Labour Market Information Clearinghouse

An Evaluation of High School Leavers and Post-secondary Entrance in Northern Alberta

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Chapter 1
Introduction

I. Purpose of Study

This report has been prepared for the Northern Labour Market Information Clearinghouse in response to an expressed desire to gain a better understanding of:

A. The number of grade 12 graduates in Northern Alberta who continue on to postsecondary studies;
B. The number of non grade 12 graduates who continue on to postsecondary studies;
C. The number of grade 12 graduates who enter the work-force directly following completion of studies; and
D. Some of the best practices with respect to high school to postsecondary education transfer programs.

By having a better understanding of such matters, the colleges participating in the "Clearinghouse" will be in a better position to plan programming, serve their constituents and interact with their communities.

II. Methodology and Limitations

Due to the relatively limited budget for the assignment, it was necessary to make use of existing information, rather than relying on more time consuming and expensive primary research. As such, the steps and methodology, as well as limitations, are discussed below.

1 Grade 12 registration figures for each school district in Alberta were received from Alberta Education for 2003-04, 2004-05 and 2005-06. This information was used to form a baseline for subsequent calculations. The calculations are based upon the 2004-05 enrollments.

2. High school to postsecondary transition rates, also provided by Alberta Education, were applied against the 2004-05 grade 12 enrollment figures to develop estimates of the number of students continuing on to postsecondary studies. Three-year, four-year and six-year rates were presented to obtain the best insights. The limitations of the methodology include:

- The percentage figures developed by Alberta Education are actually based upon "tracking" the outcomes of grade 10 students over a four and six-year period.[1] (The six-year figures are considered to be more representative of outcomes when including dropout and return statistics). Accordingly, the measure is not specific to grade 12 graduates, and it is not possible to easily isolate students who delay entry into postsecondary programs or to capture students who may be attending following say several years of employment.
- The calculations were based upon 2004-05 enrollment figures in order to preserve an element of simplicity, given the budget restraints and expectations. A precise calculation would require student enrollment figures over a six-year period and the calculation of the

[1] http://www.education.gov.ab.ca/k_12/completion/Transition.asp

proportion of students in each category for each year. The results of the study likely slightly overestimate the number of students as in general enrolments have increased since 2001-02 and the completion and transition rates have shown improvement over time. However, the potential "errors" are immaterial if trends and well-founded estimates are satisfactory.

3. In order to "focus" on the situation in Northern Alberta, the school districts contained in the following table were highlighted and comparisons were made against school districts in other parts of Alberta.

SCHOOL DISTRICTS (SD) IN NORTHERN ALBERTA

Public	Separate
Northern: Fort Vermillion SD 52; Northlands SD 61; Fort McMurray SD 2833; and Peace River SD 10.	**Northern:** Holy Family SD 52; Fort McMurray SD 32 and Grande Prairie SD 28.
North Central: Peace Wapiti SD 76; Grande Prairie SD 2357; Grande Yellowhead SD 35; Northern Gateway SD 10; Pembina SD 7; Northern Lights SD 69; Aspen View SD 19 and High Prairie SD 48.	**North Central:** Living Waters SD 42; Evergreen SD 2 and Lakeland SD 150.

A limitation to the use of the proposed data is that the school districts encompass a geographic area that is very close (but not exact) to the area under the purview of the Northern Alberta Development Council (NADC). There may be some minor inconsistencies, however, more detailed adjustment of the data to conform precisely to NADC boundaries would be time consuming, if at all possible, and beyond the budget for the project.

4. The review of best practices in high school to postsecondary transition programs (Chapter 3) was completed via a literature review of the subject.

III. Organization of Report

The balance of this report is comprised of the following chapters:

Chapter 2 – Transitions to Postsecondary Education and the Workforce
Chapter 3 – Survey of Select Best Practices for Postsecondary Transition
Chapter 4 – Conclusions and Recommendations

In addition, the report is supported by:

Appendix 1 - Sources of Information

Chapter 2
Transitions to Postsecondary Education and the Workforce

I. Prelude

The principal focus of this chapter is to provide answers or estimates to the following three questions:

1. How does the number of students receiving a grade 12 diploma correspond with postsecondary entrance numbers?

2. What is the number of non-grade 12 graduates who go on to postsecondary studies?

3. What is the estimated percentage of grade 12 graduates that are moving directly into the workforce?

The intent and expectation of the assignment is to be able to address the questions quickly and to provide answers for general planning purposes, rather than precise answers that may require more time consuming and expensive research.

In order to carry-out the assignment, it is necessary to use and adapt some of the research and figures derived from Alberta Education models and to understand the methodologies and some of the limitations. Much of the information required for this assignment can be found on Alberta Education's website.[2] The key variables include "Alberta High School Completion Rates" and "Alberta High School to Postsecondary Transition Rates". A more detailed explanation of each follows.

Alberta High School Completion Rates

Rather than focusing specifically on grade 12 students, Alberta Education uses a methodology of tracking the outcomes of a cohort of grade 10 students and measuring achievement or progress according to "Three Year", "Four Year" and "Five Year" transition rates, which correspond to the percentage of students who achieve a high school diploma within three, four or five years of starting grade 10. The table below, representing a "roll up" of all school jurisdictions, provides a summary of completion rates on a province-wide basis.

ALBERTA HIGH SCHOOL COMPLETION RATES

	2000-01	2001-02	2002-03	2004-04	2004-05
3 Year Rate	65.1%	65.6%	67.8%	69.6%	70.4%
4 Year Rate	71.8%	71.8%	72.3%	73.4%	75.1%
5 Year Rate	73.9%	75.1%	75.2%	75.5%	77.4%

The rates for each year in the table above represent different grade 10 cohorts. For example, for 2000-01 rates, the three-year rate is based on the 1998-99 grade 10 cohort, the four-year rate is based on the 1997-98 Grade 10 cohort and the five-year rate is based on the 1996-97 grade 10 cohort. The four and

[2] http://www.education.gov.ab.ca/k_12/completion/

five year rates for the 1998/99 grade 10 cohort are reported in subsequent years, 2001-02 and 2002-03 respectively. Full details of the methodology can be found at the web-site referenced above.

Alberta High School to Postsecondary Transition Rates

Alberta high school to postsecondary transition rates are calculated by tracking grade 10 students for four and six years, and then determining the percentages that have enrolled in an Alberta postsecondary institution or apprenticeship program within the tracking period. The table below, representing a "roll up" of all school jurisdictions, provides a summary of transition rates on a province-wide basis.

HIGH SCHOOL TO POSTSECONDARY TRANSITION RATES

	2000-01	2001-02	2002-03	2004-04	2004-05
4 Year Rate	32.6%	32.0%	32.8%	34.0%	37.0%
6 Year Rate	50.8%	51.2%	51.5%	54.4%	57.5%

As with completion rates, the rates for each year in the table above represent different grade 10 cohorts. For example, for 2000-01, the four-year rate is based on the 1997-98 grade 10 cohort and the six-year rate is based on the 1995-96 cohort. The six-year rate for the 1997-98 grade 10 cohort is reported in the 2002-03 column.

Some Issues and Limitations

The methodology used by Alberta Education is very suitable for monitoring trends in completions and transitions (which incidentally show improvement); however, there are some issues and limitations.

It is not possible to be able to determine the student count in each instance, which is useful, for among other things, determining absolute changes or the relative size and impact of individual school jurisdictions. While it is possible to obtain figures from Alberta Education, the task of researching the figure for each school jurisdiction for each year is (which is required to be useful in isolating the Northern Alberta figures and to be able to make comparisons) is beyond the scope of the project. Furthermore, the methodology for determining precise counts would result in relatively unwieldy calculations if data for each school jurisdiction and each year from 1995-96 to 2004-05 were included. In addition, the available data are historical; the percentages for each year cannot be determined until an event (a completion or transition is recorded). Some events have occurred such as those in the 2005-06 year; however, all results and calculations are not available at this time. A further, albeit minor issue, as noted earlier, is that the school jurisdictions presented in the analysis and discussion do not conform precisely to the geographic boundaries of the Northern Alberta Development Council region; however, the discrepancies are immaterial. A final limitation is that the enrollment figures are based upon major school jurisdictions, and as such do not represent a comprehensive count. To address the issues and to make the project "manageable", the calculations in subsequent parts of this chapter are based upon using the 2004-05 grade 12 enrollments for each school jurisdiction and applying the 2004-05 completion and transition rates in a "forward looking" manner.

Given the above, the balance of this chapter attempts to address the issues of interest, and add additional commentary, in a manner that will be useful for the planning efforts of "Clearinghouse" stakeholders.

II. How does the number of students receiving a grade 12 diploma correspond with postsecondary entrance numbers?

Based upon 2004-05 grade 12 enrollments, province-wide, an estimated 41,777, or 77.4% of 53,975 students will eventually receive high school diplomas (based upon five-year completion rate statistics as used for this project). Of these, 31,036 or 76.6% will eventually go on to postsecondary studies, based upon six-year transition rate statistics. In Northern Alberta, out of 6,949 grade 12 students in 2004-05, 5,218, will eventually receive a high school diploma, and of the total 3,683, or 53% will eventually enter postsecondary studies. The details of the calculations, including enrollment determination, completion rates and transition rates, and other pertinent commentary are contained below.

Grade 12 Enrollments

The first step to answer this question is to determine a count of the number of grade 12 students. Grade 12 enrollments have remained relatively constant on a province-wide basis over the three-year period between 2003-04 and 2005-06. Province-wide, based upon data provided by Alberta Education, grade 12 enrollment figures were: 54,479 in 2003-04; a slight decline to 53,975 in 2004-05; and a recovery to 54,553 in 2005-06. In Northern Alberta enrollments have declined by over 8% from 7,152 in 2003-04 to 6,949 in 2004-05 and to 6,556 in 2005-06. It cannot be readily determined whether the decline is a result of demographics or students "dropping out" to take advantage of the currently buoyant job market.

School Jurisdictions With Increasing Grade 12 Enrollments

Province-wide, 27 out of more than 60 jurisdictions had enrollment increases over the period ranging from a high of 40.1% to a low of 0.3%. These school jurisdictions and their corresponding figures, with Northern Alberta jurisdictions highlighted, are summarized in the following table.

SCHOOL JURISDICTIONS WITH GRADE 12 ENROLLMENT INCREASES

Jurisdiction	2003-04 Grade 12	2005-06 Grade 12	% Change	Jurisdiction	2003-04 Grade 12	2005-06 Grade 12	% Change
Christ the Redeemer CSRD No. 3	267	374	40.1%	Edmonton CSS Distr No. 7	2,756	2,945	6.9%
Greater South Catholic Franc.	14	19	35.7%	Red Deer School Dist 104	967	1,033	6.8%
Lloyminster Catholic	55	73	32.7%	Wolf Creek SD No. 72	798	847	6.1%
Greater North Central Franc.	61	78	27.9%	Horizon Sch Div No. 67	249	264	6.0%
Red Deer CRD No. 39	412	496	20.4%	Peace Wapiti	526	550	4.6%
Wild Rose School Div No. 66	448	522	16.5%	Black Gold Reg'l Div 18	859	883	2.8%
Elk Island CSRD # 41	391	437	11.8%	Medicine Hat CSRD	187	192	2.7%
Clearview SD No. 71	240	264	10.0%	Calgary RCSSD No. 1	3,698	3,787	2.4%
Grasslands Regional Div No. 6	295	322	9.2%	Fort McMurray RCSSD 32	292	299	2.4%
St. Thomas Aquinas RCSRD No 38	101	110	8.9%	E. Central Alberta No 16	319	324	1.6%
Evergreen CSRD No. 2	161	175	8.7%	Prairie Land Reg Div 25	135	137	1.5%
Aspen View Regional Div No. 19	266	287	7.9%	High Prairie School Div 48	286	290	1.4%
Fort Vermilion Sch Div No. 52	159	171	7.5%	Rocky View School Div 41	1,369	1,373	0.3%
Calgary School district No. 19	11,299	12,146	7.5%				

School Jurisdictions With Decreasing Grade 12 Enrollments

Province-wide, there were 32 school jurisdictions recording declines in grade 12 enrollments, ranging from approximately 28% to less than 1%. They are summarized in the following table with jurisdictions within the boundaries of the NADC highlighted.

