

Learning

ACCOUNTABILITY STATEMENT

This Business Plan for the three years commencing April 1, 2000 was prepared under my direction in accordance with the *Government Accountability Act* and the government's accounting policies. All of the government's policy decisions as at February 1, 2000 with material economic or fiscal implications of which I am aware have been considered in preparing the Business Plan.

The Ministry's priorities outlined in the Business Plan were developed in the context of the government's business and fiscal plans. I am committed to achieving the planned results laid out in this Business Plan.

[original signed]

Dr. Lyle Oberg, *Minister of Learning*
February 1, 2000

INTRODUCTION

Alberta Learning is the embodiment of a new vision for education in Alberta - a vision that recognizes learning as a lifelong process that touches many aspects of all our lives.

Alberta Learning realizes the importance of learning to the continuing prosperity of our province and the well-being of Albertans. This 2000-03 business plan is focused on creating a flexible and responsive system. It is vital that learning opportunities are accessible and provide Albertans with the globally recognized skills needed to keep our province strong in the future.

There are many challenges ahead and to meet them depends on our ability to work with partners, anticipate, adapt and evolve a lifelong learning system.

VISION

Optimizing human potential.

MISSION

Alberta Learning's leadership and work with partners build a globally recognized lifelong learning community that enables Albertans to be responsible, caring, creative, self-reliant and contributing members of a knowledge-based and prosperous society.

CORE BUSINESSES

- Basic Learning
 - Develop curriculum and set standards
 - Evaluate curriculum and assess outcomes
 - Certify teachers and learners
 - Fund school authorities
 - Support students with special needs
- Adult Learning
 - Approve programs of study
 - Provide student financial assistance to Albertans who require it to learn
 - License and certify educational providers
 - Fund educational providers, including research
- Apprenticeship and Industry Training
 - Develop program standards with industry
 - Counsel apprentices and employers
- Provide funding for approved programs
- Certify learners
- By:
 - Being learner-focused
 - Establishing and maintaining effective partnerships and linkages
 - Being flexible, responsive and innovative
 - Providing system-wide planning, policy and information management
 - Evaluating performance and providing incentives
 - Promoting seamless transitions and lifelong learning
 - Ensuring system and fiscal accountability
 - Sharing information and achievements
 - Optimizing mobility and transferability

KEY PARTNERSHIPS

Alberta Learning worked with partners to develop the 2000-03 business plan and will continue to work with partners in the implementation of the plan. To address the multi-faceted needs of learners, Alberta Learning partners with ministries across government, industry, professional and community associations, boards, committees and councils associated with learning.

GOALS FOR ALBERTA'S LEARNING SYSTEM

The goals for Alberta's learning system outline government's ongoing aims and directions over the long-term. To maintain a high-functioning society and prosperous economy, Alberta's learning system must: provide quality programs that are responsive, flexible, accessible, relevant and affordable; enable learners to demonstrate high standards; prepare learners for lifelong learning, work and citizenship; develop and maintain effective relationships with partners; and operate responsively and responsibly. These five goals support government's core businesses of people, prosperity and preservation and related goals.

LINKAGES TO GOVERNMENT'S CORE BUSINESSES AND GOALS

Government Core Businesses

People ... helping people to be self-reliant, capable and caring through:

- lifelong learning.
- excellent schools, colleges, universities and training institutes.

Prosperity ... promoting prosperity for Alberta through:

- a dynamic environment for growth in business, industry and jobs.
- a highly skilled and productive workforce.
- new ideas, innovation and research.
- an open and accountable government that lives within its means.

Preservation ... preserving the Alberta tradition of:

- strong values and culture.
- strong communities.
- pride in Alberta and strength within Canada.



Government Goals Related to the Learning System

- Our children will be well cared for, safe, successful at learning and healthy.
- Alberta students will excel.
- Albertans will be independent.
- Alberta will have a prosperous economy.
- Our workforce will be skilled and productive.
- Alberta businesses will be increasingly innovative.
- Alberta will have an effective and efficient infrastructure.
- Alberta will have a financially stable, open and accountable government.
- Alberta business will increase exports.
- Alberta will work with other governments and maintain its strong position in Canada.



Goals for the Learning System

High Quality Learning Opportunities

- Responsive and flexible
- Accessible
- Affordable

Excellence in
Learner Achievement

Well Prepared Learners for:

- Lifelong learning
- World of work
- Citizenship

Effective Working Relationships With Partners

Highly Responsive and Responsible Ministry

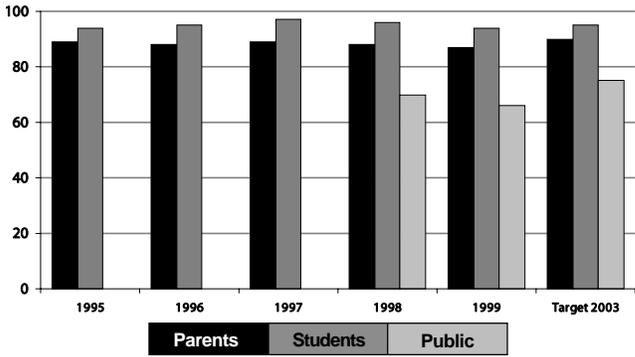
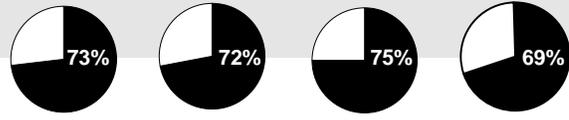
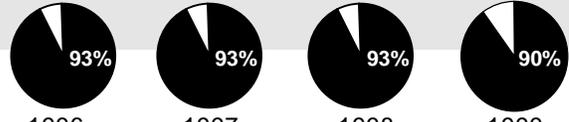
STRATEGIES AND PERFORMANCE MEASURES FOR LEARNING SYSTEM GOALS

Government has identified strategies and key actions for the lifelong learning system to achieve the goals of high quality learning opportunities, excellence in learner achievement, well prepared learners, effective working relationships with partners and a highly responsive and responsible Ministry. These strategies and key actions are listed on the pages that follow as are the outcomes, core performance measures and targets to assess progress.

