growing. Plus, increasing public demand for lifelong learning options is creating a more globally competitive market, which expands choices but may blur accountability. In the face of such change the learning system is striving to adapt to varied demands while sustaining itself over the long term.

Opportunities and challenges include:

- expanding alternative delivery methods, such as e-learning and community-based programs, to enhance capacity and sustainability
- developing an overall strategy for long-term sustainability of the learning system while maintaining its flexibility to adapt
- clarifying roles and responsibilities for accountability among the federal government, the province and learning providers
- developing solutions for infrastructure renewal and capacity that reflect the shared responsibility between governments, institutions and communities
- enhancing the learning system's ability to adjust programming and curriculum to keep pace with the inherent changes of a fast paced changing environment
- providing for adequate and equitable investment in the learning system throughout the province.
- reviewing the government's role to ensure that an increasingly competitive education environment does not adversely affect accessibility, affordability or quality.

Preparing a Highly Knowledgeable and Skilled Workforce

Educational attainment has a strong and consistent relationship with individual success in the workforce and with societal prosperity. For Alberta to continue to prosper, emphasis is needed on providing the workforce with appropriate lifelong learning opportunities. As technological change accelerates and the overall age of the workforce increases, there is growing demand for new skills and abilities that will require training programs. Expectations are that the labour market will continue to be concentrated in jobs that need some form of post-secondary training. In addition, jobs which have traditionally required minimal knowledge, skills and training, are widening in scope in response to new technologies, safety issues and customer service expectations.

Opportunities and challenges include:

- fostering recognition of learning as an investment in the future.
- improving learner, parent and teacher awareness of rising workplace skill requirements, the costs of post-secondary education and the financial support available.
- increasing upgrading and skill development opportunities for individuals to gain greater competitiveness in the workforce, and increasing awareness of those opportunities.
- emphasizing strategies to increase high school completion rates and post-secondary achievement so Albertans are prepared to take advantage of opportunities in a knowledge-based society.
- continual development and implementation of strategies to address industry's growing need for a highly skilled and trained workforce, especially where there are expected skill shortages.

Ministry Financial Information

Financial results of the Ministry of Learning for the year ended March 31, 2001 include the activities of the Department of Learning and the Alberta School Foundation Fund.

	(in millions)		
	2001		**2000**
	Budget	**Actual**	**Actual**
REVENUES			
School property taxes	$ 1,157	$ 1,151	$ 1,128
Transfers from the Government of Canada	148	177	161
Internal government transfers	107	108	42
Fees, permits, licences and other revenue	25	29	25
	1,437	1,465	1,356
EXPENSES BY CORE BUSINESS			
Basic Learning	3,398	3,361	3,186
Adult Learning[1]	1,095	1,117	1,109
Apprenticeship and Industry Training	11	11	15
	4,504	4,489	4,310
(Gain) loss on disposal of capital assets	-	-	(47)
NET OPERATING RESULTS	$ (3,067)	$ (3,024)	$ (2,907)

REVENUES

Revenue for the Ministry of Learning totaled $1,465 million for 2000/2001, as follows:

- $1,151 million of the Ministry's revenues were derived from school property taxes which were collected by the provincial government through the Alberta School Foundation Fund.
- $177 million in revenue was received in transfers from the Government of Canada, including:
  - $176 million in Canadian Health and Social Transfers
  - $1 million in support of Canada Student Loans administration.
- $108 million was received through internal government transfers, including:
  - $90 million from the Lottery Fund
  - $18 million from the Alberta Heritage Scholarship Fund.
- $29 million in revenues related to fees, permits, licences and other revenues, including:
  - $22 million from the sale of learning resource materials
  - $7 million from various programs such as marketing apprenticeship, high school transcripts, teacher certification fees, as well as other income sources such as investment income.

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[1] Includes operating grants provided to post-secondary institutions for apprenticeship and industry training

Total Revenues $1,465 million

$108 $29

$177

$1,151
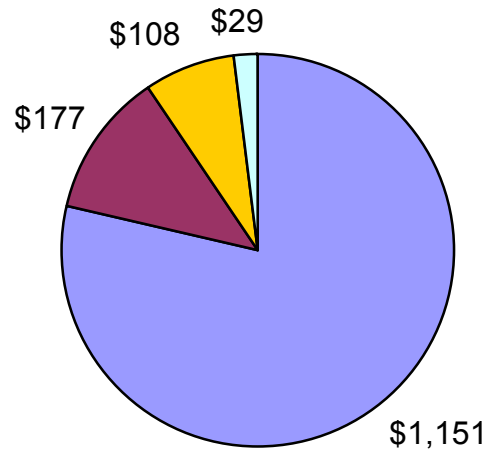
☐ School Property Taxes (78.6%)   ☐ Transfers from the Government of Canada (12%)

☐ Internal Government Transfers (7.4%)   ☐ Fees, Permits, Licences and Other Revenue (2%)

Comparison of 2000/01 actuals to budget

Revenues were $28 million more than budgeted as a result of the following:
- A $29 million increase from budget in Canadian Health and Social Transfer revenue
- A $3 million increase in the sale of learning resources
- $2 million in increases over budget in other revenue areas
- School property taxes were $6 million less than budget because of an increase in the allowance for assessment adjustments and appeals.

Comparison of 2000/01 actuals to prior year

Revenues for the Ministry increased $109 million over 1999/2000, as a result of these increases:
- Lottery fund contributions were increased by $65 million: $40 million for school technology upgrading, $20 million for school board transportation subsidies and $5 million for Learning Television
- $23 million increase in school property tax revenue due to a decrease in refunds to municipalities
- Canadian Health and Social Transfer increase of $17 million
- $4 million increase in the sale of learning resources.

EXPENSES

Directly incurred expenses for the Ministry of Learning amounted to $4,489 million for 2000/2001, as follows:

- $3,361 million in expenses related to Basic Learning including:
    - $2,762 million paid in operating support to Public and Separate School boards
    - Teachers' pension costs of $243 million for the year
    - Costs relating to early childhood services – $121 million
    - Support for private schools totaling $50 million
    - $27 million in expenses incurred to support student health
    - $89 million paid to support other basic learning programs
    - Administrative costs including $42 million in program delivery support and an additional $22 million, which is Basic Learning's share of the expenses incurred by ministry support services[2]
    - $5 million in debt servicing costs incurred by Alberta School Foundation Fund.
- $1,117 million in expenses related to Adult Learning
    - $877 million was paid to support post-secondary institutions
    - Costs associated with funding envelopes were $105 million
    - Support to post-secondary learners amounted to $118 million
    - Administrative costs included $10 million in program delivery support and an additional $7 million, which is Adult Learning's share of the expenses incurred by ministry support services[2].
- $11 million in expenses related to Apprenticeship and Industry Training
    - Expenses of $9 million were incurred to deliver the program
    - Approximately $2 million in revenue for marketing apprenticeship was expended on this initiative.

Core Business	Expenses
Basic Learning	$ 3,361
Adult Learning	1,117
Apprenticeship and Industry Training	11
	$ 4,489

Comparison of 2000/01 actuals to budget

Expenses were $15 million lower than budgeted as a result of the following:

- $37 million less than budgeted for expenses in Basic Learning consisting of:
    - Reduced enrollment resulted in a $44 million reduction in operating support to public and separate schools
    - Teachers' pension costs decreased by $14 million due to better than anticipated pension asset performance

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[2] Ministry Support Services' costs totaling $29 million are allocated based on each core business' proportion of overall ministry expenses.

- Early childhood services grants increased $8 million to cover increases in grant rates and funded hours
- Private school support increased $8 million for special education and severe special needs funding in private schools, as well as additional institutional support
- Support to other basic learning programs and student health services increased $5 million.
- $22 million increase over budget in Adult Learning consisting of:
  - $19 million in increased assistance to post-secondary institutions: $14 million in energy rebates and $5 million in response to the MLA Post-Secondary Funding Review
  - $10 million increase in funding envelopes to train additional health care professionals
  - Lower than expected demand for ministry grant programs in support of post-secondary learners resulted in a $7 million decrease in expenses.

Comparison of 2000/2001 actuals to prior year

Expenses increased $179 million over 1999/2000. This is a result of:
- Increase totaling $175 million in Basic Learning. An anticipated decrease in Basic Learning expenses due to one time funding of $151 million in 1999/2000 was offset by the following increases:
  - A grant rate increase, increased enrollment, introduction of the Alberta Initiative – School Improvement and increased funding for special needs and early childhood services resulting in an additional $217 million in support of public and separate school boards
  - Spending on school technology programs was the main reason support to other basic learning programs increased $47 million
  - Increases in spending for student health ($11 million) and private schools ($14 million)
  - Increases in spending towards teachers' pension of $28 million, primarily due to an increase in the contribution rate for past service costs
  - Program delivery expenses increased $9 million.
- Increase totaling $8 million in Adult Learning. An anticipated decrease in Adult Learning expenses due to the 1999/2000 one time transfer of land and buildings, valued at $92 million, to Alberta vocational colleges, was offset by the following increases:
  - $58 million in increased assistance to post-secondary institutions consisting of $10 million to train additional health care professionals, $20 million additional operating and conditional grants for post-secondary institutions and $28 million in additional other operating support, including support for increased energy costs and in response to the MLA Post-Secondary Funding Review
  - $38 million in anticipated increases to funding envelopes in support of expansion of the post-secondary system in high priority areas
  - $4 million in additional support to post secondary learners for enhanced scholarships and grants.
- Decrease totaling $4 million in Apprenticeship and Industry Training due to one-time funding in 1999/2000 for enhancement of the Heavy Equipment Technician trade.

GRANTS

Grants accounted for $4,265 million or 95% of the total amount of the Ministry's expenses.

- Grants to school boards totaled $2,944 million and consisted of:
  - $2,979 million in instruction, support block funding and other enrollment driven funding offset by $161 million school property taxes already collected by opted-out separate school boards, who have the authority to requisition and collect levies on their residential and non-residential properties
  - School technology grants of $63 million
  - $37 million in grants for the Alberta Initiative for School Improvement (AISI)
  - $26 million for the student health program.
- Grants to post-secondary institutions totaled $949 million and consisted of:
  - $844 million in operating and conditional grant funding
  - $76 million in support through the Access Fund
  - $27 million in performance funding
  - $2 million in funding to inmate education programs.
- Grants to learners totaled $42 million and consisted of:
  - $24 million in assistance to learners in the form of maintenance grants, special needs bursaries, Alberta opportunity bursaries and athletic scholarships
  - $18 million in scholarships funded through the Alberta Heritage Scholarship Fund.
- Other grants and teachers' pension contributions in the amount of $330 million consisted of:
  - Teachers' pension contributions of $107 million for current service and $108 million for past service
  - $84 million in financial assistance to private schools such as support for basic education, early childhood services, instruction grants and learning resource subsidies
  - $31 million in grants for other areas including providing community-based education and learning television.