PROVINCE-WIDE JURISDICTIONS WITH GRADE 12 ENROLLMENT DECREASES

Jurisdiction	2003-04 Grade 12	2005-06 Grade 12	% Change	Jurisdiction	2003-04 Grade 12	2005-06 Grade 12	% Change
Canadian Rockies Reg Div 12	235	169	-28.1%	Medicine Hat Sch Dist No. 76	608	570	-6.3%
Northland School Div No. 61	66	54	-18.2%	Holy Spirit Roman CSRD No. 4	343	324	-5.5%
Living Waters CRD No. 42	111	91	-18.0%	Sturgeon School Div No. 24	431	409	-5.1%
Pembina Hills Reg Div No. 7	1,831	1,530	-16.4%	Grande Prairie School district	544	520	-4.4%
Wetaskiwin Regional Div No. 11	416	352	-15.4%	East Central Francophone	24	23	-4.2%
Fort McMurray Public	568	486	-14.4%	St. Paul Education RD No. 1	293	281	-4.1%
Prairie Rose School Division	323	277	-14.2%	Foothills School Div No. 38	680	655	-3.7%
Grande Yellowhead Reg Div 35	488	423	-13.3%	Parkland School Div No. 70	957	931	-2.7%
Northern Lights Sch Div No. 69	609	529	-13.1%	Edmonton School district No. 7	9,814	9,554	-2.6%
Lloydminster Public	185	161	-13.0%	Westwind SD No.74	314	306	-2.5%
Buffalo Trail Public No. 28	426	372	-12.7%	Chinook's Edge SD No. 73	1,007	982	-2.5%
North West Francophone	16	14	-12.5%	St. Albert PSSD No. 6	857	838	-2.2%
Lethbridge School Dist No. 51	870	765	-12.1%	Golden Hills School Division	717	705	-1.7%
Northern Gateway Reg Div 10	490	431	-12.0%	Lakeland RCSSD No. 150	123	121	-1.6%
Livingstone Range Sch Div 68	366	326	-10.9%	Grande Prairie RCSSD No. 28	189	186	-1.6%
Elk Island Pub Schs Reg Div 14	1,811	1,659	-8.4%	Battle River Reg Div No. 31	758	748	-1.3%
Peace River School Div No. 10	316	294	-7.0%	Greater St. Albert CRD No. 29	629	625	-0.6%
Holy Family CRD No. 37	127	119	-6.3%	Palliser Regional Div No. 26	327	325	-0.6%

A Focus On Northern Alberta Grade 12 Enrollments

The following table provides a summary of changes in grade 12 enrollments between the years 2003-04 and 2006-06 for school jurisdictions within the NADC boundaries. It is organized from the highest percentage increase to the highest percentage decrease.

SUMMARY OF CHANGES IN GRADE 12 ENROLLMENT IN NORTHERN ALBERTA

Jurisdiction	2003-04 Grade 12	2005-06 Grade 12	% Change
Evergreen CSRD No. 2	161	175	8.7%
Aspen View Regional Div No. 19	266	287	7.9%
Fort Vermilion School Div No. 52	159	171	7.5%
Peace Wapiti School Division	526	550	4.6%
Fort McMurray RCSSD No. 32	292	299	2.4%
High Prairie School Division No. 48	286	290	1.4%
Grande Prairie RCSSD No. 28	189	186	-1.6%
Lakeland RCSSD No. 150	123	121	-1.6%
Grande Prairie School district	544	520	-4.4%
Holy Family CRD No. 37	127	119	-6.3%
Peace River School Division No. 10	316	294	-7.0%
Northern Gateway Regional Div 10	490	431	-12.0%
Northern Lights School district 69	609	529	-13.1%
Grande Yellowhead Regional Div 35	488	423	-13.3%
Fort McMurray Public	568	486	-14.4%
Pembina Hills Regional Div No. 7	1,831	1,530	-16.4%
Living Waters CRD No. 42	111	91	-18.0%
Northland School Division No. 61	66	54	-18.2%
Total	**7,152**	**6,556**	**-8.30%**

Details Of Grade 12 Enrollments

Adjunct Table 1, at the end of this chapter, provides additional details of enrollments by school district for the years 2003-04, 2004-05 and 2005-06 with figures for Northern school jurisdictions highlighted. Clearinghouse stakeholders may chose to subject the data to further analysis.

High School Completion

For 2004-05, the province-wide average estimated completion rates are: 70.4% for three years; 75.1% for four years; and 77.4% for five years. Three -year completion rates range from a low of 18% in the case of the primarily rural and significantly Aboriginal Northlands School Division to a high of over 87.9% for Wolf Creek School Division. The range for four-year completion rates shows some improvement and extends from a low of 43.8%, again for Northlands School Division, to a high of 89.9% for the Prairie Rose School Division. [3] The five-year completion rate continues to show improvement with a high of 91.7% for Elk Island School Division; however, Northlands School Division continues to remain far below the average at only 54.1%. [4]

[3],[2] The four - year and five-year completion rate for the Northwest Francophone School Division are 100%; however, there are only 12 students, and it is considered that such a small number tends to be misleading.

The following table provides additional detail of the "top 10"and "bottom 10" School district for three-year, four-year and five-year completion rates. Instances were Northern school districts are included in the table are highlighted.

SCHOOL DISTRICTS WITH THE HIGHEST AND LOWEST 2004-05 GRADE 12 COMPLETION RATES

Top 10 **3-Year**		**4-Year**		**5-Year**	
Wolf Creek SD No. 72	87.9%	North West Francophone	100.0%	North West Francophone	100.0%
Prairie Rose School Division	87.10	Prairie Rose School Division	89.9%	Elk Island CSRD # 41	91.2%
Horizon Sch Div No. 67	82.7%	Elk Island CSRD # 41	88.8%	Palliser Regional Div No. 26	89.8%
Buffalo Trail Public No. 28	82.3%	Medicine Hat CSRD No. 20	87.1%	Parkland School Div No. 70	89.2%
Clearview SD No. 71	81.2%	Horizon Sch Div No. 67	86.8%	Prairie Rose School Division	88.7%
East Central Francophone	81.2%	Buffalo Trail Public No. 28	86.0%	Horizon Sch Div No. 67	88.60
St. Albert PSSD No. 6	80.2%	East Central Francophone	85.9%	Clearview SD No. 71	88.3%
Prairie Land Reg Div No. 25	79.8%	Clearview SD No. 71	85.6%	Medicine Hat CSRD No. 20	87.8%
Greater St. Albert CRD No. 29	78.9%	Elk Island Pub Schs Reg Div 14	83.3%	Red Deer CRD No. 39	86.8%
Red Deer CRD No. 39	78.7%	Palliser Regional Div No. 26	83.1%	Elk Island Pub Schs Reg Div 14	86.6%
Bottom 10 **3-Year**		**4-Year**		**5-Year**	
Peace Wapiti School Division	65.4%	Red Deer School Dist No. 104	71.1%	Holy Family CRD No. 37	73.9%
Edmonton School district No. 7	63.6%	Peace River School Div No. 10	70.9%	Greater South Catholic Franc.	71.6%
Northern Lights Sch Div No. 69	63.4%	High Prairie School Div No. 48	70.9%	E. Central Alberta CSSRD No 16	71.5%
Living Waters CRD No. 42	62.9%	Fort McMurray RCSSD No. 32	70.3%	Peace River School Div No. 10	71.2%
Holy Family CRD No. 37	61.6%	Edmonton School district No. 7	68.0%	Edmonton School district No. 7	70.0%
High Prairie School Div No. 48	60.7%	Grande Prairie School district	63.8%	High Prairie School Div No. 48	69.4%
Grande Prairie School district	57.3%	Fort Vermilion Sch Div No. 52	63.0%	Grande Prairie School district	69.0%
Fort Vermilion Sch Div No. 52	54.1%	E. Central Alberta CSSRD No 16	61.0%	Fort Vermilion Sch Div No. 52	64.4%
E. Central Alberta CSSRD No 16	51.3%	Living Waters CRD No. 42	59.0%	Living Waters CRD No. 42	62.5%
Northland School Div No. 61	18.0%	Northland School Div No. 61	43.8%	Northland School Div No. 61	54.1%
Province-wide Average	**70.4%**	**Province-wide Average**	**75.1%**	**Province-wide Average**	**77.4%**

Based upon province-wide enrollment of 53,975 grade 12 students in 2004-05, and using the completion rates in a forward looking manner, 37,998 will graduate within three years, an additional 2,537 will graduate within four years and an additional 1,241 will graduate within five years.

A Focus On Northern Alberta

In general, grade 12 completion rates are lower in Northern Alberta than province-wide. The corresponding completion rates at school jurisdictions within the NADC boundaries are: 66.4% for three years; 72.5% for four years; and 75.2% for five years. The following table compares the completion rates in each School district in Northern Alberta, with the weighted average for Northern Alberta and the province-wide average.

COMPARISON OF 2004-05 GRADE 12 COMPLETION RATES IN NORTHERN ALBERTA

	3 Year	4 Year	5 Year
Evergreen CSRD No. 2	71.6%	79.3%	82.6%
Pembina Hills Reg Div No. 7	69.4%	73.9%	75.8%
Grande Prairie RCSSD No. 28	68.8%	80.0%	82.5%
Fort McMurray Public	68.6%	74.2%	78.0%
Aspen View Regional Div No. 19	68.4%	79.7%	81.5%
Fort McMurray RCSSD No. 32	68.0%	70.3%	79.3%
Peace River School Div No. 10	67.8%	70.9%	71.2%
Northern Gateway Reg Div 10	66.8%	71.3%	73.4%
Grande Yellowhead Reg Div 35	66.2%	73.2%	75.7%
Lakeland RCSSD No. 150	66.1%	75.8%	83.9%
Peace Wapiti School Division	65.4%	75.2%	76.6%
Living Waters CRD No. 42	62.9%	59.0%	61.0%
Holy Family CRD No. 37	61.6%	72.3%	73.9%
High Prairie School Div No. 48	60.7%	70.9%	69.4%
Grande Prairie School district	57.3%	63.8%	69.0%
Fort Vermilion Sch Div No. 52	54.1%	63.0%	64.4%
Northland School Div No. 61	18.0%	43.8%	54.1%
Northern Averages	**66.4%**	**72.5%**	**75.2%**
Provincial Averages	**70.4%**	**75.1%**	**77.4%**

Based upon the percentage figures in the preceding table, and using the 2004-05 grade 12 enrollment figures as a base, 4,559 out of 6,949 enrolled grade 12 students will graduate on time. An additional 458 will graduate within four years, and an additional 201 will graduate within five years.

The following table provides an overview of grade 12 enrollments in Northern Alberta in 2004-05, the number of students who are estimated to graduate within three years, four years and five years as well as the increases in the number of graduates at the four year and five year times.

NORTHERN ALBERTA
ESTIMATED NUMBER OF GRADE 12 GRADUATES (BASED UPON 2004-05 ENROLLMENTS)

	2004-05 Enrollments	3 Year Completions	4 Year Completions	5 Year Completions	4 Year Additional	5 Year Additional
Evergreen CSRD No. 2	161	115	128	133	13	5
Pembina Hills Reg Div No. 7	1,751	1,215	1,294	1,327	79	33
Grande Prairie RCSSD No. 28	219	151	175	181	24	6
Fort McMurray Public	534	366	396	417	30	21
Aspen View Regional Div No. 19	270	185	215	220	30	5
Fort McMurray RCSSD No. 32	307	209	216	243	7	27
Peace River School Div No. 10	293	199	208	209	9	1
Northern Gateway Reg Div 10	451	301	322	335	21	13
Grande Yellowhead Reg Div 35	482	319	353	365	34	12
Lakeland RCSSD No. 150	119	79	90	100	11	10
Peace Wapiti School Division	483	316	363	370	47	7
Living Waters CRD No. 42	108	64	66	69	2	3
Holy Family CRD No. 37	141	87	102	104	15	2
High Prairie School Div No. 48	283	172	196	201	24	5
Grande Prairie School district	536	307	342	370	35	28
Fort Vermilion Sch Div No. 52	159	86	100	102	14	2
Northland School Div No. 61	63	11	28	34	17	6
Northern Lights	589	373	423	438	50	15
Total	**6,949**	**4,559**	**5,017**	**5,218**	**458**	**201**

Full Details of Grade 12 Completions

Full details of grade 12 completion statistics, by school jurisdiction, with those in the NADC region highlighted, are contained in Adjunct Table 2 at the end of this chapter.

Transitions to Postsecondary Studies

This section of the report continues to make use of information derived from Alberta Education. The department, in conjunction with the Alberta Council on Admissions and Transfers (ACAT), "tracks" the transition of students from high school to postsecondary studies, which included apprenticeship. The department uses two measures: 1) transitions after four years; and 2) transitions after six years. The report entitled "*Post - Secondary Transitions in Alberta: Educational Outcomes of 1999/2000 Grade 12 Students*" [5], barring more recent information and no specific information pertaining to Northern Alberta, will be drawn upon to provide some perspective as to the postsecondary avenues pursued by students.

[5] http://www.advancededucation.gov.ab.ca/ei/publications/acat_report_final2000.pdf

Province-wide Perspective

The 2004-05 four-year and six year province-wide average transition rates are approximately 49% and 77%; however, there is a considerable range. The province-wide four-year rate ranges from a high of 64.4% for the Lakeland RCSD to a low of 22.3% for the Canadian Rockies Reg 12. The province-wide six-year rates range from a high of 93.8% associated with the Living Waters School district to a low of 41.7% also at the Canadian Rockies Reg Div 12. The following table provides a summary of the top 10 and bottom ten school jurisdictions for four-year and six-year completion rates on a province-wide basis. School Divisions within the NADC area are highlighted.