GOAL 1: HIGH QUALITY LEARNING OPPORTUNITIES

OUTCOME: RESPONSIVENESS AND FLEXIBILITY

The learning system meets the needs of all learners, society and the economy

STRATEGIES AND KEY ACTIONS	CORE PERFORMANCE MEASURES																																																
<ul style="list-style-type: none"> • Create a lifelong learning framework to help Albertans meet the demands of an evolving environment: <ul style="list-style-type: none"> • Provide support to the MLA Committee on Lifelong Learning. • Implement the vision for lifelong learning through collaboration with learners and stakeholders. • Develop an expanded environmental scanning model to respond to lifelong learning trends and challenges. • Continue monitoring of the curriculum to ensure it meets the needs of Albertans. • Increase responsiveness of learning programs to needs of specific learner groups: <ul style="list-style-type: none"> • Complete and review recommendations from the policy review on aboriginal learning. • Consult with partners to design framework documents in Social Studies for the western provinces to recognize the unique role of the Aboriginal and French cultures. • Continue to support development of French Second Language and Immersion programs and Francophone governance, programs and services. • Work with industry, agencies, government departments, and Aboriginal groups to encourage participation in apprenticeship programs. • Work with Alberta Infrastructure to ensure the best possible quality facilities are effectively planned and efficiently built for Alberta's Early Childhood Services - Grade 12 (ECS-12) students. • Strengthen innovation and research capacity of the learning system: <ul style="list-style-type: none"> • Develop a high level strategic plan for knowledge and innovation as part of an economic strategy in conjunction with the departments of Innovation and Science and Economic Development. • In partnership with Innovation and Science, invest in research infrastructure by supporting university efforts to attract talented researchers in areas of identified strengths through the Research Excellence Envelope and Intellectual Infrastructure Partnership Program. 	<ul style="list-style-type: none"> • Percentage of high school students, parents (of ECS - 12 students) and the public satisfied overall with the quality of basic education.  <table border="1"> <caption>Satisfaction with Quality of Basic Education</caption> <thead> <tr> <th>Year</th> <th>Parents</th> <th>Students</th> <th>Public</th> </tr> </thead> <tbody> <tr> <td>1995</td> <td>~90%</td> <td>~95%</td> <td>~95%</td> </tr> <tr> <td>1996</td> <td>~88%</td> <td>~95%</td> <td>~95%</td> </tr> <tr> <td>1997</td> <td>~88%</td> <td>~95%</td> <td>~95%</td> </tr> <tr> <td>1998</td> <td>~88%</td> <td>~95%</td> <td>~70%</td> </tr> <tr> <td>1999</td> <td>~88%</td> <td>~95%</td> <td>~68%</td> </tr> <tr> <td>Target 2003</td> <td>~90%</td> <td>~95%</td> <td>~75%</td> </tr> </tbody> </table> • Percentage of adult Albertans satisfied with the quality of the adult learning system. <div data-bbox="857 1264 1464 1558"> <p>How satisfied are you that adults taking education or training are getting an appropriate combination of skills and knowledge to prepare them for the workforce?</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Satisfaction</th> </tr> </thead> <tbody> <tr> <td>1996</td> <td>73%</td> </tr> <tr> <td>1997</td> <td>72%</td> </tr> <tr> <td>1998</td> <td>75%</td> </tr> <tr> <td>1999</td> <td>69%</td> </tr> </tbody> </table> <p>Target: Improve to over 80%</p> </div> • Percentage of adult Albertans satisfied with the quality of education or training taken in the last 12 months. <div data-bbox="857 1663 1464 1923"> <p>As an adult who has taken part in education or training in the past 12 months, how satisfied were you with it?</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Satisfaction</th> </tr> </thead> <tbody> <tr> <td>1996</td> <td>93%</td> </tr> <tr> <td>1997</td> <td>93%</td> </tr> <tr> <td>1998</td> <td>93%</td> </tr> <tr> <td>1999</td> <td>90%</td> </tr> </tbody> </table> <p>Target: Maintain over 90%</p> </div> 	Year	Parents	Students	Public	1995	~90%	~95%	~95%	1996	~88%	~95%	~95%	1997	~88%	~95%	~95%	1998	~88%	~95%	~70%	1999	~88%	~95%	~68%	Target 2003	~90%	~95%	~75%	Year	Satisfaction	1996	73%	1997	72%	1998	75%	1999	69%	Year	Satisfaction	1996	93%	1997	93%	1998	93%	1999	90%
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OUTCOME: ACCESSIBILITY
Albertans with special needs can participate in learning

STRATEGIES AND KEY ACTIONS	
<ul style="list-style-type: none"> Expand access to learning opportunities for Albertans with special needs: <ul style="list-style-type: none"> Work with Children's Services and other partners to implement initiatives under the Alberta Children's Initiatives (ACI): <ul style="list-style-type: none"> Student Health Fetal Alcohol Syndrome/Fetal Alcohol Effect Children's Mental Health Protection of Children Involved in Prostitution Conception to Three Early Intervention Children's Forum Premier's Task Force on Children at Risk 	<ul style="list-style-type: none"> Work with western provinces and territories to develop resources that support the inclusion of students with special needs. Work with school authorities to establish outcomes and measures for special education programs and services. Continue to provide grant assistance to meet the higher costs of post-secondary students with special needs.