Grants		2001		2000
Grants to School Boards	$	2,944	$	2,822
Grants to Post-Secondary Institutions		949		869
Grants to Learners		42		39
Teachers' Pension		215		194
Grants in Kind		-		93
Other Grants		115		98
	$	4,265	$	4,115

Appendix 1
Summary of Accomplishments – Alberta Learning Business plan
April 1, 2000 to March 31, 2001

Cross-Ministry Initiatives

Cross-ministry initiatives have been established by government to address priorities that transcend the mandate of individual ministries. Each year some of these initiatives are selected for special emphasis. The following briefly highlights Alberta Learning's involvement in these initiatives in 2000/01.

Priority Cross-Ministry Initiatives

Economic Development Strategy

- Worked with Economic Development to produce "Get Ready Alberta" and "People and Prosperity". Reports were prepared on the results and accomplishments for 2000/01.
- Developed plans and targets for 2001/02 for the learning components of the strategy.
- Worked with Human Resources and Employment to update and distribute Youth Employment Strategy to schools, post-secondary institutions and other learning organizations and libraries throughout the province to provide information and promote labour force participation.
- Increased post-secondary spaces (including apprenticeship) in areas of high labour market demand.

Aboriginal Policy Initiative

- Worked with Edmonton Public Schools on piloting a new Aboriginal high school pilot, aimed at better meeting the needs of Aboriginal students living in an urban environment.
- Increased Aboriginal participation in apprenticeship as a result of the collaborative efforts of industry, agencies, other ministries and Aboriginal groups.
- Contributed to a cross-government database and tracking system to identify Aboriginal participation in programs.

Alberta Corporate Service Centre

- Transferred identified functions, e.g. selected human resources, library, information technology services, to the Alberta Corporate Service Centre (ACSC), which provides shared services to all ministries. Service levels were maintained through the transfer.

Corporate Human Resource Development Strategy

- Drafted a Human Resource Plan for the Ministry aligned with the Corporate Human Resource Development Strategy.
- Developed a Leadership Continuity Plan consistent with government direction.

Continuing Cross-Ministry Initiatives

Children and Youth Initiative

- Worked with Health and Wellness, Children's Services, and the Alberta Mental Health Board to evaluate the Student Health Initiative and reviewed Student Health Partnerships' annual report for the 1999/2000 service plan year.
- Reviewed and approved action plans for the Student Health Partnership's Joint Service Plans for 2000/01.
- Worked with Health and Wellness and Children's Services, to help develop recommendations for a comprehensive, integrated Mental Health Services framework. Specific strategies were developed to meet the needs of children in care, children and youth with complex needs, youth in transition and young offenders.

Corporate Information Management/Information Technology Strategy

- Worked with Alberta Innovation and Science and other partners to provide high-speed networks for learning. Selected a vendor to provide viable connectivity solutions for all Alberta's learning institutions. Consultations with stakeholders on issues and priorities will assist in future stages of SUPERNET implementation.
- Implemented a three-year business plan for information technology that aligns with Alberta government's direction.

Goal One: High-Quality Learning Opportunities

During 2000/01 Alberta Learning continued to work with stakeholders and partners to provide a responsive, flexible learning system that:
- **meets the needs of all learners, society and the economy; and,**
- **is flexible and provides a variety of programs and modes of delivery.**

Following are key accomplishments that helped provide high-quality learning opportunities.

Enhancing funding for changing needs
- Expanded funding to increase hours of kindergarten instruction from 400 to 475.
- Adjusted rural and urban transportation formulas.
- Established and supported an MLA Post-Secondary Funding Review Committee, with the mandate to improve flexibility and responsiveness of the post-secondary learning system. In response, announced $12 million in funding adjustments to achieve a more equitable resource distribution.
- Provided an additional $500,000 per school year to cover busing costs for students attending year-round schools, benefiting more than 7,500 children.
- Increased funding by $7.4 million per school year for school jurisdictions facing increased enrolment and higher costs as a result of unique geographic and economic conditions.
- Reallocated an additional $5 million for the 2000/01 school year to provide programs and assistance for students with severe behavioral disorders. Provided direct funding for special education in designated private schools.
- Announced $12.5 million to post-secondary institutions for faculty retention. Initiated a strategy to attract and retain top quality faculty to ensure 'brain gain'.
- Increased technology funding to redevelop post-secondary courses for distance and multi-media delivery; awarded nine post-secondary institutions with grants approximating $1 million.
- Phased in private school funding to reflect 60 per cent of basic instruction grants.
- Awarded $10 million in additional funds through the Performance Envelope, recognizing excellence in the adult learning system.

Expanding post-secondary programs to meet demand
- Added almost 1,800 new spaces through the Access Fund for apprenticeship training at post-secondary institutions to meet high-demand trades such as welding and electrical.
- A $4 million one-time grant to institutions in 1999/2000, enabled them to revamp training and purchase equipment that reflects industry demand for increased training options in the Heavy Equipment Technician Programs in 2000/01.
- Through the Access Fund, about 1,800 spaces were created in priority labour market areas and in response to high student demand. Spaces included information and communication technology and health (licensed practical nurses, registered nurses, personal support aides, medical radiological technologists, speech language pathologists, and physicians).

Restructuring to enhance flexibility
- Led a Campus Alberta Symposium with representatives across the learning system that included students, educators, government, industry and community partners to further develop the concept of a single streamlined learning system. Participants developed recommendations to enhance system coordination and ensure quality learning opportunities through collaboration.
- Transferred Alberta College educational programs and assets to the public learning system, to ensure the college could continue to meet the educational needs of a growing number of post-secondary students.

Developing and updating curriculum
- Released a new Social Studies resource to help grade 6 students gain a better understanding of school boards and their function. Highlighted the importance of education in Alberta and the role of school boards within the education system.
- Implemented the Information and Communication Technology Program (ICT) province wide to help students develop technology skills by blending lessons into existing core subjects offered in Kindergarten to grade 12. Provided implementation direction, including coordination of ICT professional development initiatives. Provided Web awareness training to Alberta teachers in support of the ICT curriculum to help teachers show students how to use the Internet safely and more effectively.
- Revised and validated Health programs through a kindergarten to grade 9 pilot.
- Developed a new senior high transitions math course in collaboration with eight post-secondary institutions. Developed an interim program of studies for Pure Math in grades 10 and 11. Revised Applied Math for grades 10, 11 and 12.
- Developed interim programs of study for Science in grades 7 and 8; conducted field validations for drafts of Science in grades 10, 11 and 12.
- Enhanced liaison with post-secondary institutions while developing interim programs of study for senior high English Language Arts 10-1 and 10-2.
- Conducted a field validation for the draft Aboriginal Studies in grades 10, 11 and 12.

Supporting implementation of provincial programs and policies of basic learning
- Conducted workshops for school and central office administrators on curriculum, policies regulations and funding.
- Supported school authorities in preparing three-year education plans and annual education results reports.
- Advised school authorities and schools in a variety of issues.
- Mediated disputes among basic learning stakeholders and clients.
- Implemented Private Schools Task Force recommendations by providing assistance to private schools in meeting accountability requirements and improving learning opportunities for private school students.

Recognizing Aboriginal and French cultures
- Recognized the unique roles of Aboriginal and French cultures through development of a draft Social Studies curriculum framework common to the western provinces. Developed a consultation forum to gather advice and feedback from stakeholders and partners. Drafted Social Studies Kindergarten to grade 9 specific outcomes.
- Reorganized several Basic Learning program committees to include Aboriginal and Francophone representatives.
- Revised the Kindergarten program statement to recognize the unique roles of Aboriginal and French cultures.

Strengthening School Councils
- Reviewed feedback from education stakeholders and parents, following an MLA review of school councils. Accepted recommendations in April 2000 that included keeping school councils mandatory, maintaining their advisory role and facilitating training opportunities for school council members.

Improving Outcomes for the Basic Learning System
- Brought together education partners, including parents, teachers, students, business and labour representatives, to better define the results Albertans expect from the basic learning system. The committee's work will be the first phase in the development of a larger, outcomes-based blueprint to make the education system more flexible and responsive to learners.

Evaluating Student Health Initiative
- Evaluated the Student Health Initiative, one of the strategies under the government-wide Alberta Children's Initiative. Conducted a provincial Student Health evaluation and approved action plans for the Student Health Partnership's Joint Service Plans for 2000/01. Reviewed the Student Health Partnerships' annual report for the 1999/2000 service plan year.

Supporting MLA Committee on Lifelong Learning
- Provided consultation expertise and support to the MLA Committee on Lifelong Learning, with 14 public input sessions held.

Developing scanning model
- Implemented an expanded environmental scanning model to respond to lifelong learning trends and challenges.

Responding to concerns and inquiries
- Managed 21 Reviews by the Minister (an independent examination of an unresolved dispute between two parties in the basic learning system, leading to a decision), 300 referrals to the Attendance Board to help students with school attendance problems, and 2 special needs tribunals to find a suitable solution when a school board has determined a student has special needs that cannot be met by a program provided by the board.

A second desired outcome is system accessibility, so that:
- **all Albertans can participate in learning, including those with special needs**

Following is a summary of Alberta Learning initiatives designed to promote system accessibility.

Funding post-secondary infrastructure
- In partnership with Infrastructure, announced $200 million in one-time infrastructure funding to post-secondary institutions, including the following projects:
  - The Northern Alberta Institute of Technology to help build a new high-tech learning centre;
  - Athabasca University for assistance in campus expansion to serve expanding enrolments;
  - Keyano College to help build a new facility to accommodate 400 more full-time students;
  - University of Alberta to help construct a high-tech learning complex;
  - Red Deer College to help expand and upgrade facilities to accommodate more than 500 additional full-time students;
  - Medicine Hat College to help expand classroom, lab and library space;
  - Lethbridge Community College to assist in its expansion to accommodate an additional 1,000 students;
  - Mount Royal College to assist in its expansion to accommodate an additional 3,700 students;
  - Bow Valley College to help renovate its campus to create more than 700 additional training spaces; and,
  - Southern Alberta Institute of Technology to assist in its expansion needs.

Addressing children's mental health needs
- Developed recommendations for a comprehensive, integrated Mental Health Services framework. The report was prepared by the Children's Mental Health Committee, which operates under the auspices of the cross-Ministry Alberta Children's Initiative. Specific strategies were developed to meet the needs of children in care, children and youth with complex needs, transitional youth and young offenders.

Improving programs and services for children with special needs
- Reviewed special education programs and services delivery to streamline administrative processes for school boards, resulting in a report *Shaping the Future for Students with Special Needs: A Review of Special Education in Alberta.*
- Introduced a staged increase in funding of $20 million to assist 7,000 students with emotional/behavioral disabilities, supporting extra counseling, therapy or more one-on-one time with a teacher's assistant.
- Developed 11 teacher resources supporting inclusion of students with emotional disorders and/or mental illnesses as well as students who are gifted and talented.
- Worked with school authorities to establish outcomes and measures for special education programs and services. Tabled the resulting accountability framework as a discussion paper among western provinces and territories and reviewed it with stakeholders.