TOP 10 AND BOTTOM 10 PROVINCE-WIDE 2004-05 FOUR YEAR AND SIX YEAR TRANSITION RATES

4 Year		**6 Year**	
Top 10		**Top 10**	
Lakeland RCSSD No. 150	64.4%	Living Waters CRD No. 42	93.8%
Fort McMurray RCSSD No. 32	63.0%	Fort McMurray RCSSD No. 32	91.7%
Northern Lights Sch Div No. 69	58.9%	Prairie Land Reg Div No. 25	90.8%
Aspen View Regional Div No. 19	58.6%	East Central Francophone	90.5%
North West Francophone	58.3%	Edmonton School district No. 7	87.1%
Greater South Catholic Franc.	58.3%	Red Deer School Dist No. 104	84.4%
Fort McMurray Public	58.1%	Edmonton CSS District No. 7	84.3%
Edmonton CSS District No. 7	57.4%	Aspen View Regional Div No. 19	84.2%
East Central Francophone	57.1%	North West Francophone	83.3%
Edmonton School district No. 7	57.1%	Grande Prairie School district	83.3%
Bottom 10		**Bottom 10**	
Chinook's Edge SD No. 73	38.6%	Wild Rose School Div No. 66	65.3%
Red Deer School Dist No. 104	37.9%	Livingstone Range Sch Div 68	65.0%
Fort Vermilion Sch Div No. 52	37.0%	Lakeland RCSSD No. 150	64.4%
Golden Hills School Division	35.9%	Christ the Redeemer CSRD No. 3	63.8%
Livingstone Range Sch Div 68	34.7%	Fort Vermilion Sch Div No. 52	61.0%
E. Central Alberta CSSRD No 16	32.9%	Grande Yellowhead Reg Div 35	60.6%
Parkland School Div No. 70	32.4%	Prairie Rose School Division	55.0%
Northland School Div No. 61	30.4%	Westwind SD No.74	49.4%
Westwind SD No.74	23.2%	Northland School Div No. 61	43.7%
Canadian Rockies Reg Div 12	22.3%	Canadian Rockies Reg Div 12	41.7%
Province-wide Average	**49%**	**Province-wide Average**	**77%**

A Focus On Northern Alberta

Transition rates in Northern Alberta tend to be lower than those on a province-wide basis: approximately 36% for four years and 53% for six years. Within Northern Alberta, the four-year transition rates range from a high of 64.4% at the Lakeland RCSD to a low of 30.7% associated with the Northlands School Division. The corresponding six-year transition rates for Northern Alberta range from a high of 93.8% at Living Waters to a low of 43.7%, also associated with the Northlands School Division.

The school jurisdiction with the largest increase in transition rates is Living Waters where the transition rate changes from 39.1% for four years to 93.8% for six years. The school jurisdiction with the smallest increase is Northlands where the four-year rate of 30.4% increases to only 43.7% for the six-year transition rate.

The following table provides a summary of four-year and six-year transition rates at school jurisdictions in Northern Alberta.

2004-05 POSTSECONDARY TRANSITION RATES IN NORTHERN ALBERTA

4 Year Rate	Percentage	6 Year Rate	Percentage
Lakeland RCSSD No. 150	64.4%	Living Waters CRD No. 42	93.8%
Fort McMurray RCSSD No. 32	63.0%	Fort McMurray RCSSD No. 32	91.7%
Northern Lights Sch Div No. 69	58.9%	Grande Prairie School district	83.3%
Fort McMurray Public	58.1%	Fort McMurray Public	81.8%
High Prairie School Div No. 48	55.2%	Northern Lights Sch Div No. 69	76.4%
Peace River School Div No. 10	51.9%	Peace River School Div No. 10	72.6%
Grande Prairie RCSSD No. 28	50.3%	High Prairie School Div No. 48	72.1%
Peace Wapiti School Division	49.3%	Pembina Hills Reg Div No. 7	70.1%
Evergreen CSRD No. 2	47.7%	Grande Prairie RCSSD No. 28	69.1%
Pembina Hills Reg Div No. 7	47.0%	Peace Wapiti School Division	68.9%
Grande Prairie School district	44.7%	Evergreen CSRD No. 2	68.8%
Northern Gateway Reg Div 10	43.3%	Northern Gateway Reg Div 10	67.5%
Living Waters CRD No. 42	39.1%	Lakeland RCSSD No. 150	64.4%
Grande Yellowhead Reg Div 35	38.8%	Fort Vermilion Sch Div No. 52	61.0%
Fort Vermilion Sch Div No. 52	37.0%	Grande Yellowhead Reg Div 35	60.6%
Northland School Div No. 61	30.4%	Northland School Div No. 61	43.7%

Commentary Regarding the Characteristics of Students and Postsecondary Routes

The report "*Post - Secondary Transitions in Alberta: Educational Outcomes of 1999/2000 Grade 12 Students*", while somewhat dated, is useful in providing insights as to the demographic characteristics and more specific postsecondary courses of study followed by the students as follows.

- More than one in three diploma holders (36%) moved into postsecondary programs, while slightly more than one in ten (12%) non-diploma holders participated in postsecondary education.

- Younger students were more likely than older students to continue their education in the post-secondary sector. While 37% of seventeen year-olds and 32% of eighteen-year-olds moved on to postsecondary education in the province, only 22% of nineteen-year-olds did so.

- Regions varied in the percentage of their students who enrolled directly in the post-secondary learning system. At the jurisdictional level, about one-fifth of all students and one-third of diploma holders from the northern and central regions of the province enrolled directly in Alberta's

postsecondary institutions. In the southern region, 26% of all students and 31% of students with a diploma moved into the post-secondary sector. The Calgary region and the capital region had the highest proportion of students, both diploma holders and non-diploma holders, enrolled in the postsecondary system.

- Francophone and Catholic jurisdictions sent proportionally more of their students to Alberta's postsecondary institutions than did non-Catholic jurisdictions.

- Students pursuing postsecondary studies had a higher incidence of completion of core grade 12 subjects (Language Arts 30, Social Studies 30 and Mathematics 30) compared to those not attending, as detailed in the following table.

INCIDENCE OF COMPLETION OF CORE GRADE 12 SUBJECTS

Course	% of Students Attending Postsecondary Studies Who Have Completed Core Subjects	% of Students Not Attending Postsecondary Studies Who Have Completed Core Subjects
Language Arts 30	82%	43%
Social Studies 30	72%	33%
Mathematics 30	68%	23%

- The enrollment outcomes of the 1999-2000 group of grade 12 students are summarized in the following table by type of major institution, and based upon the percentages, the table also provides estimates of the likely postsecondary enrollment outcomes for the 2004-05 grade 12 students (based upon the number registered and transition rates).

ESTIMATED POSTSECONDARY ENROLLMENT OUTCOMES FOR GRADE 12 STUDENTS

Type of Institution	1999-2000 Percentages of Total	2004-05 Estimates Province-wide (49% - 4) (59% - 6)		2004-05 Estimates Northern Alberta (36% - 4) (53% - 6)	
		4 Year Rate	6 Year Rate	4 Year Rate	6 Year Rate
Universities	42.6%	11,267	17,705	1,065	1,569
Private University Colleges	3.5%	926	1,455	88	129
Public Colleges	39.3%	10,394	16,333	983	1,447
Private Colleges	0.7%	185	291	18	26
Technical Institutes	13.9%	3,676	5,777	348	512
Total	**100.0%**	**26,448**	**41,561**	**2,501**	**3,683**

- The higher standard deviations for Public Colleges and Technical Institutes suggest that there is a larger range of ages than for other types of institutes. The results also suggest that students who delay postsecondary studies tend to enroll in programs at Public Colleges and Technical Institutes more than at Universities or Private Colleges. The following table provides an indicator of the average age of students at time of enrollment in various types of postsecondary programs.

AVERAGE AGE AT ENROLLMENT BY TYPE OF POSTSECONDARY INSTITUTION

Type of Institution	Average Age	Standard Deviation
Universities	18.8	2.4
Private University Colleges	19.0	2.4
Public Colleges	20.2	4.8
Private Colleges	18.8	2.5
Technical Institutes	19.9	3.7
Total	**19.5**	**3.8**

- There is a higher tendency for students without high school diplomas to enroll in programs at Public Colleges and Technical Institutes. The following table provides an overview of enrollments at types of institution with a split on the basis of the percentage with a high school diploma and the percentage without a high school diploma.

PROPORTION OF POSTSECONDARY STUDENTS WITH AND WITHOUT A HIGH SCHOOL DIPLOMA

Type of Institution	% With Diploma	% Without Diploma
Universities	91.9%	8.1%
Private University Colleges	89.6%	10.4%
Public Colleges	78.5%	21.5%
Private Colleges	91.7%	8.3%
Technical Institutes	85.1%	14.9%
Total	**85.6%**	**14.4%**

III. What is the number of non-grade 12 graduates who go on to Postsecondary studies?

The number of non-high school diploma holders who continue on to postsecondary studies is estimated to be in the range of approximately 3% to 5% of the total number of grade 12 students. Province-wide, based upon 53,975 grade 12 students, the number ranges from 1,619 to 2,699. For Northern Alberta, the corresponding numbers, based upon 6,949 grade 12 students, are 208 to 347. The estimates were derived from two different sources/methodologies. Each is discussed in more detail below.

Prior Research

The first source, the report entitled *Post - Secondary Transitions in Alberta: Educational Outcomes of 1999/2000 Grade 12 Students*" [6], found that approximately 3.2% of registered grade 12 students (1,628 out of 51,009) [7] started postsecondary studies without completion of a high school diploma. The report found that the comparable figure for Northern Alberta was higher and equated to approximately 3.7%. [8]

[6] http://www.advancededucation.gov.ab.ca/ei/publications/acat_report_final2000.pdf
[7] The calculation is based upon 9.7% of 16,786 non-diploma holder or 1,628 students. 1,628 divided by the total grade 12 population of 51,009 yields 3.2%.
[8] The 3.7% estimate is on the basis that in Northern Alberta, 11.6% of non -diploma holders entered postsecondary studies.

Using the percentages from this study and applying them to the 2004-05 grade 12 enrollments of 53,975 on a province-wide basis, and 6,949 for Northern Alberta, results in 1,729 and 257 students, respectively.

Calculation of Differences Between 5-Year Completion and 6-Year Transition Rates

A second methodology uses the grade 12 enrollment figures for 2004-05 and calculates the difference in number of students between the 5-year high school completion rate and the 6-year transition rate, on the assumption that such students would not have graduated. This approach results in an estimate of 4.8% on a province-wide basis (2,568 out of 53,975 grade 12 students) and 3.3% for Northern Alberta (230 out of 6,949 grade 12 students).

The details of the province-wide calculation (showing only school jurisdictions where there is positive difference) and with school jurisdictions in Northern Alberta highlighted, are presented in the following table.

DETERMINATION OF ESTIMATE OF NON-GRADUATES TRANSITIONING TO POSTSECONDARY STUDIES (PROVINCE-WIDE BASED ON 2004-05 GRADE 12 ENROLLMENTS)

Jurisdiction	2004-05 Enrollments	5 Year Completion Rate	6 Year Transition Rate	Non-graduating Transitions
Aspen View Regional Div No. 19	270	81.5%	84.2%	7
Calgary School district No. 19	11,417	75.1%	78.2%	354
E. Central Alberta CSSRD No 16	346	71.5%	81.5%	35
East Central Francophone	24	85.8%	90.5%	1
Edmonton CSS District No. 7	2,729	76.3%	84.3%	218
Edmonton School district No. 7	9,611	70.0%	87.1%	1,643
Fort McMurray Public	534	78.0%	81.8%	20
Fort McMurray RCSSD No. 32	307	79.3%	91.7%	38
Grande Prairie School district	536	69.0%	83.3%	77
Greater South Catholic Franc.	16	71.6%	75.0%	1
High Prairie School Div No. 48	283	69.4%	72.1%	8
Living Waters CRD No. 42	108	61.0%	93.8%	35
Northern Lights Sch Div No. 69	589	74.4%	76.4%	12
Northland School Div No. 61	63	54.1%	100.0%	29
Peace River School Div No. 10	293	71.2%	72.6%	4
Prairie Land Reg Div No. 25	145	82.0%	90.8%	13
Red Deer School Dist No. 104	1,025	77.3%	84.4%	73
Provincial Total	**53,975**	**77.4%**	**76.6%**	**2,568**

The details of the calculation for Northern Alberta are presented in the following table.

