

BUDGET 2020

GOVERNMENT OF ALBERTA | 2020-23

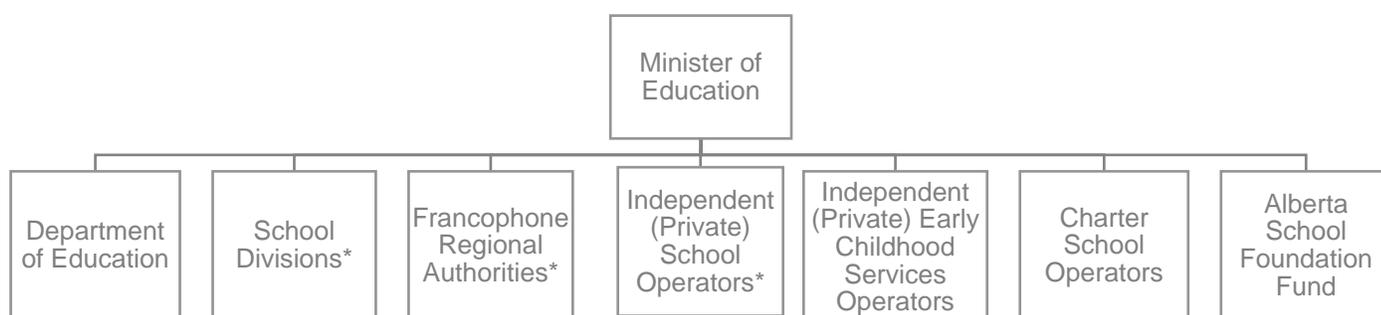
Ministry Business Plan Education

Education

Business Plan 2020–23

Ministry Mandate and Structure

The Ministry of Education provides leadership, direction, and oversight in the delivery of a student-centred education system that provides assurance to the public and promotes student success. The ministry consists of:



*Includes supervision of home education programs

A more detailed description of Education and its programs and initiatives can be found at: www.education.alberta.ca.

The Ministry of Education is committed to the ongoing review of programs and services to ensure that the best possible outcomes are being achieved for Albertans. As part of this ongoing review, the ministry is committed to reducing red tape to make life easier for hard-working Albertans and businesses. This includes reducing regulatory burden and unnecessary processes to encourage economic growth and job creation; and make Alberta one of the freest and fastest moving economies in the world. The ministry is committed to working towards achieving the one-third reduction in the number of regulatory requirements in its statutes, regulations, policies and forms by 2023.

Ministry Outcomes

- Alberta’s students are successful.
- First Nations, Métis, and Inuit students in Alberta are successful.
- Alberta has excellent teachers, school leaders, and school authority leaders.
- Alberta’s K-12 education system is well governed and managed.

Outcome 1

What We Want To Achieve

Alberta's students are successful

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Alberta Education supports students in progressing in their learning through open critical debate, becoming lifelong learners inspired to pursue their interests and aspirations, achieve fulfilment and success, and contribute to their communities and the world.

Key Objectives

- 1.1 Ensure Alberta's curriculum provides students with the essential knowledge and skills and foundational competencies they need to be successful.
- 1.2 Reform provincial assessment to allow students, parents and teachers to clearly identify areas of strength and areas in need of additional support.
- 1.3 Increase opportunities for young Albertans' to participate in hands-on learning experiences in apprenticeship, skilled trades and vocational education.
- 1.4 Fund the education system to provide learning opportunities that enable student success.

Initiatives Supporting Key Objectives

- An allocation of \$6.9 billion in 2020-21 to support instruction and early childhood services programs in school jurisdictions.
- An allocation of \$177 million in 2020-21 to support instruction in accredited independent (private) schools.
- An allocation of \$116 million in 2020-21 to support early childhood services programs in independent (private) early childhood services operators.