Enhancing Aboriginal learning opportunities
- Partnered with Edmonton Public Schools on a new Aboriginal high school pilot aimed at better meeting the needs of Aboriginal students living in an urban environment.
- Enhanced training opportunities for Aboriginal people in local communities by facilitating training in the carpenter trade on the Siksika, Sarcee and Garden River reserves. Considerable progress was made on the goal to increase Aboriginal participation in apprenticeship, as a result of the collaborative efforts of industry, agencies, Alberta Ministries and Aboriginal groups.
- Contributed to a cross-government database and tracking system to identify Aboriginal participation in programs.
- Developed an Aboriginal Policy Framework and on-line learning strategy following an accessibility survey.

Providing electronic solutions
- Partnered with the Alberta Online Consortium (AOC) to host an Online Learning Symposium for 550 basic learning and post-secondary educators from across Alberta and Canada. Provided a $30,000 grant to the AOC to support research on the effectiveness of on-line education. AOC comprises more than 50 school jurisdictions, 15 association school jurisdictions and 17 post-secondary institutions along with six private sector companies that focus on creating flexible learning environments.
- Worked with Alberta Innovation and Science and other partners to select a vendor to provide access to high-speed networks for learning. Viable connectivity solutions will be provided for all Alberta Learning institutions. Consultations with stakeholders will assist in future stages of the cross-government SUPERNET implementation.
- Redesigned Ministry Internet site for greater functionality resulting in an effective communications mechanism for Ministry employees, partners, stakeholders and clients.
- Managed the GrassRoots Program in Alberta, including a contract with Industry Canada for over $500,000, to support teachers in developing telecollaborative learning projects.
- Developed high-quality print and electronic learning resources for Alberta parents, students and teachers in support of regular and alternative programs from kindergarten to grade 12 and in post-secondary institutions.

Enhancing rural adult learning opportunities
- Enhanced rural learning opportunities providing more access in previously under-served or unserved communities and through the development of Community Learning Centres. 41 Community Adult Learning Councils provided nearly 550 additional non-credit programs to more than 7,600 participants in rural communities. Seven Community Adult Learning Councils began the development of Community Learning Centres.

Reviewing post-secondary admission and transfer policies
- Worked with members of the Minister's Working Group on Admission and Transfer on recommendations to ease access for learning opportunities.

A third desired outcome for this Alberta Learning goal is system affordability, so that:
- **cost is not a barrier to learners participating in learning opportunities; and,**
- **the learning system is affordable.**

The following Alberta Learning initiatives in 2000/01 assisted the Ministry to meet its goal of system affordability.

Increasing financial assistance for Alberta learners
- Developed a new Student Loan Relief Program, which will provide more than $70 million in debt reduction and respond to student concerns about rising debt levels.
- Provided nearly 47,100 students with financial assistance through loans, grants, bursaries or scholarships designed to assist Albertans to pursue post-secondary studies.
- Provided students with more information on financial assistance through a Street Cents video on planning for post-secondary studies.
- Enhanced features of student finance programs, including portability to other provinces for study, extended interest relief, enhanced grants, health care benefits for children of students and increased allowances for part-time earnings and scholarships.

Goal Two: Excellence in Learner Achievement

One of the desired outcomes for this Alberta Learning goal is that learners demonstrate high standards across a full range of areas, optimizing full potential.

During 2000/01, a number of new and continuing initiatives supported excellence in learner achievement.

Assessing and enhancing learner achievement
- Continued to implement the Alberta Initiative for School Improvement (AISI), which aims to work with the education community to improve student learning. Improved communication among stakeholders through on-line access to approved AISI projects.
- Reported on the achievement of students in grades 3, 6 and 9 in core subjects and students taking grade 12 diploma examination courses.
- Prepared recommendations to improve Math achievement by grade 9 students.
- Implemented new provincial standards for Pure and Applied Math 30 exams.
- Incorporated new scoring rubrics in chemistry and physics.
- Continued to work with stakeholders to improve the diploma examination programs.
- Completed pilots for reporting achievement of home education, the Integrated Occupation Program and absent students, while redesigning special needs assessment.
- Begin to collect information on students who did not write achievement tests (Home Education, Integrated Occupational, Special Needs).
- Incorporated student assessment into teacher pre-service and in-service through collaboration with stakeholders at workshops and presentations.

Recognizing learner achievement
- Participated in national and international assessments, and used the results to demonstrate high achievement and global competitiveness of Alberta students.
- Issued more than $18.2 million in Alberta Heritage Scholarship Fund awards to more than 8,900 post-secondary students.
- Awarded $2.7 million in scholarships to more than 2,700 students in the first year of The Jason Lang Scholarship for second year post-secondary students.
- Partnered with industry to develop a scholarship program for Registered Apprenticeship Program (RAP) apprentices. The new scholarship program will annually reward and encourage 50 of Alberta's top young apprentices with scholarships of $1000.
- Honored 51 apprentices who received the Top Apprentice Award, recognizing the apprentice achieving the highest overall mark in each trade or craft. Presented awards to two employers for exceptional efforts in training apprentices.
- Honored five Albertans in five different trades who won gold medals at a national competition in Quebec and who will participate in the World Skills Competition in Seoul, Korea.

Recognizing teaching achievements
- Honored 21 teachers with Excellence in Teaching Awards for their ingenuity and enthusiasm in the classroom.
- Created a Top Instructor Award in conjunction with training institutions and industry partners.

Evaluating programs and initiatives
- Evaluated and prepared a final report on the Teacher Assistants Program.
- Evaluated and prepared a final report on the Early Literacy Initiative.

A second desired outcome of this goal is that learners complete programs.

Addressing barriers to high school completion
- Completed report on Barriers to High School Completion and drafted next steps for dissemination and consideration in the education community.
- Explored options and developed a method for calculating a high school completion rate for school authorities.

Goal Three: Well Prepared Learners for Lifelong Learning, the World of Work and Citizenship.

As a desired outcome of this goal, Alberta Learning works towards ensuring learners are well-prepared for lifelong learning.   As a result:
- **children start school ready to learn;**
- **learners have the ability to learn continuously: in school, at work and in society; and,**
- **learners' achievements are recognized.**

Throughout the year, a number of initiatives highlighted Alberta Learning's goal of well-prepared learners.

Providing literacy services
- Thirty-three family literacy projects benefited more than 3,800 parents and more than 3,800 preschool children.
- Through volunteer tutor literacy programs, more than 2,400 adult learners received almost 132,000 hours of literacy instruction from more than 2,700 volunteers.
- Community Adult Learning Councils offered almost 500 adult basic literacy courses for more than 5,500 registrants.

Lifelong Learning and Citizenship Opportunities
- Community Adult Learning Councils offered more than 4,400 non-credit programs to more than 87,000 registrants in the areas of adult basic literacy, English or French as a second language, citizenship, employment-related and community issues. Over 8,000 volunteer hours were also contributed to support non-credit adult learning in local communities.
- More than 13,000 new immigrants to Alberta received settlement services including orientation information and interpretation and translation services. Over 160,000 hours were contributed by community volunteers to assist newcomers. Close to 12,000 immigrants were assessed and referred to English as a second language courses. Community Adult Learning Councils also offered 238 Citizenship and English or French as a second language courses for more than 6,800 adult learners.

Emphasizing early literacy programs
- Shared effective practices in early literacy with all school authorities.

Promoting technology implementation and integration
- Finalized five best practices studies to assist school jurisdictions with technology planning and implementation. Identified and initiated additional studies based on stakeholder input.
- Directed and coordinated hardware and software initiatives with stakeholders, including identification of software priorities and establishment of software agreements.
- Developed software standards for communications between the Ministry and stakeholders.
- Coordinated hardware distribution through Alberta Computers for Schools.
- Communicated policies and procedures for accessing Technology Integration Funding.

A second desired outcome of this Alberta Learning goal is that learners are well-prepared for work. Therefore:
- **learners are successful in finding/maintaining work; and,**
- **employers are satisfied with the knowledge, skills and attitudes of employees.**

Following are key accomplishments in 2000/01 that assisted the Ministry to prepare learners for work.

Promoting youth training and employment
- Expanded promotion of the Registered Apprenticeship Program (RAP) to a wider audience, including grade 9 students and Aboriginal youth.
- Assessed achievement of RAP goals and established baseline data to assess program promotion and administration.
- Developed an outline for a Youth Learning Opportunities program in partnership with the Northern Alberta Development Council.
- Began implementing a communications plan to increase awareness of training opportunities for young people.
- Provided schools, post-secondary institutions, libraries, provincial apprenticeship committees and others with an update on the Youth Employment Strategy, to promote participation and keep Albertans informed of progress.

Including essential employability skills in learning programs
- Incorporated essential competencies into curriculum for Kindergarten through to grade 12 students.
- Developed career modules for senior high schools.
- Incorporated essential competencies into career programs for adult learners.

Delivering special programs
- Approved a new Green Certificate program in partnership with Alberta Agriculture, Food and Rural Development to develop human resources for Alberta's agricultural sector. Developed seven specializations related to agricultural production.
- Prepared draft curriculum for academic and occupational courses for grades 7 to12.

Providing immigrant services
- Awarded International Qualifications Services certificates to more than 1,800 individuals with foreign credentials to assist them with entry into the labour force and educational institutions.

Updating accreditation
- Developed a Career and Technologies Studies agreement for warehousing and updated accreditation for welders.

Supporting the Labour Force Demand and Supply Initiative
- Conducted economic, labour market, demographic and related research to support the Labour Force Demand and Supply Initiative. Learning participated in this cross-ministry undertaking to assess labour supply issues, and developed education and immigration policy responses to address emerging provincial requirements for skilled labour.

Conducting university and apprenticeship surveys
- Conducted an Alberta Graduate Survey to assess program satisfaction levels and labour market outcomes of university students.
- Conducted a survey of apprenticeship graduates to determine their satisfaction with training and their current employment status.

Developing International Education Strategy
- Drafted an Alberta International Education Strategy, following stakeholder consultations. The strategy provides direction across ministries toward a more coordinated approach to programs, services, and entrepreneurial activities in the education sector, the internationalization of curriculum to support Alberta providers in offering international services and in accessing international markets, and the expansion of the range of international opportunities available to Albertans.

A third desired outcome is that learners are well-prepared for citizenship, so that:
- **learners have the knowledge, skills and attitudes to become contributing members of society; and,**
- **learners have an awareness of the increasing global interdependency.**

Following are key accomplishments that assisted the Ministry prepare learners for citizenship.

Promoting second language learning
- Develop programs in Spanish for grades 7 to 12, Spanish for high school students, Spanish Language Arts and Ukrainian for kindergarten through to grade 12 students, Ukrainian for high school students; Ukrainian for grades 7 to 12; German for high school students and German for grades 7 to 12.
- Promoted second language learning through cooperative ventures with stakeholders.
- Conducted an inventory of second language credit programs in 13 post-secondary institutions, which showed more than 14,000 students registered in 25 different language courses.