DETERMINATION OF ESTIMATE OF NON-GRADUATES TRANSITIONING TO POSTSECONDARY STUDIES (NORTHERN ALBERTA BASED ON 2004-05 GRADE 12 ENROLLMENTS)

Jurisdiction	Enrollments	5 Year Completion Rate	6 Year Transition Rate	Non-graduating "Transitioners"
Aspen View Regional Div No. 19	270	81.5%	84.2%	7
Fort McMurray Public	534	78.0%	81.8%	20
Fort McMurray RCSSD No. 32	307	79.3%	91.7%	38
Grande Prairie School district	536	69.0%	83.3%	77
High Prairie School Div No. 48	283	69.4%	72.1%	8
Living Waters CRD No. 42	108	61.0%	93.8%	35
Northern Lights Sch Div No. 69	589	74.4%	76.4%	12
Northland School Div No. 61	63	54.1%	100.0%	29
Peace River School Div No. 10	293	71.2%	72.6%	4
Northern Alberta Total	**6,949**	**75.2%**	**53.2%**	**230**

IV. What is the number of grade 12 graduates entering the workforce directly?

Based upon the 2004-05 grade 12 enrollment numbers of 53,975 province-wide and 6,949 for Northern Alberta, the number of students who will enter the workforce directly (rather than continue on to postsecondary studies) is estimated in the range of 22,939 (42.5% of the total) to 34,004 (63.0% of the total) province-wide and 3,254 (48.2% of the total) to 4,425 (65.3% of the total) for Northern Alberta. However, there are limitations to the estimates that should be kept in mind. A more detailed discussion of the approach to derive the estimates and some of the issues and complexities is presented below.

In the simplest sense, the number of graduates entering the workforce directly would be the balance or the inverse of the number of students going on to postsecondary studies (i.e. if a particular school district had a three-year transition rate of 65%, the number of students entering the work force after grade 12 would be the 35% balance.) However, the differing length of time for some students to complete, studies, drop out [9] and return rate [10] issues as well as tracking of data according to different transition periods complicates a precise determination. A further, more fundamental issue relates to "what constitutes entering the workforce directly"? In the most "black and white" sense, it is a student who has no intention of further studies. Should students who "take a year off" between high school and postsecondary be included in such figures?

The method utilized for this report is based upon the "balance or inverse" of the difference between the four-year and six year transition rates. It solves the spirit of the issue of a student taking a break between studies as the individual is "captured" in the three possible years between high school and postsecondary studies. The lower figure of the range is the balance or inverse of the six-year transition rate (the number

[9] Please reference http://www.education.gov.ab.ca/k_12/completion/DOR.asp for explanations and further details.

is usually larger, so fewer people would be entering the workforce directly) and the higher figure is based upon the four-year transition rate (the number is lower, so a greater number of people would be entering the workforce directly). It is hoped that additional commentary pertaining to drop out rates will help to place the figures and implications specific to individual school jurisdictions into context.

Province-wide Perspective

The details of the province-wide calculation are contained in Adjunct Table 5, following this chapter, with Northern Alberta school jurisdictions highlighted. The table shows that the school jurisdictions with the highest proportion of graduates entering the workforce directly to be Canadian Rockies (82.5%) and Westwind (81.4%). The school jurisdiction with the largest number of graduates estimated to be entering the workforce directly is Calgary Public (7,090), followed by Edmonton Public (5,882). The school jurisdictions with the lowest proportion of graduates entering the workforce directly are East Central Francophone (20.8%), followed by Greater St Albert (32.9%).

Focus on Northern Alberta

In Northern Alberta, the Living Waters (76.9%) and Fort Vermillion (76.7%) school jurisdictions have the highest proportion of high school graduates entering the workforce directly. The school districts with the lowest proportion of students entering the workforce directly are Aspen View (33.0%) and Fort McMurray Catholic (35.5%). The details of the calculations for the balance of Northern Alberta school jurisdictions are contained in the following table.

ESTIMATES OF HIGH SCHOOL GRADUATES ENTERING THE WORKFORCE DIRECTLY

Jurisdiction	2004-05	Lower Limit		Upper Limit	
	Students	Number	% of Total	Number	% of Total
Aspen View Regional Div No. 19	270	89	33.0%	144	53.3%
Evergreen CSRD No. 2	161	73	45.3%	100	62.1%
Fort McMurray Public	534	210	39.3%	304	56.9%
Fort McMurray RCSSD No. 32	307	109	35.5%	171	55.7%
Fort Vermilion Sch Div No. 52	159	98	61.6%	122	76.7%
Grande Prairie RCSSD No. 28	219	98	44.7%	131	59.8%
Grande Prairie School district	536	251	46.8%	383	71.5%
Grande Yellowhead Reg Div 35	482	268	55.6%	345	71.6%
High Prairie School Div No. 48	283	138	48.8%	172	60.8%
Holy Family CRD No. 37	141	66	46.8%	87	61.7%
Lakeland RCSSD No. 150	119	61	51.3%	61	51.3%
Living Waters CRD No. 42	108	48	44.4%	83	76.9%
Northern Gateway Reg Div 10	451	225	49.9%	306	67.8%
Northern Lights Sch Div No. 69	589	266	45.2%	340	57.7%
Northland School Div No. 61	63	35	55.6%	44	69.8%
Peace River School Div No. 10	293	142	48.5%	185	63.1%
Peace Wapiti School Division	483	233	48.2%	304	62.9%
Pembina Hills Reg Div No. 7	1751	844	48.2%	1143	65.3%
Total	**6,949**	**3,254**	**48.2%**	**4425**	**65.3%**

A Note About Drop Out and Returning Rates

Drop out and Return rates are difficult to factor into this analysis; however, they are an important consideration for "Clearinghouse" planners. The "**Annual Dropout Rate**" is calculated by dividing the number of students who have dropped out of high school (adjusted for attrition) by the number of 14- to 18-year-old students who were registered in the K-12 system in the previous year school year (Age Specific Cohort), less Attrition. The **"Annual Returning Rate"** is calculated by dividing the number of students who return to the learning system within one year after having been included in the count of students who had dropped out of the learning system by the number of students who had dropped out. Full details of the calculations can be obtained at the Alberta Education web site. [11]

Drop out Rates

Province-wide Perspective

Province-wide, the 2004-05 drop out rate is estimated to be 4.9% of all students aged 14 to 18. If the rate is applied to 2004-05 grade 12 students the number of grade 12 drop outs province-wide is approximately 2,645. Drop out rates range from a high of 16.7% (Northlands School Division) to 0% with some smaller jurisdictions such as North West Francophone. The following table provides an overview of the 10 school jurisdictions with the worst and best drop out rates with Northern Alberta jurisdictions highlighted. The table also provides an estimate of the number of grade 12 students who would be affected if the drop out rate is applicable to the number of 2004-05 grade 12 students.

OVERVIEW OF SCHOOL JURISDICTIONS WITH WORST AND BEST DROP OUT RATES

Jurisdiction	Drop Out Rate	Number
Worst 10		
Northland School Div No. 61	16.7%	11
Grasslands Regional Div No. 6	12.6%	38
Fort Vermilion Sch Div No. 52	12.4%	20
Greater South Catholic Franc.	8.6%	1
High Prairie School Div No. 48	8.5%	24
Pembina Hills Reg Div No. 7	8.5%	149
Grande Prairie School district	7.7%	41
Fort McMurray Public	7.6%	41
Lethbridge School Dist No. 51	7.3%	59
Northern Gateway Reg Div 10	7.3%	33
Best 10		
St. Albert PSSD No. 6	2.9%	25
Elk Island Pub Schs Reg Div 14	2.8%	47
Red Deer CRD No. 39	2.8%	13
Greater St. Albert CRD No. 29	2.7%	16
Prairie Rose School Division	2.7%	8
Buffalo Trail Public No. 28	2.6%	9
Palliser Regional Div No. 26	2.6%	10
Christ the Redeemer CSRD No. 3	2.3%	6
Elk Island CSRD # 41	1.5%	7
North West Francophone	0.0%	-
Province-wide	**4.9%**	**2,645**

[11] http://www.education.gov.ab.ca/k_12/completion/DOR.asp

A Focus On Northern Alberta

2004-05 drop out rates at Northern Alberta school jurisdictions ranged from a high of 16.7% at Northlands to a low of 3.3% at Peace Wapiti School Division although, in general, Northern Alberta has a higher drop out rate than the province as a whole. The following table provides an overview of drop out rates at Northern Alberta school jurisdictions and also provides an estimate of the number of grade 12 students who might be affected if the drop out rate is applicable for grade 12 students.

2004-05 DROP OUT RATES AT NORTHERN ALBERTA SCHOOL JURISDICTIONS

Jurisdiction	Drop Out Rate	Estimated Number of Grade 12 Students
Northland School Div No. 61	16.7%	11
Fort Vermilion Sch Div No. 52	12.4%	20
High Prairie School Div No. 48	8.5%	24
Pembina Hills Reg Div No. 7	8.5%	149
Grande Prairie School district	7.7%	41
Fort McMurray Public	7.6%	41
Northern Gateway Reg Div 10	7.3%	33
Living Waters CRD No. 42	7.2%	8
Grande Yellowhead Reg Div 35	6.8%	33
Holy Family CRD No. 37	6.7%	9
Peace River School Div No. 10	6.5%	19
Northern Lights Sch Div No. 69	6.1%	36
Lakeland RCSSD No. 150	5.4%	6
Aspen View Regional Div No. 19	4.3%	12
Fort McMurray RCSSD No. 32	4.1%	13
Grande Prairie RCSSD No. 28	3.6%	8
Evergreen CSRD No. 2	3.4%	5
Peace Wapiti School Division	3.3%	16
Average/Total	**6.9%**	**483**

Returning Rates

Province-wide Perspective

Province-wide, returning rates averaged 21.4% and ranged from a high of 54.3% at the Prairie Land school jurisdiction and 35.2% at St Alberta to a low of 0% at the East Central Francophone and Horizon school jurisdictions. A summary of the 10 school jurisdictions having the best and worst returning rates with Northern school jurisdictions highlighted is presented in the following table. Also shown is the corresponding drop out rate, and an estimate of the number of students corresponding to the return rate.

SUMMARY OF PROVINCE-WIDE RETURNING RATES

Jurisdiction	2004-05 Enrollment	Drop-out Rate	Returning Rate [A]	Estimated Returning Students
Top 10				
Prairie Land Reg Div No. 25	145	3.0%	54.3%	2
St. Albert PSSD No. 6	879	2.9%	35.2%	9
Greater St. Albert CRD No. 29	592	2.7%	33.8%	5
Fort McMurray RCSSD No. 32	307	4.1%	33.6%	4
Livingstone Range Sch Div 68	108	7.2%	31.5%	2
Holy Spirit Roman CSRD No. 4	333	3.4%	30.8%	3
St. Paul Education RD No. 1	281	6.6%	29.6%	5
Medicine Hat CSRD No. 20	181	3.4%	28.7%	2
Elk Island Pub Schs Reg Div 14	437	1.5%	28.2%	2
St. Thomas Aquinas RCSRD No 38	103	3.4%	27.7%	1
Bottom 10				
Battle River Reg Div No. 31	741	3.2%	14.2%	3
Grande Yellowhead Reg Div 35	482	6.8%	14.2%	5
Northern Gateway Reg Div 10	451	7.30%	14.2%	5
Golden Hills School Division	712	5.6%	13.8%	6
Clearview SD No. 71	271	3.6%	12.9%	1
Fort Vermilion Sch Div No. 52	159	12.4%	12.5%	2
Living Waters CRD No. 42	108	4.30%	11.8%	1
Greater North Central Franc.	77	3.5%	9.5%	0
East Central Francophone	24	3.1%	0.0%	-
Horizon Sch Div No. 67	247	4.5%	0.0%	-
Provincial Average	**NA**	**4.9%**	**21.4%**	**565**

A – Calculated as a percentage of drop out students, rather than the entire student population.

A Focus On Northern Alberta

In Northern Alberta, return rates averaged slightly higher than the province-wide average (22.1% vs. 21.4%) with a range of a high of 33.6% at Fort McMurray to a low of 11.8% at Living Waters. The following table provides a summary of return rates at Northern school jurisdictions ranked from highest to lowest, and also shows the corresponding drop out rate and an estimate of the number of grade 12 students who might be affected.