OUTCOME: AFFORDABILITY
Financial need is not a barrier to learners participating in learning opportunities

STRATEGIES AND KEY ACTIONS	CORE PERFORMANCE MEASURES														
<ul style="list-style-type: none"> Ensure student debt levels are manageable for learners and their families: <ul style="list-style-type: none"> Under the Alberta Child Health Benefit Program, work with Human Resources and Employment to accommodate health, optical and dental benefits for the children of post-secondary students. In conjunction with student leaders, engage a research-consulting firm to identify any gaps in Alberta's student assistance programs. Continue working with student leaders, awards officers and lenders to enhance awareness and improve communications surrounding Alberta's student assistance programs. Provide approximately \$7 million to address the projected increase in the number of students receiving financial assistance. Increase student awards by approximately \$8 million by increasing the amount of part-time earnings and scholarship awards students can retain in determining student financial assistance. Extend eligibility under the interest relief program from 30 months to 54 months to ensure manageable repayment of debt for graduates at a cost of about \$1.5 million. Review the province's remission program and participate in the federal debt reduction program to minimize Alberta loan debt after graduation. In partnership with post-secondary institutions and industry, raise awareness within the private sector for participation in needs-based bursary programs. Increase student assistance levels by approximately \$6 million to accommodate rising costs including tuition fees. 	<ul style="list-style-type: none"> Average award to eligible post-secondary students by form of assistance. <table border="1"> <caption>Average award to eligible post-secondary students by form of assistance</caption> <thead> <tr> <th>Year</th> <th>Total Award</th> </tr> </thead> <tbody> <tr> <td>1994-95</td> <td>\$5,825</td> </tr> <tr> <td>1995-96</td> <td>\$6,009</td> </tr> <tr> <td>1996-97</td> <td>\$6,208</td> </tr> <tr> <td>1997-98</td> <td>\$6,383</td> </tr> <tr> <td>1998-99</td> <td>\$6,643</td> </tr> <tr> <td>1999-2000*</td> <td>\$7,162</td> </tr> </tbody> </table> <p>* Estimate</p> <p>Target: Increase average annual award to reflect rising costs.</p>	Year	Total Award	1994-95	\$5,825	1995-96	\$6,009	1996-97	\$6,208	1997-98	\$6,383	1998-99	\$6,643	1999-2000*	\$7,162
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OUTCOME: AFFORDABILITY
The learning system is affordable

STRATEGIES AND KEY ACTIONS	
<ul style="list-style-type: none"> • Enhance flexibility of funding: <ul style="list-style-type: none"> • Additional funding of \$23 million through the Performance Envelope for post-secondary institutions to deal with inflationary cost pressures. • Increase funding in the 2000-01 school year to meet anticipated basic learning enrollment increases and commit to a general grant rate increase of 3% for ECS-12 for basic instruction, ECS, severe special needs and support grants. • Make a further commitment for a general grant rate increase for ECS-12 of 3% in each of the 2001-02 and 2002-03 school years. 	<ul style="list-style-type: none"> • Provide Alberta School Foundation Fund payments to boards on a monthly basis with a cost to government of \$7 million. • Begin a review of school board funding to increase flexibility, recognize local needs and enhance accountability for outcomes. • Address the issue of local fund raising for core education materials and programs. • Provide support and act on the recommendations of the committee to review the density and growth factor in the funding formula.

GOAL 2: EXCELLENCE IN LEARNER ACHIEVEMENT

OUTCOME: LEARNERS DEMONSTRATE HIGH STANDARDS ACROSS A FULL RANGE OF AREAS (OPTIMIZING FULL POTENTIAL)

STRATEGIES AND KEY ACTIONS	
<ul style="list-style-type: none"> • Ensure teaching in Alberta schools is consistently of high quality: <ul style="list-style-type: none"> • Work with partners to ensure teachers are prepared to teach program content and address student needs. • Assist principals in implementing the Teacher Supervision, Growth and Evaluation Policy. • Improve assessment of learner achievement: <ul style="list-style-type: none"> • Extend the scope of student assessments to include: <ul style="list-style-type: none"> • Improving and refining assessment of learner achievement. • Alternative assessments (Integrated Occupational Training (IOP) and special education students). • Subjects other than core (e.g., fine arts, Career and Technology Studies (CTS)). • Grade 12 exit examinations. • Collaborate with stakeholders (e.g., the universities, Alberta Teachers' Association (ATA)) to incorporate student assessment into teacher pre-service and in-service. 	<ul style="list-style-type: none"> • Recognize learner achievement: <ul style="list-style-type: none"> • Monitor successes of the Early Literacy Intervention Programs. • Implement the Alberta Initiative for School Improvement (AIS) with the education community to improve student learning with provincial funding for approved projects of \$66 million in each of the 2000-01, 2001-02 and 2002-03 school years. • Introduce Canada Millennium Scholarship Merit Awards for exceptional high school students. • Continue to encourage and reward excellence through the Alberta Heritage Scholarships. • Work with western partners on common high school graduation requirements. • Develop a new merit-based scholarship for 2nd year post-secondary students at a cost of about \$3 million.

CORE PERFORMANCE MEASURES

- Percentages of students in grades 3, 6 and 9 writing provincial achievement tests who achieved the acceptable standard and the percentages who achieved the standard of excellence.