Goal Four: Effective Working Relationships with Partners

As a desired outcome of this goal, Alberta Learning strives to ensure joint initiatives meet the learning needs of Albertans.

Alberta Learning works with other Alberta Ministries, jurisdictions, partners and stakeholders to meet the learning needs of Albertans. 2000/01 accomplishments are listed below.

Developing collaborative models with stakeholders
- Organized a three-day Canadian conference, in partnership with provincial education stakeholders, to share strategies, resources and best practices for safe and caring schools and communities. In conjunction with the conference, launched a teachers' resource "Toward a Safe and Caring Curriculum," developed by the Alberta Teachers' Association with support from the Alberta Safe and Caring Schools Initiative.
- Several projects offering post-secondary courses in high schools developed by agreement between local post-secondary institutions and school jurisdictions.
- Developed a draft guide for principals to assist with supervision of teachers and to support teacher evaluation.
- Established a collaborative framework with stakeholders to review adult learning performance measurement and management information.
- Developed a new collaborative working relationship with the Metis Nation of Alberta (MNA) leading to the first outcome-based contract for the Ministry and the MNA.
- To enhance the use of the common Alberta Student Number, the ECS-12 Student Identifier System was extended to include post-secondary learners.
- Developed collaborative models with stakeholders to implement the Alberta Initiative for School Improvement (AISI) focusing on student learning and performance.
- Alberta Learning contributed the Alberta perspective to the Council of Ministers of Education, Canada (CMEC) project: Public expectations for Post-Secondary Education and University Research Consortium Project.

Implementing teacher labour mobility agreements
- Adopted procedures permitting teachers with credentials in one province or territory to access teacher certification in Alberta.

Coordinating projects with the federal government
- Worked closely with the Government of Canada on common brochures and communication tools for students pursuing post-secondary studies.
- Participated in a strategic review of the future of funding approaches for post-secondary students.
- Administered federal Canada Millennium Scholarships program which awarded $26.6 million to about 11,000 post-secondary students in Alberta.

Strengthening partnerships
- Responded to industry needs by implementing 90 per cent of recommendations from an industry network workshop, focusing on improving communication, committee activities and resource material for committees.

- Contributed $1.5 million towards establishing a new Academic Chair in Beef Cattle Health Management at the Western College of Veterinary Medicine, University of Saskatchewan. The endowment allowed the college to expand research, attract students to specializations in agriculture veterinary practice and provide greater support to the needs of the beef cattle industry in Alberta and across western Canada.
- Developed collaborative models such as the Comprehensive Development and Implementation Curriculum Framework to enhance effective working relationships with partners.

A second outcome of this goal is that joint initiatives contribute to the achievement of the social and economic goals of the province.

Meeting industrial labour market needs
As a result of the on-going partnership with industry:
- More apprentices are working on industrial sites because the tender process for major projects provides additional points for the number of apprentices included in bids.
- Programs developed under the Construction Owners of Alberta Best Practices initiative, such as a pilot study by industry on the effective use of apprentices on industrial sites, were implemented.
- A new trade for technicians who repair outdoor power equipment was created.

A third outcome is that partners are satisfied with the effectiveness of partnerships.

Surveying partners
- Conducted surveys of stakeholder and partner perceptions, which showed that satisfaction levels remain high.

Goal Five: Highly Responsive and Responsible Ministry

Demonstrating value for dollars is a key outcome for this Alberta Learning goal.

Summary of activities in 2000/01to ensure value for money in the learning system are listed below.

Ensuring sound financial policies and practices
- Commenced a review of funding support to school authorities to ensure a high percentage of dollars are directed towards student learning. Resulted in the introduction of a growth and density funding grant.
- Critically evaluated school jurisdictions' and post-secondary institutions' financial statements to identify business risks and reporting deficiencies.
- Met financial targets while addressing unanticipated cost pressures in post-secondary institutions and school jurisdictions, such as rising energy costs.
- Enhanced accountability processes to provide further assurance that grants were expended for their intended purpose. For example, audited grant funds provided to Careers: The Next Generation, reviewed special education funding and programming, and federal funding for hours in French immersion, second language, and francophone instructional programs.
- To validate funding claims, verified September 30 enrollment counts on a sample basis, and monitored allocation of high school funding for course completions, including Careers and Technology Studies courses.

Enhancing accountability and validating program quality
- Monitored the performance of post-secondary institutions through: reporting systems that provided institutional financial, enrolment, program and performance indicator data; business plans; campus development plans; accessibility plans; annual reports and audited financial statements.
- Enhanced the quality and timeliness of institution reporting by delivering training workshops to institution staff, and by streamlining reporting processes and guidelines.
- Established the Performance Measures and Management Information Committee (PMMIC), a system-wide body that is responsible for providing advice to the adult learning system on the use of performance measures within the adult learning accountability framework.
- Reviewed funded accredited private schools on a sample basis to ensure alignment with the applicable provisions of the *School Act*, the *Private School Regulation*, the *Student Record Regulation*, and *Private School Policy*.
- Approved annual applications to operate from 180 private schools and 125 private ECS operators.
- Reviewed designated special education private schools to determine the extent to which the sole purpose of the school is to serve students with special needs, all students are diagnosed as having mild, moderate or severe disabilities, and Individualized Education Plans are developed for every student.
- Reviewed outreach programs and schools to determine the types of students being served in outreach schools and the services being provided.
- Reviewed programming for ECS students with mild/moderate special needs to ascertain how changes in funding for ECS students with mild/moderate special needs has affected programming.
- Reviewed charter schools to ensure alignment with the requirements of the charter school regulations and *School Act*.

- Evaluated the effectiveness of the Early Literacy and Teacher Assistance programs.
- Analyzed school board education plans and results reports for alignment with and implications for provincial policies.

As a second outcome of this goal, Alberta Learning will show leadership and continuous improvement in administrative and business processes and practices.

Alberta Learning accomplished a number of business improvements in 2000/01, as listed below.

Restructuring to improve service
- Implemented a new organizational structure to increase Ministry responsiveness to clients and to societal changes.
- Identified specific finance and administrative functions, information technology, library, and printing services for transfer to the Alberta Corporate Service Centre (ACSC).

Improving business processes
- Implemented a streamlined regulatory framework to enable the Apprenticeship and Industry Training Board to maintain high industry standards while increasing responsiveness. Reviewed and updated 55 regulations and two Board orders.
- Improved apprenticeship and industry training client service and increased operational efficiency through a business process re-engineering project.
- Completed the preliminary analysis and system architecture for renewal of the Skilled Trades Information System.
- Developed and implemented strategies to involve Ministry employees in business planning.
- Introduced a Ministry operational planning process.
- Developed and implemented a long-range strategic planning process to fulfill government and Ministry requirements.
- Developed a framework on public consultation in addition to a process and tools to assist divisions in providing public consultations.
- Redeveloped and expanded the Corporate Data Warehouse to house official learning system data.
- Implemented a three-year business plan for information technology to support Ministry business and to develop the 2001-2004 Information Technology Business Plan and architecture.
- Re-engineered Learning Resources Centre's and Program Resources Branch's business practices.
- Streamlined the school authority planning and reporting guide by separating the standard components from the specifics that are reviewed and subject to change annually.
- Redeveloped the system for managing the preparation and approval process for Ministerial correspondence. Prepared more than 7,150 detailed responses to correspondence to the Minister from stakeholders, learners and the public.

Implementing human resource initiatives
- Promoted stronger links between the Ministry business plan and the Ministry human resource plan through information sessions.
- Implemented a learning strategy using Results-Oriented Government training materials.
- Developed formal and informal recognition policies for staff.
- Implemented wellness initiatives, including smoking cessation programs and breast cancer awareness programs.

- Increased opportunities for continuous learning among Ministry employees.
- Began implementing a continuity plan to ensure Alberta Learning has the employees and skill sets needed to achieve Ministry goals.
- Provided human resource services as well as financial and administrative services to International and Intergovernmental Relations.

Improving electronic applications
- Improved electronic applications for full-time post-secondary students, in addition to an on-line enquiry system.
- Implemented on-line ordering of key Ministry documents.
- Implemented on-line registration for a number of Ministry-sponsored training opportunities.

Appendix 2
Endnotes/Methodology for Results Analysis

Endnote A - Notes on Surveys

Each year, Alberta Learning commissions telephone surveys with random samples of key client groups. The purpose of these surveys is to obtain client perceptions of how the learning system is performing in meeting learners' needs. Professional survey research firms are contracted to 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 2000/01, more than 9,000 interviews were conducted with eight respondent groups.

The following table provides an overview of surveys of Albertans conducted for Alberta Learning in recent years - the respondent groups surveyed and corresponding sample sizes each year, and the confidence intervals for each survey in 2000/01. Results are considered accurate within the confidence interval 19 times out of 20 (a confidence level of 95%).

Alberta Learning Surveys: Sample Sizes and Confidence Intervals

Target Groups	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001	Confidence Interval
Parents of ECS - 12 Students	800	806	800	800	810	±3.5%
Public (re ECS - 12 System)	807	800	802	2,008	2,154	+2.2%
High School Students (Gr.10-12)	800	802	800	800	806	±3.5%
Parents of Children with Severe Special Needs	---	800	805	800	849	±3.5%
Parents of Children with Mild/Moderate Special Needs	---	---	---	---	690	±3.8%
Graduates of Apprenticeship Programs	1,936	---	3,141	---	2,948	±1.8%
Employers of Apprentices	---	3,277	---	3,350	---	±1.7%
Employers of Post-secondary Graduates	---	1,541	---	1,467	---	+2.5%
Public (re adult learning system) Total			2,000	3,000	3,001[1]	±1.8%
- Adult Learners[2]	---	---	1,000	992	998	+3.1%

Notes:

[1]Public Survey – 2000/01: the sample size of 3,001 represents completed interviews for the entire survey. Measure 1.04 (adult participation in learning) was based on 3,781 responses. This includes respondents who agreed to complete, but quotas (e.g., age, gender, learners) were full. A sample size of 3,781 has a confidence interval of 1.6%.

[2]Adult learners are a sub-set of the Alberta public age 17 or over who participated in a credit or non-credit course in the past 12 months.

Alberta Learning Surveys of Partners and Stakeholders

Each year, Alberta Learning contracts telephone surveys with representatives of other Alberta ministries and representatives of stakeholder organizations who have worked with Alberta Learning staff on major projects during the last 12 months. The surveys are conducted to obtain perceptions about their working relationships with Alberta Learning Staff. In 1999/2000, 38 representatives of other Alberta ministries and 14 representatives of stakeholder organizations were interviewed. In 2000/01, 33 representatives of other Alberta ministries and 28 representatives of stakeholder organizations were interviewed. The samples for these surveys are consensus samples as they capture all major department projects in which partners and stakeholders worked with Alberta Learning staff.