Performance Metrics

1.a Performance Measure: Percentage of students who achieved the acceptable standard on grade 6 and 9 provincial achievement tests in Language Arts

In 2018-19, 79.6 per cent of students achieved the acceptable standard on grade 6 and 9 provincial achievement tests in Language Arts and 16.2 per cent achieved the standard of excellence.

TARGETS

	Acceptable	Excellence
2020-21:	80.2%	16.8%
2021-22:	80.4%	17.0%
2022-23:	80.6%	17.2%

1.b Performance Measure: Percentage of students who achieved the acceptable standard on grade 6 and 9 provincial achievement tests in Mathematics

In 2018-19, 66.6 per cent of students achieved the acceptable standard on grade 6 and 9 provincial achievement tests in Mathematics and 16.8 per cent achieved the standard of excellence.

TARGETS

	Acceptable	Excellence
2020-21:	67.0%	17.2%
2021-22:	67.2%	17.3%
2022-23:	67.4%	17.5%

1.c Performance Measure: Percentage of students who achieved standards on diploma examinations in Language Arts

In 2018-19, 87.0 per cent of students achieved the acceptable standard on diploma examinations in Language Arts and 12.2 per cent achieved the standard of excellence.

TARGETS

	Acceptable	Excellence
2020-21:	87.7%	12.6%
2021-22:	87.9%	12.8%
2022-23:	88.0%	13.0%

For Performance Metrics 1.a, 1.b, and 1.c, changes in results between 0.4 per cent and 0.5 per cent are considered significant depending on the measure.

1.d Performance Measure: Percentage of students who achieved standards on diploma examinations in Mathematics

In 2018-19, 77.2 per cent of students achieved the acceptable standard on diploma examinations in Mathematics and 27.2 per cent achieved the standard of excellence.

TARGETS

	Acceptable	Excellence
2020-21:	77.4%	27.5%
2021-22:	77.5%	27.7%
2022-23:	77.6%	27.9%

1.e Performance Measure: Percentage of students who wrote four or more diploma examinations

In 2017-18, 56.3 per cent of students wrote four or more diploma examinations within three years of entering grade 10. (2018-19 data available June 2020)

TARGETS

2020-21:	56.5%
2021-22:	56.6%
2022-23:	56.8%

1.f Performance Measure: High school completion rate

In 2017-18, 84.8 per cent of students completed high school within five years of entering grade 10. (2018-19 data available June 2020)

TARGETS

2020-21:	85.3%
2021-22:	85.6%
2022-23:	86.0%

For Performance Metrics 1.d, 1.e, and 1.f, changes in results between 0.5 per cent and 0.7 per cent are considered significant depending on the measure.

Outcome 2

What We Want To Achieve

First Nations, Métis, and Inuit students in Alberta are successful

The ministry works collaboratively with First Nations, Métis, and Inuit governments, organizations, communities and partners to be an international leader in Indigenous education. Alberta Education supports First Nations, Métis, and Inuit students in prospering through their learning journeys.

Key Objectives

- 2.1 Strengthen education programs, policies and initiatives for First Nations, Métis and Inuit students.
- 2.2 Ensure First Nations students have access to the provincial education system.
- 2.3 Support school divisions to enter into education service agreements with First Nations.
- 2.4 Work with education partners to enhance First Nations, Métis and Inuit students' educational outcomes.
- 2.5 Improve assurance for First Nations, Métis and Inuit student success.

Initiatives Supporting Key Objectives

- The allocation of \$7.2 billion in 2020-21 stated under Outcome 1 to support funding for all students includes funding to meet the education needs of First Nations, Métis and Inuit students, including program planning and instructional support to meet grade level expectations. This funding also supports collaboration with community partners to help advance ministry education programs, policies and initiatives related to Indigenous Education and Reconciliation.

Performance Metrics

2.a Performance Measure: Percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on grade 6 and 9 provincial achievement tests in Language Arts

In 2018-19, 64.3 per cent of self-identified First Nations, Métis, and Inuit students achieved the acceptable standard on grade 6 and 9 provincial achievement tests in Language Arts and 5.4 per cent achieved the standard of excellence.