Subject		1996	1997	1998	1999
Grade 3	Language Arts acceptable	86%	87%	86%	89%
	excellence	20%	14%	15%	16%
	Mathematics* acceptable	--	--	80%	85%
	excellence	--	--	21%	25%
Grade 6	Language Arts acceptable	84%	84%	84%	84%
	excellence	15%	15%	14%	17%
	Mathematics* acceptable	--	--	81%	83%
	excellence	--	--	16%	17%
	Science** acceptable	--	77%	80%	85%
	excellence	--	14%	19%	24%
	Social Studies acceptable	78%	78%	78%	82%
	excellence	16%	17%	17%	18%
	Language Arts (literacy)*** acceptable	88%	87%	87%	88%
	excellence	11%	11%	11%	12%
Grade 9	Mathematics* (numeracy)*** acceptable	--	--	71%	72%
	excellence	--	--	14%	15%
	Science acceptable	81%	78%	78%	78%
	excellence	18%	16%	13%	15%
	Social Studies acceptable	79%	81%	78%	80%
	excellence	15%	15%	14%	18%

Targets: Standards (percentages of students writing the tests who are expected to achieve the acceptable standard and the standard of excellence) are under review. The percentages who met the acceptable standard include the percentages who met the standard of excellence.

* In 1998, the mathematics tests were revised to reflect the new K-9 mathematics programs. Consequently, results from prior years are no longer comparable.

** The new grade 6 science curriculum was implemented in 1996-97.

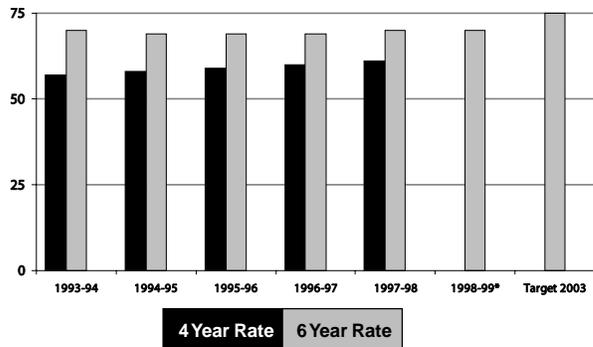
*** Student results on the grade 9 achievement tests in language arts and mathematics are reported annually by the provincial government as indicators of literacy and numeracy.

- Percentage of students writing grade 12 diploma examinations who achieved the acceptable standard and the percentage who achieved the standard of excellence.

Subject	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999
English 30 acceptable	87%	92%	88%	88%	86%
excellence	13%	16%	14%	14%	13%
English 33 acceptable	86%	86%	86%	88%	86%
excellence	5%	7%	7%	8%	9%
Social Studies 30 acceptable	83%	84%	84%	84%	85%
excellence	16%	18%	16%	17%	18%
Social Studies 33 acceptable	—	83%	81%	84%	83%
excellence	—	8%	7%	9%	11%
Mathematics 30 acceptable	73%	74%	75%	82%	82%
excellence	16%	19%	19%	23%	24%
Mathematics 33 acceptable	—	79%	81%	73%	73%
excellence	—	19%	18%	12%	12%
Biology 30 acceptable	81%	77%	82%	81%	83%
excellence	24%	18%	25%	25%	26%
Chemistry 30 acceptable	84%	81%	79%	86%	82%
excellence	20%	18%	18%	20%	19%
Physics 30 acceptable	84%	80%	80%	86%	87%
excellence	28%	26%	23%	30%	32%
Science 30 acceptable	—	79%	81%	83%	88%
excellence	—	10%	10%	11%	17%

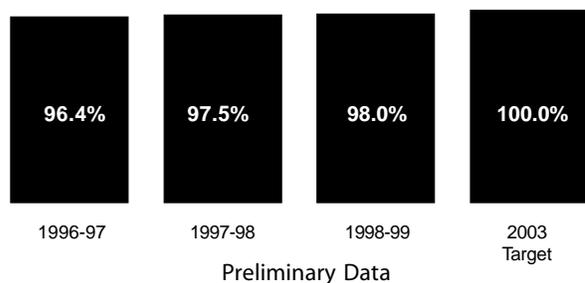
Targets: 85% of students writing diploma examinations are expected to achieve the acceptable standard and 15% are expected to achieve the standard of excellence. These standards serve as the targets for this measure. The percentage who met the acceptable standard includes the percentage who met the standard of excellence.

OUTCOME: LEARNERS COMPLETE PROGRAMS

STRATEGIES AND KEY ACTIONS	CORE PERFORMANCE MEASURES
<ul style="list-style-type: none"> Improve completion rates: <ul style="list-style-type: none"> With partners conduct a study to identify barriers and develop strategies to improve program completion by high school students. 	<ul style="list-style-type: none"> Percentage of students who received a high school diploma or certificate or entered post-secondary studies within four and six years of entering grade 9.  <p>* Preliminary</p>

GOAL 3: WELL PREPARED LEARNERS FOR LIFELONG LEARNING, WORLD OF WORK AND CITIZENSHIP

OUTCOME: LEARNERS ARE WELL PREPARED FOR LIFELONG LEARNING
Children start school ready to learn

STRATEGIES AND KEY ACTIONS	CORE PERFORMANCE MEASURES
<ul style="list-style-type: none"> Enhance pre-early childhood services opportunities: <ul style="list-style-type: none"> Identify opportunities for partnering with other ministries and community agencies to enhance school readiness. Focus on early grades to build a solid foundation for learning: <ul style="list-style-type: none"> Continue to emphasize early literacy programs. Through the Alberta Initiative for School Improvement (AISI) implementation, develop and assess initiatives focussing on the early grades. 	<ul style="list-style-type: none"> Participation rate of eligible-age children in ECS programs.  <p>Preliminary Data</p> <ul style="list-style-type: none"> Measure of learning readiness of pre-ECS children (under consideration).