Core Human Resource Measures Surveys

Data were collected through The *Government of Alberta Core Human Resources Measures Survey,* coordinated by the Alberta Personnel Administration Office (PAO). In the 1998/99 telephone survey conducted in November 1998, a total of 312 Government of Alberta employees, including 103 Alberta Education employees and 116 Advanced Education and Career Development employees were interviewed (a total of 229 for the two ministries that were combined as Alberta Learning). For the 1999/2000 survey (conducted from November, 1999 to January, 2000), a total of 3,585 Alberta government employees were interviewed. Alberta Learning's sub-sample was 499 employees. For the 2000/01 survey (conducted in November, 2000), a total of 4,408 Alberta government employees were interviewed, including 418 Alberta Learning employees. For all three surveys, random sampling was used to interview both management and non-management staff. Telephone interviews were conducted using the Computer Assisted Telephone (CATI) system.

Individual ministries may ask for an oversample of respondents from their ministry in order to decrease the confidence interval and/or permit reporting on organizational units within the Ministry. Alberta Learning obtained an oversample enabling the Ministry to report on results with a confidence interval of 4% for the 1999/2000 survey and 3.4% for the 2000/01 survey. The sample size and confidence interval for each group are provided in the table below. Results are considered accurate within the confidence interval 19 times out of 20 (a confidence level of 95%).

Information for 1998/99 represents the aggregate weighted 1998/99 results for the former Ministries of Alberta Education and of Alberta Employment and Career Development.

Employee Surveys: Sample Sizes and Confidence Intervals

Survey Year	Respondent Group	Sample Size	Confidence Interval
1998/99	**Alberta Government**	2,312	±2.0%
	Alberta Education	103	±8.5%
	AECD	116	±8.5%
	Alberta Learning	229	±5.3%
1999/00	**Alberta Government**	3,585	±2.0%
	Alberta Learning	499	±4.0%
2000/01	**Alberta Government**	4,408	±2.0%
	Alberta Learning	418	±3.4%

Use of Confidence Intervals in Alberta Learning's Annual Report

Confidence intervals provide a measure of the accuracy of survey results. A confidence interval is expressed as a percentage above and below an obtained result. A confidence interval indicates how much variation from the obtained results one might expect as a consequence of sampling and diversity among respondents.

When comparing results of surveys over time, it is important to remember that small differences from year to year may be a result of sampling variation. The confidence intervals in the above tables illustrate

the magnitude of sampling variation associated with results from surveys having different sample sizes. Sampling variation should be considered when:

- comparing current and historical results on a particular measure,
- comparing results for different measures, and
- comparing current year results to targets set out in the Ministry's three-year plans.

Alberta Learning uses the confidence interval to determine whether results have achieved targets set for core measures and whether differences in results over time are merely the result of sampling variations or represent actual change.

Targets: If the target for the current year of a particular perception measure falls within the confidence interval obtained when conducting a survey of that question, that result is considered to have met the target. For example, the target for the measure of parent satisfaction with education for the year 2000/01 was 90%, and the survey result on that measure was 88%. The target is considered to have been met, since the difference between the obtained results and the target is less than the confidence interval for the measure (±3.5%).

Changes over time: Similarly, Alberta Learning uses the confidence interval to determine whether there has been a change in results over time. There is a change if the numerical value of the result exceeds the size of the confidence interval. For example, in the 1998/99 survey of staff, 81% of staff agreed the Ministry provides support they need to develop the knowledge and skills for their current job. In the 1999/2000 survey the question obtained a result of 80% with a confidence interval of ±4%. Because the difference in results over the two surveys is less than the confidence interval, there was no real change. On the other hand, in the 2000/01 survey, the same question obtained a result of 85% with a confidence interval of ±3.4%. Because the difference between the earlier surveys and the 2000/01 surveys exceeded the confidence interval of ±3.4% , there has been an increase. If the difference is 7% or greater, it is considered a significant change.

Endnote B – Technical Note on Trendlines

Linear trendlines were introduced in 2000/01 as an aid to interpreting the results for measures reported in this Annual Report. Trendlines augment data interpretation techniques already in use such as the calculation of margins of error and replaces significance testing. While these latter methods are helpful in determining the significance of a change between two data points, trendlines provide a useful method of understanding the year-to-year fluctuations over the longer term. Now that most measures have data spanning three or more years, trendlines become an appropriate tool of analysis. Trendlines move the focus from smaller year-to-year changes to information about the longer-term direction of the data trend and whether or not it is tracking towards the performance target for the measures with targets.

Linear trendlines were used. The calculation below provides a best-fit straight trendline based on the least amount of aggregate variance between the actual data points (reported values e.g. % satisfaction) and the estimated value points that compose the trendline, using the least squares method:

$Y=mx+b$ where m is the slope and b is the y-intercept.

Comments in the text on results having more than 3 data points are supported by linear trendline analysis.

Endnote C: Endnotes for Performance Measures

Goal One: High Quality Learning Opportunities

1.01 Percentages 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 annual telephone surveys conducted for Alberta Learning. Parents were asked about their satisfaction with the education their child is receiving; students were asked about their satisfaction with their own education; members of the public were asked about their satisfaction with the quality of education that students in the community are receiving. Results reported are the combined percentages of all respondents who indicated they were "satisfied" or "very satisfied".

1.02 Percentages 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 annual telephone surveys conducted for Alberta Learning 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. Results reported are the combined percentages of all respondents who indicated they were "satisfied" or "very satisfied."

A new question was asked of all members of the Alberta public for the first time in the 2001 public/adult learner survey to more directly address this measure: "How satisfied are you with the overall quality of learning programs in Alberta's adult learning system?" Results reported in the analysis are the combined percentages of all respondents who indicated they were "satisfied" or "very satisfied."

The public/adult learner survey sample (n=3,001) is of sufficient size to compare results for the public overall with results for a key subgroup – adult learners (those members of the public who had taken some education or training in the past 12 months).

1.03 Percentages of adult Albertans satisfied with education or training taken in the last 12 months.

Respondents to annual public/adult learner telephone surveys conducted for Alberta Learning 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. The results reported are for the combined "satisfied" and "very satisfied" responses.

1.04 Participation of Albertans age 17 and over in credit and non-credit programs and courses.

This measure shows the proportion of Albertans aged 17 and over who said that they have taken some education or training in the last 12 months. Since 1999, a question on adult participation in learning has been included in the public survey conducted for Alberta Learning, as comparative Canada-wide data are not available regularly. The latest available comparative information is provided below.

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

Source: Statistics Canada, Adult Education and Training Surveys, 1994 and 1998.

1.05 Average post-secondary student assistance award (new).

Data are from the Students Finance system, Learner Funding Branch. The **average post-secondary student assistance award** is the annual average combined federal and provincial financial assistance (including both loans and non-repayable grants and bursaries) 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 and commencing studies between April 1 and March 31 each year. The average post-secondary student assistance award is calculated before remission is applied. Not all students who receive loans also receive non-repayable assistance so the graphs cannot be subdivided into average grant and average loan amounts. Calculation of the **average combined cumulative federal and provincial student loan debt of post-secondary learners** 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.

1.06 Satisfaction of recent post-secondary graduates with overall quality of their post-secondary education.

In graduate satisfaction surveys conducted by the institutions, 1998/99 graduates were asked to rate their overall satisfaction with the quality of their post-secondary educational experience. Each institution provides the data through the Ministry's Key Performance Indicators Reporting System (KPIRS). Results reported are the combined percentages of respondents who were "fully satisfied" or "somewhat satisfied." "No Responses" were excluded. Results from prior years are not comparable as different satisfaction survey scales were used.

For the 1998/99 graduate student satisfaction survey, all public colleges and technical institutes were to use a five-point scale (fully satisfied, somewhat satisfied, neutral, somewhat dissatisfied and very dissatisfied categories) instead of the former three-point scale (fully satisfied, somewhat satisfied and dissatisfied categories). A few colleges still used the former three-point scale. In order to have some comparability among all colleges and technical institutes, the total responses to the somewhat satisfied category in the three-point scale were allocated among the somewhat satisfied and neutral categories in the five-point scale in the same ratio as the allocation of the responses among the other colleges and technical institutes.

Supplemental Information: Distribution of responses of 1998/99 graduates to overall satisfaction with the quality of their education

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
Universities	15%	62%	18%	5%	1%
Private University Colleges	40%	52%	7%	1%	0%
Public Colleges	45%	40%	12%	2%	1%
Technical Institutes	27%	48%	19%	4%	1%
System Total	**31%**	**49%**	**16%**	**3%**	**1%**

1.07 Satisfaction of apprenticeship graduates with the overall quality of their work experience and technical training.

This indicator reflects the percentage of 1999/2000 graduates (surveyed 6-18 months after graduation, in January-March, 2001) from Alberta's apprenticeship and industry training system who were somewhat or very satisfied both with the quality of their on-the-job work experience and with their technical training. All graduates were surveyed, and the response rate to the survey was 75%.

1.08 Percentages of parents and students who agree that schools provide a safe and caring environment.

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

The result reported represents the combined percentage of respondents who "strongly agreed" or "agreed".

1.09 Enrolment in a range of available post-secondary program areas.

Data are extracted from the Learning and Enrolment 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 program type and area of study.

The enrolment by institutional sectors is provided in the table below.

Institutional Sector

	Enrolment (FLEs)				
	1995/96	**1996/97**	**1997/98**	**1998/99**	**1999/2000**
Universities	49,931	51,737	52,492	54,050	56,098
The Banff Centre*	255	304	353	266	270
Public Colleges	39,517	39,266	39,266	38,816	40,202
Technical Institutes	16,882	17,807	18,548	19,766	20,408
Private University Colleges	2,503	2,318	2,337	2,433	2,596
Total	**109,088**	**111,432**	**112,996**	**115,331**	**119,574**

*Note: The years 1995/96, 1998/99 and 1999/2000 include enrolments from the Centre of the Arts, and exclude enrolments in the Centre for Management, which is fully cost-recovery. In 1996/97 and 1997/98 enrolments from both the Centre of Management and the Centre of the Arts are included.

Post-secondary enrolment increases in relation to increases in the population of adult Albertans are provided below.

Calendar Year	Alberta Population Increase (18 yr+)	Academic Year	Post-Secondary Enrolment Increase
1996-2000	**9.97%**	**1995/96 to 1999/2000**	**9.61%**
Average change per year	**2.4%**		**2.3%**

Source for Alberta Population: Statistics Canada, Annual Demographic Statistics, 2000.

Note: Alberta population is calculated on a calendar year basis. Post-secondary enrolments are calculated on the institution academic year.

1.10 Percentages of students (ECS-12) enrolled in various delivery choices within the public education system.

Data are extracted from the Learning Data Warehouse, Information 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 and students 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 online programs, may attract some students from other available choice options. For example, the increased enrolment in online programs since 1996/97 may account for some of the decreased enrolment in home education programs.

For outreach programs, certificated teachers are responsible for the education of students enrolled in outreach programs. Students in outreach programs must have access to a certificated teacher for the appropriate number of instructional hours as defined in the *Guide to Education: ECS to Grade 12* – 950 hours for grades 2 – 9 and 1000 hours for grades 10 – 12.