TARGETS

	Acceptable	Excellence
2020-21:	64.6%	5.6%
2021-22:	64.8%	5.8%
2022-23:	65.0%	6.0%

2.b Performance Measure: Percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on grade 6 and 9 provincial achievement tests in Mathematics

In 2018-19, 43.1 per cent of self-identified First Nations, Métis, and Inuit students achieved the acceptable standard on grade 6 and 9 provincial achievement tests in Mathematics and 5.2 per cent achieved the standard of excellence.

TARGETS

	Acceptable	Excellence
2020-21:	43.5%	5.6%
2021-22:	43.7%	5.8%
2022-23:	44.0%	6.0%

2.c Performance Measure: Percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on diploma examinations in Language Arts

In 2018-19, 86.6 per cent of self-identified First Nations, Métis, and Inuit students achieved the acceptable standard on diploma examinations in Language Arts and 7.8 per cent achieved the standard of excellence.

TARGETS

	Acceptable	Excellence
2020-21:	87.0%	8.2%
2021-22:	87.2%	8.4%
2022-23:	87.4%	8.6%

For Performance Metrics 2.a, 2.b, and 2.c, changes in results between 0.8 per cent and 1.8 per cent are considered significant depending on the measure

2.d Performance Measure: Percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on diploma examinations in Mathematics

In 2018-19, 67.8 per cent of self-identified First Nations, Métis, and Inuit students achieved the acceptable standard on diploma examinations in Mathematics and 14.5 per cent achieved the standard of excellence.

TARGETS

	Acceptable	Excellence
2020-21:	68.3%	15.3%
2021-22:	68.6%	15.6%

2022-23:	69.0%	16.0%
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2.e Performance Measure: Percentage of self-identified First Nations, Métis, and Inuit students who wrote four or more diploma examinations within three years of entering grade 10

In 2017-18, 24.6 per cent of self-identified First Nations, Métis, and Inuit students wrote four or more diploma examinations within three years of entering grade 10. (2018-19 data available June 2020)

TARGETS

2020-21:	25.6%
2021-22:	26.3%
2022-23:	27.0%

2.f Performance Measure: Percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10

In 2017-18, 64.4 per cent of self-identified First Nations, Métis, and Inuit students completed high school within five years of entering grade 10. (2018-19 data available June 2020)

TARGETS

2020-21:	66.0%
2021-22:	67.0%
2022-23:	68.0%

For Performance Metrics 2.d, 2.e, and 2.f, changes in results between 2.1 per cent and 3.8 per cent are considered significant depending on the measure.

Outcome 3

What We Want To Achieve

Alberta has excellent teachers, school leaders, and school authority leaders

The ministry maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.

Key Objectives

- 3.1 Support the updated teaching quality standard and the new leadership and superintendent leadership quality standards.
- 3.2 Provide guidance on the evaluation of teacher and school leader performance.
- 3.3 Support the development of the teaching workforce in areas of demand and need.
- 3.4 Enhance the level of subject matter expertise in the teacher workforce in collaboration with the Ministry of Advanced Education.

Initiatives Supporting Key Objectives

- Education System Support costs of \$87 million in 2020-21 include funding for accredited teacher certification and ongoing implementation of professional practice standards including support for conduct and competency training for Outcome 3. Education System Support costs also support the development and distribution of learning and teaching resources, technology and resource support, school liaison, curriculum program implementation, student assessment, financial management and fiscal planning related to the other business plan outcomes.

Performance Metrics

3.a Performance Measure: Percentage of teachers and school board members who agreed that teachers are prepared for teaching

In 2018-19, 76.2 per cent of teachers and school board members agreed that teachers are prepared for teaching.

TARGETS

2020-21:	77.2%
2021-22:	77.4%
2022-23:	77.6%

3.b Performance Measure: Percentage of students and parents who agreed that students are engaged in their learning at school

In 2018-19, 79.6 per cent of students and parents agreed that students are engaged in their learning at school.