SUMMARY OF RETURNING RATES AT NORTHERN ALBERTA SCHOOL JURISDICTIONS

Jurisdiction	2004-05 Enrollment	Drop-out Rate	Returning Rate [A]	Returning Students
Fort McMurray RCSSD No. 32	307	4.1%	33.6%	4
Northland School Div No. 61	63	16.7%	26.4%	3
High Prairie School Div No. 48	283	8.5%	25.6%	2
Northern Lights Sch Div No. 69	589	6.1%	25.1%	9
Fort McMurray Public	534	7.6%	22.8%	9
Grande Prairie RCSSD No. 28	219	3.6%	22.5%	2
Peace River School Div No. 10	293	6.5%	22.2%	4
Holy Family CRD No. 37	141	6.7%	21.2%	2
Lakeland RCSSD No. 150	119	5.4%	21.2%	1
Grande Prairie School district	536	7.7%	20.0%	8
Aspen View Regional Div No. 19	270	4.3%	17.8%	2
Peace Wapiti School Division	483	3.3%	16.7%	3
Pembina Hills Reg Div No. 7	1,751	8.5%	16.3%	24
Evergreen CSRD No. 2	161	3.4%	14.4%	1
Northern Gateway Reg Div 10	451	7.3%	14.2%	5
Grande Yellowhead Reg Div 35	482	6.8%	14.2%	5
Fort Vermilion Sch Div No. 52	159	12.4%	12.5%	6
Living Waters CRD No. 42	108	4.3%	11.8%	1
Total / Average	**NA**	**6.9%**	**22.1%**	**91**
Provincial Total /Average	**NA**	**4.9%**	**21.4%**	**565**

A – Calculated as a percentage of drop out students, rather than the entire student population.

Full details of Drop Out and Returning rates on a province-wide basis, with Northern Alberta school jurisdictions highlighted, is presented in Adjunct Tables 5A and 5B at the end of this chapter.

ADJUNCT TABLE 1 – SUMMARY OF GRADE 12 ENROLLMENTS

Jurisdiction	2003-04	2004-05	2005-06	Jurisdiction	2003-04	2004-05	2005-06
Aspen View Regional Div No. 19	266	270	287	Holy Spirit Roman CSRD No. 4	343	333	324
Battle River Reg Div No. 31	758	741	748	Horizon Sch Div No. 67	249	247	264
Black Gold Regional Div No. 18	859	815	883	Lakeland RCSSD No. 150	123	119	121
Buffalo Trail Public No. 28	426	357	372	Lethbridge School Dist No. 51	870	804	765
Calgary RCSSD No. 1	3,698	3,632	3,787	Living Waters CRD No. 42	111	108	91
Calgary School district No. 19	11,299	11,417	12,146	Livingstone Range Sch Div 68	366	348	326
Canadian Rockies Reg Div 12	235	223	169	Medicine Hat CSRD No. 20	187	181	192
Chinook's Edge SD No. 73	1,007	1,038	982	Medicine Hat Sch Dist No. 76	608	586	570
Christ the Redeemer CSRD No. 3	267	258	374	North West Francophone	16	12	14
Clearview SD No. 71	240	271	264	Northern Gateway Reg Div 10	490	451	431
E. Central Alberta CSSRD No 16	319	346	324	Northern Lights Sch Div No. 69	609	589	529
East Central Francophone	24	24	23	Northland School Div No. 61	66	63	54
Edmonton CSS District No. 7	2,756	2,729	2,945	Palliser Regional Div No. 26	327	370	325
Edmonton School district No. 7	9,814	9,611	9,554	Parkland School Div No. 70	957	933	931
Elk Island CSRD # 41	391	437	437	Peace River School Div No. 10	316	293	294
Elk Island Pub Schs Reg Div 14	1,811	1,666	1,659	Peace Wapiti School Division	526	483	550
Evergreen CSRD No. 2	161	161	175	Pembina Hills Reg Div No. 7	1,831	1,751	1,530
Foothills School Div No. 38	680	699	655	Prairie Land Reg Div No. 25	135	145	137
Fort McMurray Public	568	534	486	Prairie Rose School Division	323	287	277
Fort McMurray RCSSD No. 32	292	307	299	Red Deer CRD No. 39	412	451	496
Fort Vermilion Sch Div No. 52	159	159	171	Red Deer School Dist No. 104	967	1,025	1,033
Golden Hills School Division	717	712	705	Rocky View School Div No. 41	1,369	1,351	1,373
Grande Prairie RCSSD No. 28	189	219	186	St. Albert PSSD No. 6	857	879	838
Grande Prairie School district	544	536	520	St. Paul Education RD No. 1	293	281	281
Grande Yellowhead Reg Div 35	488	482	423	St. Thomas Aquinas RCSRD No 38	101	103	110
Grasslands Regional Div No. 6	295	303	322	Sturgeon School Div No. 24	431	440	409
Greater North Central Franc.	61	77	78	Westwind SD No.74	314	295	306
Greater South Catholic Franc.	14	16	19	Wetaskiwin Regional Div No. 11	416	412	352
Greater St. Albert CRD No. 29	629	592	625	Wild Rose School Div No. 66	448	525	522
High Prairie School Div No. 48	286	283	290	Wolf Creek SD No. 72	798	793	847
Holy Family CRD No. 37	127	141	119	**Province**	**54,479**	**53,975**	**54,553**

ADJUNCT TABLE 2 – SUMMARY OF 2004-05 ENROLLMENTS AND GRADE 12 COMPLETION RATES

Jurisdiction	Enrollments	3 Year	4 Year	5 Year	Jurisdiction	Enrollments	3 Year	4 Year	5 Year
Aspen View Regional Div No. 19	270	68.4%	79.7%	81.5%	Holy Spirit Roman CSRD No. 4	333	72.8%	81.7%	81.6%
Battle River Reg Div No. 31	741	73.9%	82.3%	83.2%	Horizon Sch Div No. 67	247	82.7%	86.8%	88.6%
Black Gold Regional Div No. 18	815	78.6%	80.1%	84.9%	Lakeland RCSSD No. 150	119	66.1%	75.8%	83.9%
Buffalo Trail Public No. 28	357	82.3%	86.0%	83.3%	Lethbridge School Dist No. 51	804	68.4%	72.1%	78.5%
Calgary RCSSD No. 1	3,632	76.9%	80.5%	82.7%	Living Waters CRD No. 42	108	62.9%	59.0%	61.0%
Calgary School district No. 19	11,417	70.3%	73.7%	75.1%	Livingstone Range Sch Div 68	348	78.0%	79.6%	82.1%
Canadian Rockies Reg Div 12	223	68.8%	78.6%	83.2%	Medicine Hat CSRD No. 20	181	74.1%	87.1%	87.8%
Chinook's Edge SD No. 73	1,038	70.3%	74.2%	78.2%	Medicine Hat Sch Dist No. 76	586	70.5%	73.5%	81.3%
Christ the Redeemer CSRD No. 3	258	73.2%	82.4%	83.8%	North West Francophone	12	66.4%	100.0%	100.0%
Clearview SD No. 71	271	81.2%	85.6%	88.3%	Northern Gateway Reg Div 10	451	0.7%	71.3%	74.3%
E. Central Alberta CSSRD No 16	346	51.3%	62.5%	71.5%	Northern Lights Sch Div No. 69	589	63.4%	71.9%	74.4%
East Central Francophone	24	81.2%	85.9%	85.8%	Northland School Div No. 61	63	18.0%	43.8%	54.1%
Edmonton CSS District No. 7	2,729	68.5%	75.3%	76.3%	Palliser Regional Div No. 26	370	77.6%	83.1%	89.8%
Edmonton School district No. 7	9,611	63.6%	68.0%	70.0%	Parkland School Div No. 70	933	70.1%	72.0%	89.2%
Elk Island CSRD # 41	437	76.7%	88.8%	91.2%	Peace River School Div No. 10	293	67.8%	70.9%	71.2%
Elk Island Pub Schs Reg Div 14	1,666	78.1%	83.3%	86.6%	Peace Wapiti School Division	483	65.4%	75.2%	76.6%
Evergreen CSRD No. 2	161	71.6%	79.3%	82.6%	Pembina Hills Reg Div No. 7	1,751	69.4%	73.9%	75.8%
Foothills School Div No. 38	699	76.6%	80.2%	84.2%	Prairie Land Reg Div No. 25	145	79.8%	74.9%	82.0%
Fort McMurray Public	534	68.6%	74.2%	78.0%	Prairie Rose School Division	287	87.1%	89.9%	88.7%
Fort McMurray RCSSD No. 32	307	68.0%	70.3%	79.3%	Red Deer CRD No. 39	451	78.7%	79.1%	86.8%
Fort Vermilion Sch Div No. 52	159	54.1%	63.0%	64.4%	Red Deer School Dist No. 104	1,025	66.8%	71.1%	77.3%
Golden Hills School Division	712	68.1%	75.9%	77.0%	Rocky View School Div No. 41	1,351	78.3%	81.6%	83.5%
Grande Prairie RCSSD No. 28	219	68.8%	80.0%	82.6%	St. Albert PSSD No. 6	879	80.2%	82.1%	84.0%
Grande Prairie School district	536	57.3%	63.8%	69.0%	St. Paul Education RD No. 1	281	66.2%	73.4%	76.5%
Grande Yellowhead Reg Div 35	482	66.2%	73.2%	75.7%	St. Thomas Aquinas RCSRD No 38	103	66.2%	76.0%	76.9%
Grasslands Regional Div No. 6	303	70.3%	76.6%	77.0%	Sturgeon School Div No. 24	440	75.6%	78.1%	79.6%
Greater North Central Franc.	77	78.1%	78.0%	79.7%	Westwind SD No.74	295	76.2%	80.4%	83.3%
Greater South Catholic Franc.	16	67.4%	73.7%	71.6%	Wetaskiwin Regional Div No. 11	412	70.6%	72.6%	76.8%
Greater St. Albert CRD No. 29	592	78.9%	81.4%	84.8%	Wild Rose School Div No. 66	525	71.8%	76.1%	78.4%
High Prairie School Div No. 48	283	60.7%	70.9%	69.4%	Wolf Creek SD No. 72	793	87.9%	74.0%	78.9%
Holy Family CRD No. 37	141	61.6%	72.3%	73.9%	**Province**	**53,975**	**70.4%**	**75.1%**	**77.4%**

ADJUNCT TABLE 3 – SUMMARY OF 2004-05 ENROLLMENTS AND GRADE 12 TO POSTSECONDARY TRANSITION RATES

Jurisdiction	Enrollments	4 Year Rate	#	6 Year Rate	#	Jurisdiction	Enrollments	4 Year Rate	#	6 Year Rate	#
Aspen View Regional Div No. 19	270	46.8%	126	67.2%	181	Holy Spirit Roman CSRD No. 4	333	39.9%	133	54.1%	180
Battle River Reg Div No. 31	741	43.3%	321	60.5%	448	Horizon Sch Div No. 67	247	37.2%	92	61.1%	151
Black Gold Regional Div No. 18	815	31.2%	254	53.9%	439	Lakeland RCSSD No. 150	119	48.7%	58	48.7%	58
Buffalo Trail Public No. 28	357	41.2%	147	62.2%	222	Lethbridge School Dist No. 51	804	31.8%	256	55.8%	449
Calgary RCSSD No. 1	3,632	43.2%	1,569	63.9%	2,321	Living Waters CRD No. 42	108	23.1%	25	55.6%	60
Calgary School district No. 19	11,417	37.9%	4,327	57.6%	6,576	Livingstone Range Sch Div 68	348	27.6%	96	51.7%	180
Canadian Rockies Reg Div 12	223	17.5%	39	32.7%	73	Medicine Hat CSRD No. 20	181	49.2%	89	65.7%	119
Chinook's Edge SD No. 73	1,038	28.6%	297	48.8%	507	Medicine Hat Sch Dist No. 76	586	37.9%	222	58.0%	340
Christ the Redeemer CSRD No. 3	258	40.3%	104	52.7%	136	North West Francophone	12	58.3%	7	83.3%	10
Clearview SD No. 71	271	39.1%	106	60.1%	163	Northern Gateway Reg Div 10	451	32.2%	145	50.1%	226
E. Central Alberta CSSRD No 16	346	20.5%	71	50.9%	176	Northern Lights Sch Div No. 69	589	42.3%	249	54.8%	323
East Central Francophone	24	50.0%	12	79.2%	19	Northland School Div No. 61	63	30.2%	19	44.4%	28
Edmonton CSS District No. 7	2,729	43.2%	1,179	63.5%	1,733	Palliser Regional Div No. 26	370	32.4%	120	61.6%	228
Edmonton School district No. 7	9,611	38.8%	3,729	59.2%	5,690	Parkland School Div No. 70	933	23.4%	218	50.9%	475
Elk Island CSRD # 41	437	45.1%	197	64.1%	280	Peace River School Div No. 10	293	36.9%	108	51.5%	151
Elk Island Pub Schs Reg Div 14	1,666	39.8%	663	63.1%	1,051	Peace Wapiti School Division	483	37.1%	179	51.8%	250
Evergreen CSRD No. 2	161	37.9%	61	54.7%	88	Pembina Hills Reg Div No. 7	1,751	34.7%	608	51.8%	907
Foothills School Div No. 38	699	34.3%	240	57.4%	401	Prairie Land Reg Div No. 25	145	41.4%	60	68.3%	99
Fort McMurray Public	534	43.1%	230	60.7%	324	Prairie Rose School Division	287	49.5%	142	49.5%	142
Fort McMurray RCSSD No. 32	307	44.3%	136	64.5%	198	Red Deer CRD No. 39	451	35.5%	160	57.9%	261
Fort Vermilion Sch Div No. 52	159	23.3%	37	38.4%	61	Red Deer School Dist No. 104	1,025	26.9%	276	60.0%	615
Golden Hills School Division	712	27.2%	194	50.3%	358	Rocky View School Div No. 41	1,351	38.2%	516	57.1%	771
Grande Prairie RCSSD No. 28	219	40.2%	88	55.3%	121	St. Albert PSSD No. 6	879	33.6%	295	64.5%	567
Grande Prairie School district	536	28.5%	153	53.2%	285	St. Paul Education RD No. 1	281	40.6%	114	58.4%	164
Grande Yellowhead Reg Div 35	482	28.4%	137	44.4%	214	St. Thomas Aquinas RCSRD No 38	103	39.8%	41	52.4%	54
Grasslands Regional Div No. 6	303	35.0%	106	52.8%	160	Sturgeon School Div No. 24	440	34.1%	150	55.2%	243
Greater North Central Franc.	77	41.6%	32	53.2%	41	Westwind SD No.74	295	18.6%	55	39.7%	117
Greater South Catholic Franc.	16	43.8%	7	56.3%	9	Wetaskiwin Regional Div No. 11	412	32.0%	132	53.2%	219
Greater St. Albert CRD No. 29	592	41.0%	243	67.2%	398	Wild Rose School Div No. 66	525	32.8%	172	49.7%	261
High Prairie School Div No. 48	283	39.2%	111	51.2%	145	Wolf Creek SD No. 72	793	31.1%	247	56.9%	451
Holy Family CRD No. 37	141	38.3%	54	53.2%	75	**Province**	**53,975**	**37.0%**	**19,971**	**57.5%**	**31,036**