Online programs are offered under the instruction and complete supervision of a certificated teacher of a board or accredited private schools. Note: In April 2000, Alberta Learning replaced the term "virtual schools" with "online programs" as the most appropriate term for defining the practice of mediated, interactive distance learning.

As identified in the *Home Education Regulation*, parents who choose to home educate their children are responsible for the development, administration, and management of the home education program. Parents are also responsible for evaluating the progress of their children at regular intervals. The *Home Education Regulation* identifies the supervision provided by certificated teachers employed by the supervising board or the supervising private school. The certificated teacher conducts at least two evaluations in each school year and provides assistance and advice to the parent.

The following table shows provincial aggregate enrollment in recent years in the public system, in other schools and total provincial enrollment (public + other).

Public System, Other and Total Provincial Enrollment

Authority Type	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001
Public System:					
- Public	408,195 (42)	412,152 (42)	418,352 (42)	419,867 (42)	420,655 (42)
- Separate	116,804 (23)	120,955 (19)	123,604 (17)	125,855 (17)	126,099 (17)
- Francophone	1,714 (6)	1,838 (6)	2,050 (3)	2,264 (3)	3,139 (5)
- Charter	1,467 (8)	2,133 (11)	1,716 (9)	2,074 (10)	2,559 (10)
Public System Total	**528,180 (79)**	**537,078 (78)**	**545,722 (71)**	**550,060 (72)**	**552,452 (74)**
Other:					
- ECS Private Operators	3,161 (158)	2,812 (153)	2,534 (134)	2,623 (128)	2,622 (125)
- Private School	22,538 (183)	23,278 (184)	23,901 (185)	23,893 (184)	25,186 (180)
- Federal Indian Affairs	6,212 (35)	8,072 (36)	7,744 (38)	8,791 (37)	8,805 (37)
- Provincial	3,374 (18)	2,821 (17)	2,202 (16)	2,423 (15)	2,507 (24)
Other Total	**35,285 (394)**	**36,983 (390)**	**36,381 (373)**	**37,730 (364)**	**39,120 (366)**
Total (Public + Other)	**563,465 (473)**	**574,061 (468)**	**582,103 (444)**	**587,790(436)**	**591,572(440)**

Note: Data are as of August 16, 2001. Numbers in parentheses indicate the number of authorities or schools. The learning data warehouse is continually updated with the most current information; historical data may differ from previously published enrolment figures.

1.11 Satisfaction of learners, parents, employers, and the public that learners have ease of access to lifelong learning.

In annual telephone surveys conducted for Alberta Learning, samples of parents (ECS-12), high school students (grades 10 –12) and the public were asked about their agreement that "learners have ease of access to lifelong learning". This question to parents and high school students was asked relative to **all learners** (ECS-12 learners and adult learners). The public were asked the same question with regard to high school graduates.

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 for adult learners.

The percentages reported represent the percentage of respondents who "strongly agree" or "agree".

1.12 Satisfaction of parents of school children with severe special needs with support services for their child.

In annual surveys conducted for Alberta Learning, **parents of children with severe special needs** have been asked about their *overall satisfaction with support services for their child*, and then asked a series of questions about their satisfaction with specific aspects of support services for their child. For the first time in 2001, **parents of children with mild/moderate special needs** were surveyed as well.

A new question was added to the 2001 surveys of parents of children with severe special needs, and of parents of children with mild/moderate special needs – regarding their satisfaction *with the overall quality of education provided to their children*. This question was added to provide comparable data to results from a similar question asked of parents of all students (ECS-Grade 12). The satisfaction levels presented are the combined percentages of respondents who indicated they were "Satisfied" or "Very Satisfied".

1.13 Tuition Fee Revenue as a Proportion of Net Operating Expenditures.

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

Revenue sources used to fund delivery of post-secondary credit instruction programs are composed primarily of three specific sources: tuition fees (subject to the Tuition Fee Policy), provincial grants and other student fees. 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 expenses 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, third-party credit instruction, and business enterprise activities. 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 addition, 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.

The table below provides the ratio of tuition revenue to net operating expenditures for each type of post-secondary institution. The ratios in 1999/2000 for each sector were close to the system average. The differences among sector ratios have narrowed since 1995/96.

Ratio of Tuition Fee Revenues (Subject to Tuition Fee Policy) to Net Operating Expenditures by Sector

Sector	1995/96	1996/97	1997/98	1998/99	1999/2000
Universities	20.1%	22.3%	23.6%	22.5%	24.1%
Public Colleges	13.9%	17.1%	18.4%	20.8%	23.6%
Technical Institutes	17.2%	19.5%	20.4%	23.4%	24.9%
System Average	18.1%	20.5%	21.7%	22.1%	24.0%

Source: Alberta Learning, Financial Information Reporting System (FIRS).

Note: The post-secondary institutions provide other services in addition to the delivery of credit programs subject to the Tuition Fee Policy. This would include apprenticeship programs, off-campus credit programs not funded by the department, third-party credit programs, non-credit instruction, ancillary services such as residences and cafeteria, and research activities at the universities. The total revenues for all activities and percentage of revenues by source are shown in the table below.

Per-Cent of Public Post-Secondary Institutions' Revenues by Source

Source	1995/96	1996/97	1997/98	1998/99	1999/2000
Total Revenue ($ billions)	$1.61	$1.68	$1.81	$1.94	$2.03
Provincial Grants	47.5%	46.1%	46.5%	44.5%	45.7%
Tuition Fee Revenues (Subject to the Tuition Fee Policy)	11.8%	13.1%	13.4%	14.1%	15.0%
Non-Credit Revenues	4.1%	4.0%	4.3%	3.9%	3.6%
Ancillary Services Revenues	8.1%	8.5%	8.0%	7.8%	7.9%
Sponsored Federal Research Revenues	5.1%	4.8%	4.4%	4.5%	3.0%
Other Revenues	23.4%	23.5%	23.4%	25.2%	24.8%

Source: Alberta Learning, Financial Information Reporting System (FIRS).

Notes:
- These data are only for the universities, public colleges and technical institutes. Data for the Banff Centre and the private university colleges are not included.
- For 1999/2000, institutions reported their revenues and expenses in FIRS using the accrual method of accounting. For capital grants, this means that only those revenues entering into the income statement are reported as revenue with the remainder of any grants made during the 1999/2000 fiscal year being deferred to subsequent years. This affects federal research grants particularly as a significant portion of the grants is provided for capital items. The total research funding received by the universities in 1999/2000 is provided in supplementary measure 4.02.

1.14 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 2001. Provincial mill rates for education are established annually by an Order in Council. Information on mill rates are from the Budget and Fiscal Analysis Branch, and are available online at:
http://www.gov.ab.ca/acn/200104/10517.html

Goal Two: Excellence in Learner Achievement

2.01 Percentages 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.

Since 1995, students in grades 3, 6 and 9 write provincial achievement tests annually in language arts and mathematics while grade 6 and 9 students also write tests in science and social studies. 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 1997-2001) are prepared with the *Statistical Package for the Social Sciences (SPSS)* and are available online at:

http://www.learning.gov.ab.ca/k_12/testing/default.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.

The achievement expectations were established shortly after the achievement testing program was developed in 1984, and have been vetted through various advisory committees of community members and educators since that time. 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. Currently, the Learner Assessment Branch has an Advisory Committee on Accounting for All Students, which is reviewing the reporting of achievement test results.

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 originally are based on the curriculum expectations as determined through consultation with a wide range of stakeholders. Once the curriculum expectations have been determined, the test design is vetted through committees of stakeholders, and by a standard-setting committee of teachers. The standard-setting committee consists of about 20 teachers of the course and 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.

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.

Percentages of all Students in Grades 3, 6 and 9 Demonstrating the Standards on Provincial Achievement Tests

Subject	Standard	1997	1998	1999	2000	2001
Grade 3						
Language Arts	excellence	12.8%	14.2%	14.9%	17.9%	16.1%
	acceptable	82.0%	80.3%	83.5%	84.3%	82.8%
Mathematics[2]	excellence	—	19.4%	23.8%	25.7%	23.8%
	acceptable	—	75.2%	80.2%	82.1%	81.8%
Grade 6						
Language Arts	excellence	14.6%	13.5%	16.2%	19.4%	14.9%
	acceptable	79.4%	78.4%	78.6%	80.3%	78.7%
Mathematics[2]	excellence	—	15.9%	16.0%	16.5%	17.9%
	acceptable	—	77.3%	77.5%	78.9%	79.3%
Science[3]	excellence	12.8%	17.1%	22.5%	24.7%	25.3%
	acceptable	73.1%	74.8%	78.8%	79.0%	82.0%
Social Studies	excellence	16.0%	15.6%	16.1%	19.9%	18.7%
	acceptable	73.6%	73.1%	76.2%	78.7%	78.6%
Grade 9						
Language Arts	excellence	10.3%	10.1%	10.8%	13.6%	13.1%
	acceptable	79.2%	78.0%	78.5%	80.1%	78.8%
Mathematics[2]	excellence	—	12.8%	13.8%	14.4%	16.3%
	acceptable	—	64.3%	64.4%	66.9%	66.5%
Science	excellence	14.2%	11.5%	13.3%	12.6%	11.9%
	acceptable	72.2%	70.7%	70.8%	72.0%	71.7%
Social Studies	excellence	14.0%	12.6%	16.0%	16.2%	16.0%
	acceptable	75.3%	70.6%	72.7%	73.4%	72.8%

2.02 Percentages 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. Mathematics 30 results are not reported because the group of students taking the course is not representative of the population that has normally taken the course. The Mathematics 30 course has limited availability and is being phased out.

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. 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.

Results are reported in relation to the acceptable standard and 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 originally are based on the curriculum expectations as determined through consultation with a wide range of stakeholders. Once the curriculum expectations have been determined, and 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 teachers. The standard-setting committee consists of about 20 teachers of the course and uses a modified Angoff process. The final decision of this process is reviewed by Learner Assessment staff and the discussion is open to the general community. 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 1997-2001)* are available online at:

http://www.learning.gov.ab.ca/k_12/testing/multipublic/dip/

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 years.

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

This core measure indicates the percentage of Alberta students who complete high school, or enter an Alberta post-secondary credit program 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 Management Services. Demographic data are from Statistics Canada.

This 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 to complete.

Of students who have not completed high school within six years of entering grade 9, about 5% are still in school, and about 25% are not in school at that time. Based on previous patterns over the longer term, some of these students eventually will complete high school.