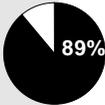
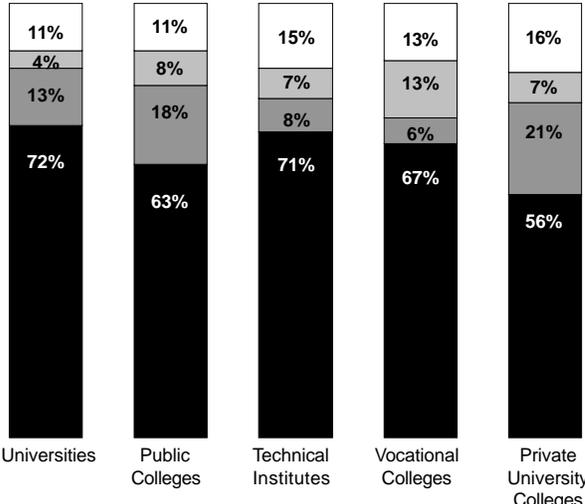
OUTCOME: LEARNERS ARE WELL PREPARED FOR LIFELONG LEARNING
Albertans are able to learn continuously: in school, at work and in society

STRATEGIES AND KEY ACTIONS	CORE PERFORMANCE MEASURES
<ul style="list-style-type: none"> Introduce initiatives that will help Albertans succeed in learning throughout stages of their lives: <ul style="list-style-type: none"> Continue to introduce early intervention/prevention initiatives for family literacy to increase learner literacy levels, learner success, and increased family interest and involvement in learning opportunities. 	<ul style="list-style-type: none"> Perception of public, learners, parents, institutions and employers that learners are well prepared for lifelong learning, world of work and citizenship (under development).

OUTCOME: LEARNERS ARE WELL PREPARED FOR LIFELONG LEARNING
Learners' achievement is recognized

STRATEGIES AND KEY ACTIONS	
<ul style="list-style-type: none"> Help learners develop the knowledge, skills and attitudes needed to meet international expectations: <ul style="list-style-type: none"> Participate in the development and implementation of national and international assessments (e.g., SAIP and TIMSS) and use results to demonstrate learner competitiveness. 	<ul style="list-style-type: none"> Continue to promote the fair recognition of education and training attained in other countries for entry into the labour force and educational institutions.

OUTCOME: LEARNERS ARE WELL PREPARED FOR WORK
Learners are successful in finding and maintaining employment
Employers are satisfied with knowledge, skills and attitudes of employees

STRATEGIES AND KEY ACTIONS	CORE PERFORMANCE MEASURES																														
<ul style="list-style-type: none"> Create diverse opportunities that prepare learners to work in local and global settings and markets: <ul style="list-style-type: none"> Support the implementation of the grades 1 - 12 information and communication technology program of studies. Work with partners in their efforts to expand Technology Preparation. In partnership with Human Resources and Employment, implement the Alberta Youth Employment Strategy. Work with employers to include Conference Board of Canada essential employability skills in learning programs. Enhance promotion of opportunities for youth in apprenticeship and industry training such as the High School Registered Apprenticeship Program (RAP), Skills Canada and accreditation of High School CTS program. Enhance interprovincial mobility for trade workers through the Interprovincial Standards (Red Seal) Program, the interprovincial computerized exam management system and other methods such as Prior Learning Assessments. Encourage further training of journeymen through the Achievement in Business Competencies (ABC) program. Work with other government departments to design or revise certification for special programs (i.e., Green Certification Program, IOP and Career Diploma). 	<ul style="list-style-type: none"> Percentage of Alberta employers satisfied with Alberta's learning system. <div style="text-align: right;"> <p>1998</p>  <p>89%</p> </div> <p>How satisfied are employers with the academic/technical skills acquired by employees through public post-secondary education?</p> <p>Target: To be set once adequate data is available.</p> Employment status of Alberta post-secondary graduates. <div style="text-align: center;">  <table border="1"> <caption>Employment Status of Alberta Post-Secondary Graduates</caption> <thead> <tr> <th>Institution Type</th> <th>Employed in Related Work</th> <th>Employed in Unrelated Work</th> <th>Unemployed & Looking for Work</th> <th>Not in Labour Force</th> </tr> </thead> <tbody> <tr> <td>Universities</td> <td>72%</td> <td>13%</td> <td>4%</td> <td>11%</td> </tr> <tr> <td>Public Colleges</td> <td>63%</td> <td>18%</td> <td>8%</td> <td>11%</td> </tr> <tr> <td>Technical Institutes</td> <td>71%</td> <td>8%</td> <td>7%</td> <td>15%</td> </tr> <tr> <td>Vocational Colleges</td> <td>67%</td> <td>6%</td> <td>13%</td> <td>13%</td> </tr> <tr> <td>Private University Colleges</td> <td>56%</td> <td>21%</td> <td>7%</td> <td>16%</td> </tr> </tbody> </table> </div> 	Institution Type	Employed in Related Work	Employed in Unrelated Work	Unemployed & Looking for Work	Not in Labour Force	Universities	72%	13%	4%	11%	Public Colleges	63%	18%	8%	11%	Technical Institutes	71%	8%	7%	15%	Vocational Colleges	67%	6%	13%	13%	Private University Colleges	56%	21%	7%	16%
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	<p>Target: Improve or maintain employment outcomes</p> <p>Notes: - 1994-95 university graduates were followed up two years later. - 1996-97 graduates from public colleges, technical institutes and vocational colleges were followed up within one year. - 1995-96 graduates from the private university colleges were followed up within one year.</p>																														