TARGETS

2020-21:	80.6%
2021-22:	81.3%
2022-23:	82.0%

3.c Performance Measure: Percentage of students, parents, and teachers who agreed that students feel like they belong and are supported to be successful in their learning

In 2018-19, 83.8 per cent of students, parents, and teachers agreed that students feel like they belong and are supported to be successful in their learning.

TARGETS

2020-21:	84.5%
2021-22:	85.0%
2022-23:	85.5%

3.d Performance Measure: Percentage of students, parents, teachers, school board members, and the public who were satisfied with the opportunity of students to receive a solid grounding in core subjects

In 2018-19, 80.5 per cent of students, parents, teachers, school board members, and the public were satisfied with the opportunity of students to receive a solid grounding in core subjects.

TARGETS

2020-21:	81.5%
2021-22:	82.0%
2022-23:	82.5%

3.e Performance Measure: Percentage of students, parents, teachers, and school board members who were satisfied with the opportunity of students to receive a broad program of studies

In 2018-19, 81.9 per cent of students, parents, teachers, and school board members were satisfied with the opportunity of students to receive a broad program of studies.

TARGETS

2020-21:	82.8%
2021-22:	83.4%
2022-23:	84.0%

Outcome 4

What We Want To Achieve

Alberta's K–12 education system is well governed and managed

The ministry charts the course for the education system and oversees the administration of education programs and services. The department's mandate is to establish guiding legislation, allocate public funds, ensure accountability for funds and activities, and plan learning facilities that meet educational requirements. School divisions' mandate is to provide K–12 education, including educational services, establish policies respecting the provision of those education services, and maintain and repair school facilities. School division leaders must attend to their local and societal context, implement strategic direction, consider policy implementation, and manage fiscal resources to enable learning supports, quality teaching and leading, and student achievement.

Key Objectives

- 4.1 Support choice within the education system, recognizing that public schools, separate schools, francophone schools, (independent) private schools, charter schools, alternative programs, early childhood services programs and home education programs are integral in providing a variety of options in education programs for students and parents.
- 4.2 Implement the new funding model to help ensure resources are being used effectively while providing flexibility to school authorities.
- 4.3 Develop and implement policies, plans and strategies to support school capital planning, manage the prioritization for funding of school capital projects and, in collaboration with Alberta Infrastructure, manage the implementation of approved capital projects.

- 4.4 Review and revise statutes, regulations, policies, guidelines, forms, programs and processes to ensure the effective and efficient delivery of services focusing on reducing red tape for the education system and Albertans.

Initiatives Supporting Key Objectives

- Allocation of \$758 million in 2020-21 for the regular upkeep of school facilities and to ensure that school facilities meet all regulatory requirements in order to provide a safe and healthy learning environment.
- Transportation funding of \$310 million in 2020-21 is provided for services to approximately 300,000 students across the province.
- Funding of \$5 million in 2020-21 for corporate services which provides support in financial administration and operations, policy and legislation development, contracts management, and project management.

Performance Metrics

4.a Performance Measure: Percentage of students, parents, teachers, and school board members who were satisfied that school provides a safe, caring, and healthy learning environment

In 2018-19, 86.2 per cent of students, parents, teachers, and school board members were satisfied that school provides a safe, caring, and healthy learning environment.

TARGETS

2020-21:	87.0%
2021-22:	87.5%
2022-23:	88.0%

4.b Performance Measure: Percentage of students, parents, teachers, school board members, and the public who were satisfied with the quality of K–12 education

In 2018-19, 85.4 per cent of students, parents, teachers, school board members, and the public were satisfied with the quality of K–12 education.

TARGETS

2020-21:	86.2%
2021-22:	86.6%
2022-23:	87.0%

4.c Performance Measure: Percentage of students, parents, teachers, and school board members who were satisfied that the learning space in schools meets the needs of students

In 2018-19, 81.2 per cent of students, parents, teachers, and school board members were satisfied that the learning space in schools meets the needs of students.