2.04 Student results on national and international tests.

The Third International Mathematics and Science Study (TIMSS) is an international study in which Canada and several provinces choose to participate. TIMSS assessment instruments were administered in 1994/1995 to students in grades 4 and 8 and their last year of high school and were administered again to students in grade 8 in 1998/1999. Results are reported relative to those of other participating countries and Canadian provinces. The tests are developed by an international

panel to represent curriculum in the majority of countries. Alberta does a curriculum analysis of the tests to ensure consistency with the Alberta program of studies. Sampling procedures are clearly defined and monitored. Details on TIMMS are available at
http://www.curricstudies.educ.ubc.ca/wprojects/TIMSS/

2.05 Provincial apprenticeship testing program results.

This measure shows the percentage of apprentices who passed their final period industry exams and is calculated for the school year, August 1 to July 31. In order to pass, a grade of 70% or more is required in the provincial apprenticeship examination. Results also include those who received credit (achieved at least 67% on the exam and met other program expectations) as well as those who wrote and passed a supplemental exam. Data are from the Skilled Trades Information System (STIS), Board Support and Business Integration Branch, Apprenticeship and Industry Training Division. Results for years prior to 1998/99 are not provided because they are not comparable due to the change in pass mark implemented on August 1, 1998. Final period industry exam 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 also 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.

2.06 Percentages of Albertans age 25-34 who completed high school, and percentages who completed post-secondary programs.

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. 3,775 Alberta households were surveyed and 7,700 provided information to this survey. The coefficient of variability (CV) for the Alberta sample is 2.5. That is, sampling error accounts for ± 2.5% of the Alberta values for 2000/01. The CV for the national sample is 1 and accounts ± 1% of variability around the 2000/01 value indicated for Canada. Rankings for 2000/01 are presented in the table below:

Percentages of Albertans age 25-34 who have completed high school

	1996/97	1997/98	1998/99	1999/00	2000/01	2000/01 Ranking
Alberta	**86.5**	**86.9**	**87.5**	**87.5**	**89.7**	**3rd**
Canada	**84.7**	**85.9**	**86.6**	**87.1**	**88.2**	**—**
British Columbia	88.6	88.3	88.5	89.6	90.0	1st
Saskatchewan	81.5	83.8	85.1	84.9	86.5	6th
Manitoba	83.3	82.6	83.0	84.7	86.2	7th
Ontario	86.0	87.6	88.0	89.0	90.0	1st
Quebec	81.7	83.3	84.5	84.0	84.8	8th
New Brunswick	82.0	82.8	84.7	86.0	86.9	5th
Nova Scotia	81.3	82.5	83.8	85.6	87.2	4th
Prince Edward Island	78.1	78.4	81.4	83.6	82.3	10th
Newfoundland	77.5	79.6	80.0	81.1	82.4	9th

Percentages of Albertans age 25-34 who have completed Post-Secondary Programs

	1996/97	1997/98	1998/99	1999/00	2000/01	2000/01 Ranking
Alberta	**51.8**	**53.3**	**54.8**	**55.4**	**56.1**	**5th**
Canada	**53.9**	**56.2**	**57.5**	**58.3**	**59.5**	**—**
British Columbia	51.9	52.8	54.8	54.5	54.4	7th
Saskatchewan	45.8	49.9	52.3	51.9	51.9	10th
Manitoba	47.4	49.4	51.1	51.6	52.7	9th
Ontario	53.9	56.8	57.2	59.1	60.5	3rd
Quebec	58.2	60.5	62.7	62.2	64.4	1st
New Brunswick	49.5	48.6	51.2	55.9	55.9	6th
Nova Scotia	56.2	59.7	59.9	61.4	62.7	2nd
Prince Edward Island	49.2	49.5	53.2	55.2	53.6	8th
Newfoundland	53.1	55.5	55.6	56.8	58.2	4th

Source: Statistics Canada Labour Force Survey, Special tabulation for Alberta Learning.

Note: Some of the percentages in the above tables differ from previously reported data due to a change in rounding methodology. The percentages in the above tables have been calculated using as much precision as the data permits.

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

3.01 Percentages of grade 1 students who attended ECS (new).

The participation rate of eligible children in ECS programs is defined as the number of students with a grade 1 primary registration who also had any ECS or ungraded registration in any prior school year divided by the number of students with a grade 1 primary registration in a school year, minus the number of students who migrated into the province between the two school years. In-migration data are comprised of two sources: (a) the estimated number of immigrants aged 5 years of age as of July 1 of the calendar year; and (b) the estimated number of inter-provincial in-migrants aged 5 years of age as of July 1 of the calendar year. These two numbers are added together to estimate the total number of new students entering the province between one school year and another. The grade 1 and ECS registration data are from the Learning Data

Warehouse provided by Information Services. The in-migration data are from Statistics Canada, Annual Demographic Statistics, 2000 (CD-ROM).

The methodology has been changed, and this has resulted in the measure's title being changed from "Participation rate of eligible-age children in ECS programs" to "Percentage of grade 1 students who attended ECS." The methodology was changed because the previous methodology provided less reliable results as it contained more estimation.

The Kindergarten Program Statement and the Program of Studies for English, Mathematics, and Physical Education lay out the program for children in ECS. For the 2000/01 school year, funding for ECS was increased from 400 hours to 475 hours of instruction, which is equivalent to 50% of the 950 required hours of instruction at the Grades 1 to 9 levels. Funding for ECS basic instruction is calculated by multiplying the number of eligible ECS children by the rate for ECS basic instruction. For the 2000/01 school year, the ECS basic instruction rate was $2,048.

Children with severe disabilities, between the ages of 2 years 6 months and no older than 6 years of age on September 1, are eligible for a maximum of three years of funded ECS programming prior to entering grade 1. For the 2000/01 school year, the Program Unit Funding (PUF) for children with severe disabilities was a maximum of $20,158 per child per unit. Additional monies are available for units with more than one child.

Children with mild or moderate disabilities or those who are gifted and talented, between the ages of 3 years 6 months and no older than 6 years of age on September 1, are eligible for a maximum of two years of funded ECS programming prior to entering grade 1. For the 2000/01 school year, ECS programs that support children with mild or moderate disabilities and children who are gifted and talented are eligible to receive $2,000 per child.

In addition to the ECS Basic Instruction grant, ECS operators can access funding for the Early Literacy Initiative, which can be used to address the needs of children in ECS programs who are experiencing difficulties in developing reading readiness and early literacy skills. In the 2000/01 school year, each ECS operator could access a minimum of $1,200 or $38.25 per child based on the September 30 enrolment.

Note: Data on the measure of learning readiness of pre-ECS children is not available.

3.02 Perception of public, learners, parents, institutions and employers that learners are well prepared for lifelong learning, world of work and citizenship.

In annual telephone surveys conducted for Alberta Learning, parents (ECS-12), high school students and the public were asked about their satisfaction/agreement that learners are prepared for lifelong learning, the world of work, and for citizenship.

The public/adult learner survey sample (n=3,001) is of sufficient size to compare results for the public overall with results for a key subgroup – adult learners (those members of the public who had taken some education or training in the past 12 months).

Results reported for this measure are the combined percentages of respondents who either "strongly agreed/agreed" or were "very satisfied/satisfied."

Data for institution are not available this year.

3.03   Employment status of Alberta post-secondary graduates.

This measure shows the employment status of graduates (as a percentage of all graduates) in publicly funded post-secondary parchment and preparatory & basic upgrading programs at the time of the survey. Apprentices are not included here, as they are addressed in a separate survey; see measure 3.09. 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/.

Institutions report data 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 most cases, the surveys are census-based, except for the University of Alberta and the University of Calgary where a random sample survey is used. Percentages in the display are based on all graduates responding to the surveys (including those not in the labour force).

The employment rate of graduates, the percentage employed of those in the labour force, is provided in the table below.

Employment Rates of Post-Secondary Graduates

	1997/98	1999/2000
System Total	93%	93%
Universities	95%	96%
Public Colleges	91%	92%
Technical Institutes	92%	91%
Private University Colleges	91%	93%

Alberta's labour force participation rate and unemployment rate by educational attainment provide additional information (see table below). The **participation rate** measures the proportion of Albertans of working age (15 years of age and older) participating in the labour force (either working or actively seeking work). Of those participating in the labour force, the proportion that is unable to find work is the **unemployment rate**.

Overall, the high labour force participation rates coupled with low unemployment rates indicate that most Albertans are in the labour market and are successfully finding and maintaining employment. Also, the data indicate that there is a strong relationship between educational attainment and labour market success that is consistent over time. Albertans with university degrees and post-secondary diplomas experience the greatest labour market success. The low unemployment rates for these groups reflect employer demand for a well-educated workforce. Albertans with lower levels of education are less likely to participate in the labour force and have higher unemployment rates. Some of these individuals are still in school.

Relationship of Education with Labour Market Participation and with Unemployment Rates

	1996	1997	1998	1999	2000
Labour Market Participation					
Alberta Total	**72.3%**	**72.1%**	**72.5%**	**72.6%**	**72.2%**
University degree	85.1%	83.6%	84.2%	82.8%	83.7%
Post-secondary certificate or diploma	80.5%	80.9%	79.8%	81.1%	80.9%
Some post-secondary	74.7%	75.3%	76.7%	76.2%	75.3%
High school graduate	77.9%	75.7%	77.1%	77.0%	77.1%
Some high school	59.3%	59.6%	58.4%	58.7%	57.0%
0 - 8 years	33.0%	30.8%	30.9%	31.8%	30.2%
Unemployment Rates					
Alberta Total	**6.9%**	**5.8%**	**5.6%**	**5.7%**	**5.0%**
University degree	4.2%	3.2%	3.4%	3.4%	2.6%
Post-secondary certificate or diploma	5.7%	4.2%	4.6%	4.5%	3.1%
Some post-secondary	7.3%	6.7%	5.4%	6.5%	5.9%
High school graduate	6.2%	5.3%	5.1%	5.2%	5.3%
Some high school	12.2%	10.9%	10.6%	10.9%	10.1%
0 - 8 years	9.2%	10.9%	6.7%	6.0%	8.0%

Source: Statistics Canada: Labour Force Survey: 1996 – 2000.

3.04 Employer satisfaction with the academic/technical skills acquired by employees through 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.

Results for this measure indicate the combined percentage of respondents who were "very satisfied" or "satisfied".

3.05 Percentages 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 1997-2001* and the *Diploma Examination Multiyear Reports 1997-2001*, which are available online at:

http://www.learning.gov.ab.ca/k_12/testing/

3.06 Percentages of (high school and post-secondary) students enrolled in a second language course (new).

The data were extracted from the Learning Data Warehouse, Information Services Branch. High school students include all those students in grades 10, 11 and 12 in public, separate, francophone, charter and private schools who have completed at least one course during the current school year reported or in a previous school year. Second language course participation is defined as completion of at least one second language course during the reported year (i.e., participated in at least 50% of the course, received a mid-term mark and earned a course mark of 25% or better). As the Ministry does not collect course enrolment information, second language course completion information used for providing funding is a proxy for second language course enrolments. The information about second language course participation is gathered on a per-student basis without duplication (e.g. students were counted only once regardless of the number of the second language courses completed). Second languages captured in the data include a wide variety classified as second languages, including aboriginal languages and American Sign Language, as well as language arts courses that by their nature are provided to students who are familiar with another language (i.e. English as a second language, francophone and French Immersion).

In addition to participation during the current year, the Learning Data Warehouse also captures information about cumulative high school course completions in second language courses. These data on the table below indicate the percentage of high school students who have participated in at least one second language course at any time during high school.