OUTCOME: LEARNERS ARE WELL PREPARED FOR CITIZENSHIP
Learners have the knowledge, skills and attitudes to become contributing members of society

STRATEGIES AND KEY ACTIONS	CORE PERFORMANCE MEASURES																																										
<ul style="list-style-type: none"> Develop learning opportunities that will build an active and responsible citizenry: <ul style="list-style-type: none"> Work with community-based volunteers to deliver adult literacy programming. Provide settlement services, English as a Second Language and adult literacy programs to maximize the contributions and participation of new immigrants to Alberta. 	<ul style="list-style-type: none"> Percentage of students who achieved the acceptable standard on provincial social studies assessments: grades 6 and 9 achievement tests and Social Studies 30 and 33 diploma examinations. <table border="1"> <thead> <tr> <th>Social Studies</th> <th>1995-1996</th> <th>1996-1997</th> <th>1997-1998</th> <th>1998-1999</th> <th>Standard</th> </tr> </thead> <tbody> <tr> <td>Grade 6 enrolled</td> <td>74%</td> <td>73%</td> <td>73%</td> <td>76%</td> <td>under</td> </tr> <tr> <td>Grade 6 writing</td> <td>78%</td> <td>78%</td> <td>78%</td> <td>82%</td> <td>development</td> </tr> <tr> <td>Grade 9 enrolled</td> <td>73%</td> <td>75%</td> <td>70%</td> <td>72%</td> <td>under</td> </tr> <tr> <td>Grade 9 writing</td> <td>79%</td> <td>81%</td> <td>78%</td> <td>80%</td> <td>development</td> </tr> <tr> <td>Social Studies 30</td> <td>83%</td> <td>84%</td> <td>84%</td> <td>84%</td> <td>85%</td> </tr> <tr> <td>Social Studies 33</td> <td>—</td> <td>83%</td> <td>81%</td> <td>84%</td> <td>85%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Adult literacy (under development). 	Social Studies	1995-1996	1996-1997	1997-1998	1998-1999	Standard	Grade 6 enrolled	74%	73%	73%	76%	under	Grade 6 writing	78%	78%	78%	82%	development	Grade 9 enrolled	73%	75%	70%	72%	under	Grade 9 writing	79%	81%	78%	80%	development	Social Studies 30	83%	84%	84%	84%	85%	Social Studies 33	—	83%	81%	84%	85%
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OUTCOME: LEARNERS ARE WELL PREPARED FOR CITIZENSHIP
Learners have an awareness of the increasing global interdependency

STRATEGIES AND KEY ACTIONS	CORE PERFORMANCE MEASURES
<ul style="list-style-type: none"> Create learning opportunities to help Albertans see their place in a global society. <ul style="list-style-type: none"> Develop programs in Spanish, Ukrainian and German in collaboration with the prairie provinces. Collaborate with stakeholders on awareness and promotion of benefits of second language learning. 	<ul style="list-style-type: none"> Percentage of students (high school and post-secondary) who have enrolled in a second language course (under development). <p>Target 2003: 29% combined high school and post-secondary enrollment.</p>

GOAL 4: EFFECTIVE WORKING RELATIONSHIPS WITH PARTNERS

OUTCOME: JOINT INITIATIVES CONTRIBUTE TO THE ACHIEVEMENT OF THE SOCIAL AND ECONOMIC GOALS OF THE PROVINCE

STRATEGIES AND KEY ACTIONS	
<ul style="list-style-type: none"> Help Albertans/learners contribute to and benefit from economic opportunities within the province: <ul style="list-style-type: none"> Through <i>People and Prosperity</i> develop additional cross-government strategies that help Albertans contribute to and share in Alberta's economic prosperity. Facilitate the mobility of Alberta learners and workers throughout Canada within the context of the Social Union Agreement. Work with partners to implement teacher labour mobility agreements under the Agreement on Internal Trade (AIT). 	<ul style="list-style-type: none"> Enhance the apprenticeship industry advisory committee network. Partner with industry to ensure that the apprenticeship and industry training system responds to the needs of the labour market. Coordinate Alberta's immigration policy and negotiate a Memorandum of Understanding on Settlement Services with the federal government.

**OUTCOME: JOINT INITIATIVES MEET THE LEARNING NEEDS OF ALBERTANS
PARTNERS ARE SATISFIED WITH EFFECTIVENESS OF PARTNERSHIPS**