ADJUNCT TABLE 4 – SUMMARY OF 2004-05 DROP OUT AND RETURN RATES

Jurisdiction	2004-05 Enrollment	Drop-out Rate	Returning Rate [A]	Returning Students	Jurisdiction	2004-05 Enrollment	Drop-out Rate	Returning Rate [A]	Returning Students
Aspen View Regional Div No. 19	270	4.3%	17.8%	2	Holy Spirit Roman CSRD No. 4	333	3.4%	30.8%	3
Battle River Reg Div No. 31	741	3.2%	14.2%	3	Horizon Sch Div No. 67	247	4.5%	0.0%	-
Black Gold Regional Div No. 18	815	3.1%	22.5%	6	Lakeland RCSSD No. 150	119	5.4%	21.2%	1
Buffalo Trail Public No. 28	357	2.6%	20.5%	2	Lethbridge School Dist No. 51	804	7.3%	18.3%	11
Calgary RCSSD No. 1	3,632	3.2%	25.5%	30	Living Waters CRD No. 42	348	4.3%	11.8%	2
Calgary School district No. 19	11,417	5.0%	20.0%	114	Livingstone Range Sch Div 68	108	7.2%	31.5%	2
Canadian Rockies Reg Div 12	223	4.9%	15.1%	2	Medicine Hat CSRD No. 20	181	3.4%	28.7%	2
Chinook's Edge SD No. 73	1,038	4.7%	18.5%	9	Medicine Hat Sch Dist No. 76	586	4.6%	23.4%	6
Christ the Redeemer CSRD No. 3	258	2.3%	19.5%	1	North West Francophone	12	0.0%	24.3%	-
Clearview SD No. 71	271	3.6%	12.9%	1	Northern Gateway Reg Div 10	451	7.3%	14.2%	5
E. Central Alberta CSSRD No 16	346	6.5%	15.8%	4	Northern Lights Sch Div No. 69	589	6.1%	25.1%	9
East Central Francophone	24	3.1%	0.0%	-	Northland School Div No. 61	63	16.7%	26.4%	3
Edmonton CSS District No. 7	2,729	4.6%	23.9%	30	Palliser Regional Div No. 26	370	2.6%	17.8%	2
Edmonton School district No. 7	9,611	6.1%	23.4%	137	Parkland School Div No. 70	933	5.2%	18.5%	9
Elk Island CSRD # 41	1,666	2.8%	25.3%	12	Peace River School Div No. 10	293	6.5%	22.2%	4
Elk Island Pub Schs Reg Div 14	437	1.5%	28.2%	2	Peace Wapiti School Division	483	3.3%	16.7%	3
Evergreen CSRD No. 2	161	3.4%	14.4%	1	Pembina Hills Reg Div No. 7	1,751	8.5%	16.3%	24
Foothills School Div No. 38	699	3.4%	21.0%	5	Prairie Land Reg Div No. 25	145	3.0%	54.3%	2
Fort McMurray Public	534	7.6%	22.8%	9	Prairie Rose School Division	287	2.7%	22.0%	2
Fort McMurray RCSSD No. 32	307	4.1%	33.6%	4	Red Deer CRD No. 39	451	2.8%	18.2%	2
Fort Vermilion Sch Div No. 52	159	12.4%	12.5%	2	Red Deer School Dist No. 104	1,025	5.6%	21.9%	13
Golden Hills School Division	712	5.6%	13.8%	6	Rocky View School Div No. 41	1,351	3.1%	20.6%	9
Grande Prairie RCSSD No. 28	219	3.6%	22.5%	2	St. Albert PSSD No. 6	879	2.9%	35.2%	9
Grande Prairie School district	536	7.70	20.0%	8	St. Paul Education RD No. 1	281	6.6%	29.6%	5
Grande Yellowhead Reg Div 35	482	6.8%	14.2%	5	St. Thomas Aquinas RCSRD No 38	103	3.4%	27.7%	1
Grasslands Regional Div No. 6	303	12.6%	24.6%	9	Sturgeon School Div No. 24	440	6.0%	22.3%	6
Greater North Central Franc.	77	3.5%	9.5%	0	Westwind SD No.74	295	3.6%	26.3%	3
Greater South Catholic Franc.	16	8.6%	23.7%	0	Wetaskiwin Regional Div No. 11	412	5.6%	20.9%	5
Greater St. Albert CRD No. 29	592	2.7%	33.8%	5	Wild Rose School Div No. 66	525	5.5%	16.3%	5
High Prairie School Div No. 48	283	8.5%	25.60	6	Wolf Creek SD No. 72	793	4.5%	27.0%	10
Holy Family CRD No. 37	141	6.7%	21.2%	2	**Province**	**53,975**	**4.9%**	**21.4%**	**566**

A - Returning Rate is a function of the drop-out rate rather than being based upon enrollment figures.

ADJUNCT TABLE 5A – ANALYSIS OF GRADUATES ENTERING THE WORKFORCE DIRECTLY: (ASPEN VIEW TO HIGH PRAIRIE)

Jurisdiction	Enrollments	4 Year Trans Rate	Number	6 Year Trans Rate	Number	Lower Range Number	% of Total	Upper Range Number	% of Total
Aspen View Regional Div No. 19	270	58.6%	126	84.2%	181	89	33.0%	144	53.3%
Battle River Reg Div No. 31	741	52.6%	321	73.4%	448	293	39.5%	420	56.7%
Black Gold Regional Div No. 18	815	38.9%	254	67.2%	439	376	46.1%	561	68.8%
Buffalo Trail Public No. 28	357	47.9%	147	72.3%	222	135	37.8%	210	58.8%
Calgary RCSSD No. 1	3,632	53.7%	1,569	79.4%	2,321	1311	36.1%	2063	56.8%
Calgary School district No. 19	11,417	51.4%	4,327	78.2%	6,576	4,841	42.4%	7090	62.1%
Canadian Rockies Reg Div 12	223	22.3%	39	41.7%	73	150	67.3%	184	82.5%
Chinook's Edge SD No. 73	1,038	38.6%	297	65.8%	507	531	51.2%	741	71.4%
Christ the Redeemer CSRD No. 3	258	48.8%	104	63.8%	136	122	47.3%	154	59.7%
Clearview SD No. 71	271	45.7%	106	70.3%	163	108	39.9%	165	60.9%
E. Central Alberta CSSRD No 16	346	32.9%	71	81.5%	176	170	49.1%	275	79.5%
East Central Francophone	24	57.1%	12	90.5%	19	5	20.8%	12	50.0%
Edmonton CSS District No. 7	2,729	57.4%	1,179	84.3%	1,733	996	36.5%	1550	56.8%
Edmonton School district No. 7	9,611	57.1%	3,729	87.1%	5,690	3,921	40.8%	5882	61.2%
Elk Island CSRD # 41	437	50.8%	197	72.2%	280	157	35.9%	240	54.9%
Elk Island Pub Schs Reg Div 14	1,666	47.8%	663	75.7%	1,051	615	36.9%	1003	60.2%
Evergreen CSRD No. 2	161	47.7%	61	68.8%	88	73	45.3%	100	62.1%
Foothills School Div No. 38	699	42.8%	240	71.5%	401	298	42.6%	459	65.7%
Fort McMurray Public	534	58.1%	230	81.8%	324	210	39.3%	304	56.9%
Fort McMurray RCSSD No. 32	307	63.0%	136	91.7%	198	109	35.5%	171	55.7%
Fort Vermilion Sch Div No. 52	159	37.0%	37	61.0%	61	98	61.6%	122	76.7%
Golden Hills School Division	712	35.9%	194	66.3%	358	354	49.7%	518	72.8%
Grande Prairie RCSSD No. 28	219	50.3%	88	69.1%	121	98	44.7%	131	59.8%
Grande Prairie School district	536	44.7%	153	83.3%	285	251	46.8%	383	71.5%
Grande Yellowhead Reg Div 35	482	38.8%	137	60.6%	214	268	55.6%	345	71.6%
Grasslands Regional Div No. 6	303	45.7%	106	69.0%	160	143	47.2%	197	65.0%
Greater North Central Franc.	77	53.3%	32	68.3%	41	36	46.8%	45	58.4%
Greater South Catholic Franc.	16	58.3%	7	75.0%	9	7	43.8%	9	56.3%
Greater St. Albert CRD No. 29	592	50.4%	243	82.6%	398	194	32.8%	349	59.0%
High Prairie School Div No. 48	283	55.2%	111	72.1%	145	138	48.8%	172	60.8%

ADJUNCT TABLE 5B – ANALYSIS OF GRADUATES ENTERING THE WORKFORCE DIRECTLY: (HOLY FAMILY TO END)

Jurisdiction	Enrollments	4 Year Trans Rate	Number	6 Year Trans Rate	Number	Lower Range Number	% of Total	Upper Range Number	% of Total
Holy Family CRD No. 37	141	52.9%	54	73.5%	75	66	46.8%	87	61.7%
Holy Spirit Roman CSRD No. 4	333	48.9%	133	66.2%	180	153	45.9%	200	60.1%
Horizon Sch Div No. 67	247	43.0%	92	70.6%	151	96	38.9%	155	62.8%
Lakeland RCSSD No. 150	119	64.4%	58	64.4%	58	61	51.3%	61	51.3%
Lethbridge School Dist No. 51	804	44.1%	256	77.4%	449	355	44.2%	548	68.2%
Living Waters CRD No. 42	108	39.1%	25	93.8%	60	48	44.4%	83	76.9%
Livingstone Range Sch Div 68	348	34.7%	96	65.0%	180	168	48.3%	252	72.4%
Medicine Hat CSRD No. 20	181	56.3%	89	75.3%	119	62	34.3%	92	50.8%
Medicine Hat Sch Dist No. 76	586	51.4%	222	78.7%	340	246	42.0%	364	62.1%
North West Francophone	12	58.3%	7	83.3%	10	2	16.7%	5	41.7%
Northern Gateway Reg Div 10	451	43.3%	145	67.5%	226	225	49.9%	306	67.8%
Northern Lights Sch Div No. 69	589	58.9%	249	76.4%	323	266	45.2%	340	57.7%
Northland School Div No. 61	63	67.9%	19	100.0%	28	35	55.6%	44	69.8%
Palliser Regional Div No. 26	370	39.1%	120	74.3%	228	142	38.4%	250	67.6%
Parkland School Div No. 70	933	32.4%	218	70.7%	475	458	49.1%	715	76.6%
Peace River School Div No. 10	293	51.9%	108	72.6%	151	142	48.5%	185	63.1%
Peace Wapiti School Division	483	49.3%	179	68.9%	250	233	48.2%	304	62.9%
Pembina Hills Reg Div No. 7	1,751	47.0%	608	70.1%	907	844	48.2%	1143	65.3%
Prairie Land Reg Div No. 25	145	55.0%	60	90.8%	99	46	31.7%	85	58.6%
Prairie Rose School Division	287	55.0%	142	55.0%	142	145	50.5%	145	50.5%
Red Deer CRD No. 39	451	44.8%	160	73.1%	261	190	42.1%	291	64.5%
Red Deer School Dist No. 104	1,025	37.9%	276	84.4%	615	410	40.0%	749	73.1%
Rocky View School Div No. 41	1,351	45.7%	516	68.4%	771	580	42.9%	835	61.8%
St. Albert PSSD No. 6	879	40.9%	295	78.5%	567	312	35.5%	584	66.4%
St. Paul Education RD No. 1	281	48.7%	114	70.1%	164	117	41.6%	167	59.4%
St. Thomas Aquinas RCSRD No 38	103	51.9%	41	68.4%	54	49	47.6%	62	60.2%
Sturgeon School Div No. 24	440	43.6%	150	70.6%	243	197	44.8%	290	65.9%
Westwind SD No.74	295	23.2%	55	49.4%	117	178	60.3%	240	81.4%
Wetaskiwin Regional Div No. 11	412	44.1%	132	73.2%	219	193	46.8%	280	68.0%
Wild Rose School Div No. 66	525	43.0%	172	65.3%	261	264	50.3%	353	67.2%
Wolf Creek SD No. 72	793	42.1%	247	76.8%	451	342	43.1%	546	68.9%
Province	**53,975**	**49.3%**	**19,971**	**76.6%**	**31,036**	**22,939**	**42.5%**	**34,004**	**63.0%**

Chapter 3
Survey of Select Best Practices for Postsecondary Transition

This chapter has been prepared to provide Clearinghouse stakeholders with an overview of: the types of programs or initiatives that have been shown to be effective in facilitating transitions from high school to postsecondary studies; to provide insights to what makes programs successful; and to also provide information pertaining to individuals and organizations of potential assistance or reference. The chapter draws upon examples in the United States to a great extent where developments are arguably more advanced than in Canada.