Percentages of high school students who have participated in a second language course during high school				
1995/96	**1996/97**	**1997/98**	**1998/99**	**1999/00**
46.1%	42.9%	40.8%	39.0%	37.6%

Information on post-secondary student enrolment in second languages is not available.

3.07 Percentages of parents (of ECS - 12 students), high school students and the public who agree that high school graduates are prepared for post-secondary programs.

Parents (of ECS - 12 students) and high school students were asked in annual telephone surveys conducted for Alberta Learning about their agreement that high school graduates in Alberta are prepared to enter post-secondary education and training. The results reported are the combined percentages of respondents who "strongly agree" or "agree."

3.08 Number of post-secondary learners awarded provincial scholarships (new).

This measure shows that many learners in post-secondary education have excelled academically. Scholarships encourage and reward learners for demonstrating high standards, promote affordable and accessible education, and support learners, helping them prepare for lifelong learning.

Data are from the Students' Finance system, Learner Services Branch. The display shows a tally of all scholarships awarded in three categories: Alberta Heritage Scholarships (funded through the Alberta Heritage Scholarship Fund Endowment), Achievement Scholarships (funded through the Ministry of Learning), and Second Language Fellowships (funded by the federal government under agreement). The tally includes only recipients registered in a post-secondary program in the year the scholarship is applicable.

3.09 Employment rate of apprenticeship graduates 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 1997/98 and 1999/2000 school years, commencing August 1st and ending July 31st. These graduates were surveyed 6 - 18 months after graduation in 1999 and 2001 respectively. Prior to graduation, apprentices were employed in related jobs while training.

3.10 Percentages of journeymen with Red Seal certification.

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 1st and ends July 31st). Data are from the Skilled Trades Information System (STIS), Board Support and Business Integration, Apprenticeship and Industry Training Division.

3.11 Percentages of Albertans who report involvement in volunteer activities.

This measure shows the percentage of Adult Albertans who reported in annual telephone surveys conducted by Alberta Community Development that they had participated in some form of volunteer activity in the last 12 months. Participation in volunteerism shows the extent to which Albertans demonstrate citizenship by volunteering their time for public/social causes.

The percentages shown indicate the percentage of adult Albertans who had participated in one or more types of volunteer activities, in response to the following question: "in the last 12 months did you do any volunteer work:

a) In the arts or cultural area, for example, providing a service, with no fee or salary paid or expected to be paid to you, for an arts or cultural organization; a music, dance, theatre or multi-cultural event; an arts festival, conference or workshop; an art exhibition; a folk arts council; or a heritage society.

b) In sports, for example, coaching a team, officiating, or organizing an event such as local athletic games.

c) In recreation, for example, by volunteering as a coordinator, supervisor or manager of a recreational event or activity; or as a session instructor, presenter, councilor, trainer, guide, leader, official, board or executive member, or committee member or officer.

d) For libraries, for example, volunteering as a part-time librarian or librarian assistant, assisting a local library in organizing special activities for Libraries Week, reading to children during story time, serving on a Local Library Board, shelving books or answering reference questions.

e) In human services, for example, volunteering for a food bank, AIDS support group, Big Brothers or Big Sisters, seniors' center, disabled support services group, or international aid organization.

f) In youth employment, for example, volunteering for a boys and girls club, or youth center.

g) Informal volunteering, for example, impromptu volunteering for a church group or school.

h) Did you do any other type of volunteer work? (if yes, specify_____)."

Goal Four: Effective Working Relationships with Partners

4.01 Perception of partners and stakeholders who work with Alberta Learning.

Data for this measure are collected annually for Alberta Learning through a survey of partners and stakeholders. Partners are representatives of other provincial government Ministries working with Alberta Learning on specific projects. For the purpose of this survey, stakeholders are representatives of institutionally based organizations, some of which are specifically mandated by legislation, that have as their mission a broad and dedicated interest in the learning system. The judgment-based survey was conducted for Alberta Learning in December 1999 and again in December 2000. Respondents were selected with broad input from senior Ministry staff. Stakeholder selection focused on individuals in senior positions in their organizations who have a broad understanding of the learning system and were in the best position to provide meaningful responses, including representatives of the largest post-secondary institutions and school jurisdictions because of their impact on large numbers of learners.

38 representatives of other Alberta government ministries and 14 representatives of stakeholder organizations in Alberta's learning system were surveyed in December 1999. Those surveyed were asked in telephone interviews if Alberta Learning staff are collaborative, responsive and flexible in their working relationships with them. 33 representatives of other Alberta ministries and 28 representatives of stakeholder organizations in Alberta's learning system were surveyed in December 2000. Results reported are the combined responses of both groups and the combined responses of those who "agree" and "strongly agree".

The following partner ministries and stakeholder organizations participated in the December 2000 survey:

Partnering Ministries: AADAC, Alberta Corporate Services Centre, Children Services, Community Development, Economic Development, Health and Wellness, Human Resources and Employment, Infrastructure, Innovation and Science, International and Intergovernmental Relations, Justice and Attorney General, and the Personnel Administration Office.

Stakeholder Groups: Alberta Apprenticeship & Industry Training Board, Alberta Catholic School Trustees' Association, Alberta College – Institutes and Faculties Association, Alberta Colleges and Technical Institutes Student's Executive Council, Alberta Home and School Councils' Association, Alberta School Boards Association, Alberta Teachers' Association, Association of School Business Officials of Alberta, Athabasca University, Calgary Catholic Schools, Calgary Public Schools, Careers…The Next Generation, College of Alberta School Superintendents, Confederation of Alberta Faculty Association - University of Alberta, Construction Labour Relations, Council of Alberta University Students, Council of Presidents – College and Technical Institutes, Edmonton Catholic Schools, Edmonton Public Schools, Graduate Students' Association, Mechanical Contractors Association, Mount Royal College (Students Awards), Red Deer College (Students Awards), Student Finance Board, University Coordinating Council – University of Alberta, University of Alberta, University of Calgary, University of Lethbridge.

4.02 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 of universities' total research dollars that are contributed by industry and non-profit/community agencies. Data are provided by the institutions to Alberta Innovation and Science.

4.03 Satisfaction of employers with the apprenticeship and industry training system.

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 performance of the system and its partners in providing the needed skills. It also shows the percentage of employers who were satisfied with the skills of their certified journeymen. A survey conducted for Alberta Learning of employer satisfaction with apprentices was first conducted in February and March 1998 and repeated in February and March 2000. The next survey is expected to be in early 2002.

Goal Five: Highly Responsive and Responsible Ministry

5.01 Spending on Ministry functions as a percentage of total spending.

Spending on Ministry functions is comprised of ministry support services and program delivery support services excluding regional 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 less Teachers' Pension Valuation Adjustments. Data are from the Ministry Audited Financial Statements, and a special IMAGIS report which captures all Ministry administrative spending.

5.02 Percentages of staff who agree their employer provides support that makes them competitive in the job market (new).

Data for this measure are collected annually through The *Government of Alberta Core Human Resources Measures Survey,* conducted for the Alberta Personnel Administration Office (PAO). The survey was first conducted in November 1998, repeated from November 1999 to January 2000, and again in November 2000.

The display shows the percentage of Alberta Learning staff and all provincial government employees who answered "strongly agree" or "somewhat agree" to the following 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 to help you acquire or develop your knowledge and skills that would make you more competitive in the job market."*

Additional information on these surveys is available at the PAO website: http://www.gov.ab.ca/pao/corporate/corehr/core-hr-measures-project.htm

5.03 Satisfaction of clients with the quality of Ministry service (new).

Feedback from people who deal with Alberta Learning staff provides insight into the Ministry's effectiveness. Survey results indicate 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 clients in the system, and their satisfaction with the quality of service they received from apprenticeship staff indicates a responsive

Ministry. Employer surveys were conducted in 1998 and 2000. Surveys of apprentice graduates were conducted early in 1999 and 2001. Other client groups have not yet been surveyed on this new core measure.

5.04 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 (instruction and support/board & system administration/other) are divided by total jurisdiction expenses. Board & System Administration expenses are capped at between 4% and 6% of eligible revenues, depending on enrollment. The other category combines Operations and Maintenance of Schools, Transportation, Debt Services and Transfers, and External/Community Services.

Individual jurisdiction expense data is taken from their respective Audited Financial Statements. Data is aggregated at the provincial level by the School Reporting Branch. Jurisdiction Audited Financial Statements are posted online at: http://www.learning.gov.ab.ca/funding/afs/

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

This measure is the ratio of the institutional support expenses to adjusted total expenses. The adjusted total expenses are the total expenses minus expenses related to ancillary services and business enterprise. 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. Institutions report expense data through the Financial Information and Reporting System (FIRS).

5.06 Satisfaction of learners, parents and the public with the value for money spent on the learning system.

In the annual surveys conducted for Alberta Learning, parents (of ECS - 12 students) and the public (adults age 17+) were asked about their satisfaction with the value for money spent on ECS-12 schools in their community. Members of 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). The results for this measure are the combined percentages of "very satisfied" and "satisfied" respondents.

Parents and the public were considered to have included the categories of employers and taxpayers in this measure.

5.07 Percentages of Alberta Learning staff who agree they understand how their work contributes to the Ministry's business plan (new).

Data for this measure are collected annually through The *Government of Alberta Core Human Resources Measures Survey,* conducted for the Alberta Personnel Administration Office (PAO). The survey was first conducted in November 1998, repeated from November 1999 to January 2000, and again in November 2000.

The display shows the percentage of staff in Alberta Learning and the public service as a whole 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 you know and understand how your work contributes to the achievement of your department business plan."*
Additional information on these surveys is available at the PAO website:
http://www.gov.ab.ca/pao/corporate/corehr/core-hr-measures-project.htm

5.08 Percentages of staff who agree they understand how the work of their Ministry contributes to government 's business plan goals.

Data for this measure were collected through The *Government of Alberta Core Human Resources Measures Survey,* conducted for the Alberta Personnel Administration Office (PAO) in November 2000.

The display shows the percentages of Alberta Learning staff and of all Alberta public service employees who answered "strongly agree" or "somewhat agree" to the following survey question: *"Thinking now about what you do or know, how much do you agree or disagree (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, or strongly disagree) that you know and understand how the work of your department contributes to government business plan goals."*

Additional information about the survey of provincial government employees from all departments is available at the PAO website:
http://www.gov.ab.ca/pao/corporate/corehr/core-hr-measures-project.htm

5.09 Percentages of staff who agree their employer provides the support needed to acquire or develop knowledge and skills in their current job (new).

Data for this measure are collected annually through The *Government of Alberta Core Human Resources Measures Survey,* conducted for the Alberta Personnel Administration Office (PAO). The survey was first conducted in November 1998, repeated from November 1999 to January 2000, and again in November 2000.

The display shows the percentage of staff in Alberta Learning and public service employees as a whole 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."*

Additional information on these surveys is available at the PAO website:
http://www.gov.ab.ca/pao/corporate/corehr/core-hr-measures-project.htm