TARGETS

2020-21:	82.0%
2021-22:	82.5%

2022-23:	83.0%
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4.d Performance Measure: Percentage of businesses and industries who were satisfied with the educational attainment of recent high school graduates

In 2015-16, 84.3 per cent of businesses and industries were satisfied with the educational attainment of recent high school graduates.

TARGETS

2020-21:	84.4%
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2021-22:	84.7%
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2022-23:	85.0%
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4.e Performance Measure: Percentage of parents, teachers, and the public who were satisfied that students demonstrate attitudes, skills, knowledge, and behaviours to be successful when they finish school

In 2018-19, 73.8 per cent of parents, teachers, and the public were satisfied that students demonstrate attitudes, skills, knowledge, and behaviours to be successful when they finish school.

TARGETS

2020-21:	74.5%
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2021-22:	75.0%
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2022-23:	75.5%
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STATEMENT OF OPERATIONS

(thousands of dollars)

	Comparable			2020-21 Estimate	2021-22 Target	2022-23 Target
	2018-19 Actual	2019-20 Budget	2019-20 Forecast			
REVENUE						
Education Property Tax	2,441,044	2,454,700	2,457,000	2,559,000	2,652,000	2,766,000
Transfers from Government of Canada	114,885	119,963	110,625	112,916	114,955	117,346
Premiums, Fees and Licences	166,867	192,734	168,296	200,373	207,239	214,915
Investment Income	24,734	26,083	23,947	23,474	23,011	22,556
Internal Government Transfers	326,120	316,583	316,583	319,150	322,582	325,327
Fundraising, Gifts and Donations	76,134	66,153	76,220	76,220	76,220	76,220
Other Revenue	171,350	187,106	199,119	200,100	201,086	202,076
Ministry Total	3,321,134	3,363,322	3,351,790	3,491,233	3,597,093	3,724,440
Inter-Ministry Consolidations	(326,226)	(316,583)	(316,583)	(319,150)	(322,582)	(325,327)
Consolidated Total	2,994,908	3,046,739	3,035,207	3,172,083	3,274,511	3,399,113
EXPENSE						
Ministry Support Services	10,205	6,440	6,440	6,440	6,440	6,440
Instruction - ECS to Grade 12	6,492,525	6,501,251	6,501,251	6,553,346	6,478,317	6,478,289
Operations and Maintenance	745,930	706,594	706,594	738,214	738,214	738,214
Student Transportation	375,309	362,242	362,242	377,280	377,280	377,280
Accredited Private Schools and Early Childhood Service Operators	286,284	290,656	290,656	293,648	293,648	293,648
School Facilities	413,616	350,000	426,382	429,365	434,021	437,720
Governance and System Administration	278,678	278,672	278,672	278,100	278,100	278,100
Program Support Services	85,244	83,672	82,329	77,232	77,801	77,872
Debt Servicing Costs	45,182	40,156	40,156	39,247	38,386	37,556
Pension Provision	(110,537)	(113,238)	(113,238)	(143,712)	(82,319)	-
Ministry Total	8,622,436	8,506,445	8,581,484	8,649,160	8,639,888	8,725,119
Inter-Ministry Consolidations	(58,963)	(3,909)	(3,909)	(3,828)	(3,758)	(3,758)
Consolidated Total	8,563,473	8,502,536	8,577,575	8,645,332	8,636,130	8,721,361
Net Operating Result	(5,568,565)	(5,455,797)	(5,542,368)	(5,473,249)	(5,361,619)	(5,322,248)
CAPITAL INVESTMENT						
School Facilities	677,170	738,160	728,240	840,391	789,589	577,651
Program Support Services	378	751	751	565	565	565
Consolidated Total	677,548	738,911	728,991	840,956	790,154	578,216