I. Introduction

In the context of this study, transition programs are considered to be those that are primarily designed to help students move from high school to more traditional colleges and universities. Comprehensive programs typically provide academic and support services such as:

- **Academic enrichment** activities that enhance the curriculum including tutoring, summer school, after-school programs, and extra coursework;
- **Information sharing** to educate students and parents about college options, testing and admission requirements, financial aid procedures, and campus life;
- **Mentoring** by a peer or adult that provides educational and social support; and
- **Social enrichment** activities that provide students with the opportunity to learn leadership skills, set-goals, visit college campuses, and explore the arts.

At the present time, there is growing interest in transition programs as educators and policy makers strive for ways and means to achieve advantages in a world where education is of paramount importance; and parents and students seek ways and means of achieving a postsecondary education at a time when tuition fees have increased significantly.

II. Overview of Major Types of Transition Programs

In the United States, the six most common transition programs, with the first four considered to be of an "accelerated learning" nature, are Dual (Concurrent) Enrollment, Advanced Placement, Tech Prep (Technical Preparation), International Baccalaureate, Middle College high schools, and Early College high schools. A brief overview of each follows:

- ***Dual (Concurrent) Enrollment programs*** - dual (concurrent) enrollment programs allow high school students to enroll in college courses at postsecondary institutions in order to earn both high school and college credits. Dual enrollment has sparked interest because it is seen to provide:
    - Greater access to a wider variety of rigorous academic and technical courses;
    - Savings in time and money on a college degree (as noted above, cost of postsecondary course(s) often covered by public funds);
    - Pathways for students to move "seamlessly" between the K-12 and postsecondary systems;

- Greater collaboration between high school and college faculty and programs; and
- Greater support for students' college aspirations.

Because of the different policies that guide these programs, dual enrollment programs vary widely from state-to-state. Variation exists in how they are financed; who can participate; where the courses are offered; who teaches the course; student mix; and how many courses are offered through the program. For example, courses can be offered on a college campus or at a high school; and courses can also be taught by college faculty or by high school teachers certified by the college. Some dual enrollment programs teach high school students separately, in their own classes, while others combine high school students and college students in the same course. Many states restrict the number of credits that students can earn, while others offer multiple credits in a sequenced program of study.

Unlike Advanced Placement and International Baccalaureate courses (discussed below), these courses are not designed specifically for high school students. Instead, high school students attend college courses that have been developed for college students. Typically, high school students are taught by college faculty either at the college, the high school, or through distance education. Partnerships between colleges and high schools also may allow high school teachers to teach college-credit courses at the high school. Several states pay the tuition and fees for the high school students. In states where fees are not waived, the cost of college courses may discourage students from participating in dual enrollment programs. In the United States, approximately 71 percent of public high schools offered courses for dual credit in both high school and college during the 2002–03 school year. Minnesota was the first state to offer a dual enrollment option in 1986. Thirty-eight states have adapted the policy and twenty now require high schools to offer dual enrollment programs.

- ***Tech Prep*** - Tech Prep is short for the term "Technical Preparation". The Tech Prep program is funded by The U.S. Department of Education and is under the guidelines of *The Perkins Act*. The Act requires that Tech-Prep programs have seven elements: (1) an articulation agreement between secondary and postsecondary consortium participants; (2) a two-plus-two or a four-plus-two (only four- or six-year programs are authorized) design with a common core of proficiency in math, science, communication, and technology; (3) a specifically developed Tech-Prep curriculum; (4) joint in-service training of secondary and postsecondary teachers to implement the Tech-Prep curriculum effectively; (5) training of counselors to recruit students and to ensure program completion and appropriate employment; (6) equal access for special populations to the full range of Tech-Prep programs; and (7) preparatory services. To date, roughly 47% of the nation's high schools (or 7,400 high schools) offer one or more Tech Prep programs. Nearly every community and technical college in the nation participates in a Tech Prep consortium, as do many four-year colleges and universities, private businesses, and employer and union organizations.

More information on Tech Prep programs can be found at the US Department of Education web-site at http://www.ed.gov/about/offices/list/ovae/pi/cte/tpreptopic2.html

- **Middle College** [12] **-** Middle College high schools are small high schools located on college campuses. They are often alternative high schools for students who have academic potential but are at risk of dropping out of traditional high schools. The schools structure a program of study that includes both high school and college courses and provide a range of personalized student supports. Successful students earn a high school diploma and some credit toward a college credential. The location offers students additional opportunities and exposes them to a more diverse and more mature student population. Students are given more freedom, but they are expected to take additional personal responsibility for their education. Middle Colleges combine the benefits of small schools with access to facilities and opportunities that are more typical of large schools. There are 76 colleges nationwide offering Middle College programs.

  More information related to Middle Schools can be found on the Middle College Foundation web site at www.middlecollegefoundation.org/mc.htm

- **Early College** [13] **-** Early College high schools are small schools in which students earn both a high school diploma and two years of college credit in four or five years. Typically, these schools are located on or near college campuses. The campus location facilitates student access to the range of opportunities on campus, increases student motivation, and allows students to accelerate their education. The college schedule allows teachers to utilize innovative instructional approaches. Other advantages [14] are that they:
  - Provide the rigor, depth, and intensity of college-level work in high school;
  - Inspire average, underachieving, and well-prepared high school students to work hard and stretch themselves intellectually;
  - Incorporate an incentive system rewarding performance with access to college-level courses;
  - Eliminate the need for young people to select and apply to a postsecondary institution during the high school senior year;
  - Save money and time by integrating high school and college-level work; and
  - Provide young people with guidance and coaching from adults through the first two years of college.

  The Bill & Melinda Gates Foundation has supported the Early College High School Initiative with more than $120 million in grants. Currently, there are 46 Gates- funded Early College high schools in 19 states and the District of Columbia, and more than 170 schools are scheduled to be up and running by 2008 (Early College High School Initiative, 2004). The eleven partner organizations associated with the Early College High

[12] http://www.ncrel.org/policy/pubs/pdfs/pivol18.pdf
[13] Ibid
[14] http://www.earlycolleges.org/FAQ.html

School Initiative are [15]: Antioch University Seattle; City University of New York; Foundation for California Community Colleges; K-12 office of the Georgia Department of Education and the University System of Georgia; Jobs for the Future; KnowledgeWorks Foundation; Middle College High School Consortium; National Council of La Raza; Portland Community College's Gateway to College; SECME, Inc.; Utah Partnership Foundation; and Woodrow Wilson National Fellowship Foundation.

More information related to the Early College High School Initiative can be found at the following web site www.earlycolleges.org

Two other transition programs that may not be suitable for Clearinghouse colleges because of their strong academic orientation include "Advanced Placement" and International Baccalaureate. Each is discussed in more detail below:

- ***"Advanced Placement"*** [16] – The College Board Advanced Placement Program® is an international cooperative educational endeavor between secondary schools and colleges and universities. Since its inception in 1955, the Program has provided motivated high school students with the opportunity to take college-level courses in a high school setting. Under guidelines developed and published by the Advanced Placement College Board, the courses are taught by specially trained high school teachers. Approximately 67 percent of more than 11,000 US public high schools offered Advanced Placement courses during the 2002–03 school year.

  In Northern Alberta, there are three schools that participate in the Advanced Placement program:
  - Hillside Junior/Senior High School in Valleyview;
  - Hilltop School in Whitecourt; and
  - Westwood Composite High School in Ft McMurray.

  More information can be obtained at: College Board Advanced Placement Central www.apcentral.collegeboard.com. Information directly related to the Advanced Placement Program in Canada, including potential conferences of interest may be found under www.ap.ca.

- ***International Baccalaureate*** - the International Baccalaureate (IB) Organization oversees the implementation of the International Baccalaureate program. The program is an internationally recognized, rigorous, and comprehensive two-year course of study for high school juniors and seniors. There are six core academic subject areas within the program: English, second languages, experimental sciences, arts, mathematics and computer science, and individuals and societies. College credit may be available for students who successfully complete this course of study and earn an International Baccalaureate diploma. In the United States, 2 percent of public high schools offered International Baccalaureate courses during the 2002–03 school year.

[15] Ibid
[16] Ibid

At the present time, there are no IB approved programs in Northern Alberta. More information related to the International Baccalaureate Organization can be found at www.ibo.org/ibo/index.cfm

III. Best Practices

This section of the report discusses some of the issues that inhibit evaluation of programs and development of best practices on a broader scale and also highlights select best practices studies when relevant and available.

A. Inhibiting Factors and Pending Developments

The overall body of knowledge in relation to high school to postsecondary transition programs and best practices is vast and yet inconclusive on a broad scale. While developments in the United States are generally ahead of those in Canada or Alberta, however, for the most part, the data to evaluate the effectiveness of such programs on a broader scale (with for example, state by state comparisons to draw conclusions about trends or to be able to find strengths or weaknesses, such as the impact on different groups) is not yet available. Furthermore, in some instances, there are inconsistencies in definitions as well as in the policies and practices of postsecondary institutions. In such regard, a number of organizations and/or research programs designed to provide such data may warrant closer scrutiny or development of linkages with Clearinghouse colleges:

- Through its initiative *Double the Numbers*, **Jobs for the Future (JFF)** hopes to strengthen support for state and federal policies that can dramatically increase the number of low-income young people who enter and complete postsecondary education by identifying, assessing, and promoting new and promising approaches to increasing efficiencies and reducing inequities in secondary and postsecondary education attainment.

- The **American Youth Policy Forum (AYPF),** with support from **Lumina Foundation for Education**, is working on a compendium of research studies, reports, and evaluations related to secondary/ postsecondary learning options**,** programs that link secondary schools with two- and four-year institutions of higher education that allow students to earn credit for college-level classes while they are in high school. This initiative is designed to help national, state, and local policymakers and practitioners better understand what secondary/ postsecondary learning options exist, the various ways they are structured, and their impact on student outcomes.

- The **Office of Vocational and Adult Education (OVAE), U.S. Department of Education**, recently concluded a study of state-level policies and statutes that support (or inhibit) the development and implementation of credit-based transition programs (i.e., programs that allow high school students to take college-level classes and earn college credit while still in high school). The project focused on developing an explanation for

how and why credit-based transition programs may support the secondary-to-postsecondary transition of middle- and low-achieving students.[5]

- A website, **Academic Pathways to Access and Student Success (APASS)**, has been constructed by the **University of Illinois, Urbana-Champaign**, with support from Lumina Foundation for Education, "to identify, examine, and disseminate information about new and emerging academic pathways that extend from high school to college and enhance college access for traditionally underserved students."[6] APASS defines these pathways broadly and includes among them: Advanced Placement (AP), bridge programs, College-Level Examination Program (CLEP), distance learning/ virtual schools, dual credit/dual enrollment, early or middle college high schools, general educational development (GED) in college settings, International Baccalaureate (IB), and Tech- Prep. The APASS website displays state-by-state information on several accelerated options.

B. Insights That Can Be Gained From Select Programs and Evaluations

Mindful of the current limitations, and with recognition that "better days may be ahead", this section attempts to deal with issues of interest to Clearinghouse stakeholders.