STRATEGIES AND KEY ACTIONS	
<ul style="list-style-type: none"> • Build partnerships that will contribute to quality learning in Alberta: <ul style="list-style-type: none"> • Develop collaborative models with stakeholders to: <ul style="list-style-type: none"> • Implement the AISI focussing on student learning and performance. • Extend the ECS-12 student identifier system to include post-secondary learners. • Enable students in high school to take post-secondary courses and university students to complete high school courses. • With partners, develop and implement materials that help teachers, principals and administrators enhance their leadership skills. • Develop an evaluation framework for the Alberta Children's Initiative with partnering ministries. • Provide a total of \$900,000 per year in ongoing support for the six ECS-12 Regional Consortia starting in 2000-01. • Continue discussions with the federal government, bands and jurisdictions on tuition agreements for Aboriginal students. • Increase the profile of careers in trades and technologies and create more work experience opportunities for high school students through initiatives such as Career the Next Generation Foundation. 	<ul style="list-style-type: none"> • Work with partners such as school boards, the Alberta Home and School Councils Association (AHSCA) and the ATA, to address the recommendations of the <i>School Councils - Next Steps</i> report. • Work with Council of Ministers of Education, Canada (CMEC) to implement a national agenda to support continued improvement of quality, accessible learning and performance measurement. • Work with Human Resources and Employment to establish and maintain a high standard for delivery of student assistance for clients in Skills Development and Labour Market Programs. • Work with the federal government to improve the delivery and administration of financial assistance by harmonizing Alberta and federal student loan programs. • Re-negotiate risk-sharing agreements with lenders to maximize affordability of assistance for learners and ensure high service levels for students. Investigate opportunities for other lenders to participate in risk-sharing arrangements.
CORE PERFORMANCE MEASURE	
<ul style="list-style-type: none"> • Perception of partners who work with Alberta Learning (under development). 	

GOAL 5: HIGHLY RESPONSIVE AND RESPONSIBLE MINISTRY

OUTCOME: THE MINISTRY DEMONSTRATES VALUE FOR DOLLARS

STRATEGIES AND KEY ACTIONS	CORE PERFORMANCE MEASURES																		
<ul style="list-style-type: none"> • Refine the Ministry's performance measurement and reporting system: <ul style="list-style-type: none"> • In collaboration with partners, enhance learning system and Ministry performance measurement, assess performance and publish results. • Use performance measurement information to improve the understanding of the learning system and its outcomes. • Work with partners to identify joint research initiatives and use the findings to support decision making. • Develop a strategic plan to promote participation in Alberta's lifelong learning system: <ul style="list-style-type: none"> • With partners, raise public awareness of learning opportunities and understanding of the strengths of Alberta's lifelong learning system. • Implement government corporate shared services model: <ul style="list-style-type: none"> • Continuously review programs and administrative practices for opportunities to improve effectiveness, including working with other ministries and the Alberta Corporate Service Centre on shared service initiatives. 	<ul style="list-style-type: none"> • Spending on department functions as a percentage of provincial funding for the learning system. <div style="text-align: center;"> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th>Year</th> <th>Spending (%)</th> <th>Type</th> </tr> </thead> <tbody> <tr> <td>1998-99</td> <td>1.8%</td> <td>Actual</td> </tr> <tr> <td>1999-2000</td> <td>1.7%</td> <td>Forecast</td> </tr> <tr> <td>2000-01</td> <td>1.7%</td> <td>Estimate</td> </tr> <tr> <td>2001-02</td> <td>1.6%</td> <td>Spending Target</td> </tr> <tr> <td>2002-03</td> <td>1.5%</td> <td>Spending Target</td> </tr> </tbody> </table> </div> <p>Note: Based on Ministry Income Statement. Department functions are comprised of Ministry Support Services and Program Delivery Support. Provincial funding is comprised of Ministry Expense and Property tax support to opted-out school boards.</p>	Year	Spending (%)	Type	1998-99	1.8%	Actual	1999-2000	1.7%	Forecast	2000-01	1.7%	Estimate	2001-02	1.6%	Spending Target	2002-03	1.5%	Spending Target
Year	Spending (%)	Type																	
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2000-01	1.7%	Estimate																	
2001-02	1.6%	Spending Target																	
2002-03	1.5%	Spending Target																	

OUTCOME: THE MINISTRY DEMONSTRATES LEADERSHIP AND CONTINUOUS IMPROVEMENT IN ADMINISTRATIVE AND BUSINESS PROCESSES AND PRACTICES

STRATEGIES AND KEY ACTIONS	CORE PERFORMANCE MEASURES						
<ul style="list-style-type: none"> • Introduce a Ministry operational plan that reflects business activities contributing to the achievement of Ministry priorities: <ul style="list-style-type: none"> • As part of government regulatory reform, continue to review regulations and update policies to improve their quality. • Re-design business processes to improve the delivery of counselling and financial support for post-secondary students. • Implement a three-year business plan for information technology to support the Ministry business. • Enhance administration processes in the apprenticeship and industry training system by implementing recommendations from the Business Reengineering Process. • Develop a stronger linkage between the Ministry's business plan and the human resource plan: <ul style="list-style-type: none"> • Improve the performance management program and processes to provide a clear link between Ministry goals, staff performance and rewards. • Develop leadership capacity at all levels of the organization through experiential and formal training opportunities. • Re-design a leadership continuity plan to respond to identified needs of the newly formed Ministry. • Promote secondments and exchange opportunities with partners (e.g., cross government, school authorities, post-secondary institutions) to enhance competency development and collaboration skills. • Re-design the Employee Awards of Excellence program for the new Ministry. • Implement the approved Ministry re-organization. 	<ul style="list-style-type: none"> • Percentage of Alberta Learning staff who agree the department provides support that makes them competitive in the job market. <div data-bbox="954 445 1338 827" data-label="Figure"> <p>1999-2000</p> <table border="1"> <caption>Preliminary Data</caption> <thead> <tr> <th>Entity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Alberta Learning</td> <td>72%</td> </tr> <tr> <td>All Gov't. Depts.</td> <td>64%</td> </tr> </tbody> </table> </div> <p>Target: To be set once adequate data is available.</p> <ul style="list-style-type: none"> • Satisfaction of clients with the quality of department service (under development). 	Entity	Percentage	Alberta Learning	72%	All Gov't. Depts.	64%
Entity	Percentage						
Alberta Learning	72%						
All Gov't. Depts.	64%						

Ministry Income Statement

(thousands of dollars)

	Comparable 1998-99 Actual	Comparable 1999-2000 Budget	Comparable 1999-2000 Forecast	2000-01 Estimates	2001-02 Target	2002-03 Target
REVENUE						
Internal Government Transfers	12,480	41,629	41,629	107,100	67,100	67,100
Provincial Education Property Taxes	1,118,049	1,144,604	1,139,437	1,157,533	1,163,997	1,187,314
Transfers from Government of Canada	163,608	176,072	146,610	147,604	149,132	144,769
Sales of Learning Resources	18,327	18,175	17,610	18,725	19,275	19,850
Premiums, Fees and Licences	4,104	3,889	4,130	3,904	3,533	3,533
Other Revenue	2,799	2,505	2,529	2,305	2,305	2,305
MINISTRY REVENUE	1,319,367	1,386,874	1,351,945	1,437,171	1,405,342	1,424,871
EXPENSE						
Program						
Operating Support to Public and Separate Schools						
- Basic Instructional Grants	1,992,801	2,127,695	2,080,035	2,223,302	2,286,056	2,382,736
- Severe Special Needs	73,076	92,649	105,949	123,276	141,238	158,712
- Alberta Initiative for School Improvement	-	-	-	37,250	65,250	65,250
Support Grants (Administration, Transportation, and Operations and Maintenance)	528,152	553,064	553,064	584,227	616,411	640,400
Less:						
Property Tax Support to Opted-Out Separate School Boards	(145,265)	(165,424)	(160,333)	(162,441)	(165,001)	(168,306)
Sub-total	2,448,764	2,607,984	2,578,715	2,805,614	2,943,954	3,078,792
Teachers' Pensions	170,244	193,979	193,979	216,526	229,530	232,118
Early Childhood Services	98,499	101,244	101,244	113,851	121,868	126,887
Private School Support	33,267	36,860	36,860	42,356	46,386	48,326
Other Basic Learning Programs	42,833	44,262	41,803	85,526	25,740	27,074
Student Health	-	14,970	14,970	25,772	25,879	26,702
Assistance to Post-Secondary Institutions	788,546	828,487	824,781	858,278	875,990	898,999
Funding Envelopes for Post-Secondary Institutions	53,359	54,535	60,691	95,031	110,480	130,200
Support to Post-Secondary Learners	99,453	111,705	102,905	125,305	138,605	153,605
Apprenticeship Delivery	12,640	11,327	15,207	10,673	10,783	11,196
Ministry Support Services	25,411	27,323	27,073	27,889	27,838	28,392
Program Delivery Support	44,218	45,949	46,319	48,805	49,138	48,375
	3,817,234	4,078,625	4,044,547	4,455,626	4,606,191	4,810,666
<u>One-time Extraordinary Costs</u>						
School Board Deficit Elimination	-	-	151,000	-	-	-
Governance Assets Transfer	-	94,747	94,747	-	-	-
Program Expense*	3,817,234	4,173,372	4,290,294	4,455,626	4,606,191	4,810,666
Debt Servicing Costs						
Alberta School Foundation Fund	1,025	1,000	4,200	8,000	8,000	8,000
MINISTRY EXPENSE	3,818,259	4,174,372	4,294,494	4,463,626	4,614,191	4,818,666
Gain (Loss) on Disposal of Capital Assets	(663)	32,735	32,735	-	-	-
NET OPERATING RESULT	(2,499,555)	(2,754,763)	(2,909,814)	(3,026,455)	(3,208,849)	(3,393,795)

* Subject to the Fiscal Responsibility Act. Program expense includes the province's cash payments towards the unfunded pension liability (which will be eliminated under a separate legislated plan). Program expense does not include the annual change in the unfunded pension obligations, which is a non-cash expense that does not affect borrowing requirements. The annual changes in the Ministry of Learning's unfunded pension obligations are:

(21,000)	61,000	96,000	41,000	45,000	54,000
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Consolidated Net Operating Result

(thousands of dollars)

	Comparable 1998-99 Actual	Comparable 1999-2000 Budget	Comparable 1999-2000 Forecast	2000-01 Estimates	2001-02 Target	2002-03 Target
Ministry Revenue	1,319,367	1,386,874	1,351,945	1,437,171	1,405,342	1,424,871
<i>Inter-ministry consolidation adjustments</i>	(12,480)	(41,629)	(41,629)	(107,100)	(67,100)	(67,100)
Consolidated Revenue	1,306,887	1,345,245	1,310,316	1,330,071	1,338,242	1,357,771
Ministry Program Expense	3,817,234	4,173,372	4,290,294	4,455,626	4,606,191	4,810,666
<i>Inter-ministry consolidation adjustments</i>	-	(94,747)	(94,747)	-	-	-
Consolidated Program Expense	3,817,234	4,078,625	4,195,547	4,455,626	4,606,191	4,810,666
Ministry Debt Servicing Costs	1,025	1,000	4,200	8,000	8,000	8,000
Consolidated Expense	3,818,259	4,079,625	4,199,747	4,463,626	4,614,191	4,818,666
Gain (Loss) on Disposal of Capital Assets	(663)	32,735	32,735	-	-	-
<i>Inter-ministry consolidation adjustments</i>	-	(94,747)	(94,747)	-	-	-
CONSOLIDATED NET OPERATING RESULT	(2,512,035)	(2,796,392)	(2,951,443)	(3,133,555)	(3,275,949)	(3,460,895)