1. Advance Placement

The College Board Advance Placement program, in conjunction with Columbia University is in the process of conducting a study with respect to best practices [17], which is to be completed in May of 2007. It is suggested that stakeholders having an interest in this area obtain access to the report. Additional information pertaining to best practices will be presented at the Annual Advanced Placement conference in Las Vegas, from July 11 to 15. [18]

2. Tech Prep

As alluded to above, research on the effectiveness of Tech Prep programs is inconclusive. State evaluations in Texas and New York found some evidence that Tech Prep improved students' grade point averages, lowered dropout, reduced absences, increased high school completion, and improved postsecondary enrollment. However, these evaluations did not find evidence that Tech Prep improved students' scores on standardized academic achievement tests, and findings were mixed on whether Tech Prep improved students' postsecondary achievement or labor market outcomes. The last national evaluation of Tech Prep programs, conducted in 1997, found that Tech Prep programs were not always implemented as envisioned in the legislation, perhaps lessening their impact on student outcomes. Notwithstanding the above, two sources of information that examine best practices at state levels include:

[17] http://www.s4s.org/upload/Description%20of%20AP%20Best%20Practices%20study[1].pdf

[18] http://www.collegeboard.com/apac/2007/index.html

- A fairly detailed compendium of best practices in the State of New York, with focus on students, faculty administrators and a combination of all three (starting on page 137 of the report) can be found in *"An Evaluation of Tech Prep in New York"* .[19]

- The web site of the Washington State Board for Community and Technical Colleges [20] contains useful links to various model plans within the state as well as a detailed description of best practices in Tech Prep in the state.

3. International Baccalaureate (IB)

The "*Journal of Best Practices of IB Schools in North America and the Caribbean, Volume 2, Issue 1, 2005*" provides select case studies of best practices from the perspectives of: Access to the IB Programmed, Community Service, and Curriculum A summary of the findings of a case study dealing with each section follows.

Access to the Program – David Starr Jordan High School has been a member of the IB organization since 1993. The school is located in a working class neighbourhood of Long Beach, California. By fall of 1999, the school was facing a crisis in that, after languishing for several years, students were leaving for more prestigious schools and there had yet to be a single IB graduate. To address the problems, administrators focused on five elements of success. Firstly, the program philosophy focused on the "journey", rather than the number of students accepted to certain top ranked universities. Secondly, access was opened to a wide range of students. Thirdly, recruitment policies concentrated on emphasizing future benefits. Fourthly, a student support system was implemented that encompassed dedicated counseling, a dedicated preparation week to help senior class members prepare for the upcoming year, intensive academic monitoring and tutoring, mentoring of pre-IB students by a university, and teacher training for the demands of the program.

Community Service – Creativity, Action and Service (CAS). IB students are required to fulfill a CAS commitment of 150 hours. For many, such as Yang Li a Harry Ainley Composite High School candidate in 1997, the experience led to honing of communication and teamwork skills as well as a passion and fulfillment in helping others.

Curriculum – the Carver Community Middle School's Middle Year Program was designed to help students meet the rigorous requirements of the Atlantic Community High School IB program. In carrying out their responsibilities, twp Principals focused on a theme of "two schools, one program". A planning backwards, top down approach was used. High school teachers worked with junior high teachers to explain what was required of students and junior high teachers in turn made sure that such skills were included as part of the curriculum during a week long period. The second step was to meet again to discuss the skills. By doing so, both parties had a better

[19] http://www.emsc.nysed.gov/cte/techprep/docs/tpbestpr.pdf

[20] http://www.sbctc.ctc.edu/College/_e-wkforcetechprep.aspx

appreciation of issues, strengths and weaknesses and there was a clear understanding of where training for a particular skill began and ended.

4. Early College and Middle College

The Middle College National Consortium has developed guiding principles that provide the foundation for successful ECHS/MCHS programs. These principles are determined to be vitally important to each project regardless of local circumstance or context. These "best practices" are summarized below.[21]

Power of the Site

Principles:

Locating a school on a college campus is integral to student motivation and success and to an enduring collaborative partnership. It is a visible symbol to the community of dual accountability for student outcomes and academic success. Students are treated as college students and see themselves as college completers. (Motivates students to higher achievement and models adult behavior for students).

Best Practices:

- Locating on a college campus.
- Integrate faculty and students.
- Share resources and facilities and coordinate schedules and calendars.
- Establish an on-going collaborative team of college and high school personnel.
- Co-design a four or five-year academic path for all students that leads to a high school diploma and an Associate's Degree or two years of transferable college credits.
- Designate a college faculty members as 'college liaisons' to help the high school to smoothly transition its students into college.
- Ensure priority enrollment in college classes for MCHS and ECHS students.

Teaching and Learning

Principles:

Developing students' literacy skills are critical to academic success. Schools regularly engage students in rigorous, in-depth academic work, use active intellectual inquiry and sustained writing and revision in all classes. (High standards set for all students; learning is meaningful, engaging and celebrated; learning is real and connected to world experiences and students' lives; and school is organized to support in-depth learning with a diverse student community.)

Best Practices:

- Establish and publicize high expectations and standards for students with regard to: Academics (e.g. local and state standards, graduation by exhibition/oral defense, admission to college, pass college courses) Communication (written and oral) and Behavior (in class, on campus)

[21] http://www.newschoolsproject.org/early.html

- Literacy is emphasized in all disciplines.
- Readings are assigned and projects designed that connect to students' identities. Collaborative, student-centered, project-based, interdisciplinary curricula are implemented.
- Projects and assessments ask students to make meaning of knowledge, apply it and create or construct new knowledge.
- Career oriented classes and internships help students build their own bridges between school and the world of work.
- Community service promotes future volunteerism and is encouraged or required. Students are comfortable using technology and a variety of media to gather information and present their learning.
- Classes are small and heterogeneously group and class time is lengthened for in-depth sustained learning.
- Curriculum is aligned for a seamless transition.
- Classes are connected to students' aspirations.

Student Assessment

Principles:

Schools design a system of assessment that provides multiple opportunities for students to publicly exhibit what they know and can do. Assessments grow out of classroom work and provide on-going feedback to the school community, the teacher, the student and the parent on a student's progress toward achieving academic proficiency. (Assessment is interwoven with classroom activities; student outcomes are measured using multiple assessments; and assessment informs school-based decisions.)

Best Practices:

- Projects and assignments are scaffolded, providing structure and support in progressive stages so that all students achieve at higher levels.
- Feedback and assessment are continuous and on going.
- Assessment strategies include: portfolio presentations, oral defense, other forms of performance-based assessment and local and state assessments.
- Assessment may be determined by individual teachers, peers, self and local-state-and national measures.
- Qualitative and quantitative data are reviewed and used regularly to assess and modify pedagogy, school structures and systems.
- Each student develops a career education plan.

Student Support

Principles:

'Smallness,' no more than 100 students per grade level, helps to create a learning community for students and teachers and provides opportunities for flexible and innovative structures to support students academically and emotionally. All students are known well not only because the school is small, but also because the school values and gives priority to small class size and extended time with a teacher both daily and over the course of the student's high school years. (Enabling students to attain high standards requires attention to be paid to students' academic, affective

and family needs; school structure and schedule is organized to support extended relationships with students; every adult has the capacity and life experience to be an effective counselor.)

Best Practices:

- Adults see themselves as teacher-counselors.
- All administrators and teachers meet daily or weekly with the same small group of students (house/advisory/focus) for one to four years. Informal conversations cover academic and family, social concerns.
- Small learning communities are formed to enable a cluster of teachers to work with a group of students over an extended period of time.
- Classes are small and meet for lengthened periods of time.
- Daily seminar for concurrently enrolled students helps them to 'unpack' college-level work and navigate college systems.
- Mixed-ability student groupings and classes enable the academically 'stronger' to help the less prepared.
- Counseling is structured for small groups as well as for individuals.
- Peer mediation and conflict resolution are taught and used.
- Parent-support groups meet to discuss teen rearing issues and challenges.
- One-on-one mentoring helps students prepare for their graduation oral defense.

Democratic School Governance

Principles:

Purposefully designed structures provide for everyone's voice to be heard and respected in the decision-making process with regard to hiring personnel, managing budgets, determining curriculum and pedagogy, developing students' activities and any other policies that affect the daily life of students and faculty. (Shared decision-making supports the intellectual quality of instruction and strengthens the professional community of a school; issues of teaching and learning are the center of a dialogue among entire school community; and students and parents are empowered to participate in the life of the school and to have their voices heard in school-based and national forums.)

Best Practices:

- School committees (e.g. student activities, curriculum and assessment, personnel) include administrators, teachers, counselors, parents, students and college/university representatives.
- School committees make recommendations; decisions are made by consensus.
- A 'Personnel Committee' assumes the responsibility for hiring, supporting and assessing staff.
- Teachers work in instructional teams, create program designs, and develop curricula and select classroom materials.
- Collaborative relationships are developed with local education associations.
- Students are members of school governance committees.
- Students are peer counselors, peer mediators and peer tutors.
- Students represent their schools and discuss significant social issues with students from across the country at annual student conferences.

Professional Development

Principles:

Staff participates in on-going, embedded professional development that focuses on student success. Time during the school day is provided for staff development and the creation of learning communities. New teachers are mentored in order to help them to understand and to implement the goals of the community. (Schools are communities of reflective practice and continuous learning; professional development and growth is expected of all adults; regularly scheduled, sustained professional development enables adults to model learning communities for students; and feedback and refinement of practice is the responsibility of all members of the school community.)

Best Practice:

- Professional development goals are set by the school staff.
- Meeting time for small, professional teacher groups is built into the school's schedule and occurs daily or weekly.
- Collaborative lesson planning is a norm in the school.
- Faculty regularly review and give feedback to each other with regard to teacher constructed class projects, assignments and assessment tools.
- Faculty members regularly share samples of student work and seek feedback from their colleagues.
- Faculty members attend local and national conferences, make presentations and bring back new strategies and information into the school community.

Additional Comments

The Bellwether Awards, sponsored by the Community College Futures Assembly of the Institute of Higher Education at the University of Florida, annually recognize outstanding and innovative programs and practices that are successfully leading community colleges into the future. The three categories of awards and winners for 2007, each selected from 10 finalists are:

- **Workforce Development**, which recognizes public and/or private strategic alliances and partnerships that have been formed to promote community and economic development (Texas Biotechnology Institute, Temple Texas);
- **Planning, Governance and Finance**, which recognizes programs or activities that improve efficiency and effectiveness in the community college (Austin Community College, Austin Texas); and
- **Programs and Services,** which recognizes programs and services that foster or support teaching and learning in the community college (LaGuardia College in New York).

5. Dual Enrollment

While the range in types of dual enrollment programs stemming from differences in student and program concentration, differing funding and affiliation mechanisms and other legislation and regulations that differ from state to state; and lack of consistency in review criteria, make it difficult

to compare programs and best practices, a description of two highly successful programs may be helpful. The first is "*College Now*" in New York and the second is "*Youth Options in Wisconsin*.[22]

College Now

Though not the first dual enrollment program in the country, the College Now program, initiated at Kingsborough Community College (KCC) in Brooklyn, New York, is one of the largest. Started in 1984, the program allows seniors from select New York City high schools to take college- level courses at their high school. The program has expanded rapidly since its inception. During the 2000-2001 school year, nearly 5,000 students enrolled in credit bearing courses at KCC, and the Kingsborough campus of College Now became the flagship dual enrollment campus for the entire City University of New York (CUNY) system, spearheading a movement to expand and institutionalize dual enrollment programs in New York City. Some of the key practices of the college are discussed below:

- Students who wish to enter the *College Now* program must take a battery of college entrance tests during the spring of their junior year. Performance on these tests, which are the same as the tests used for freshmen entering the CUNY system, is used to place high school students in appropriate college courses. Those who receive passing grades on the tests are able to enter credit-bearing courses offered through the college. Those who do not pass are directed to remedial courses, also offered through the college, enabling them to complete remediation prior to entering college. Thus, the *College Now* program serves dual purposes—it gives students a realistic sense of their preparation to do college level work and offers those who need it remedial help while simultaneously offering academically prepared students a chance to earn college credit.

- The *College Now* curriculum is a modified college curriculum; the college faculty designed the courses specifically for high school students. Courses are delivered to high school students at their school, either before or after the regular school day, though a few courses are offered on weekends. Coursework primarily focuses on the humanities, business, and applied sciences.

- Students in specialized high school programs are also sometimes able to take coursework in their area of study, such as hospitality for those students enrolled in high school academies of travel and tourism.

- High school teachers, who are considered adjunct members of the KCC faculty, teach the courses. As such, these teachers undergo evaluation by college staff prior to teaching and are monitored by KCC staff throughout their tenure as an adjunct professor.

- Because the courses are primarily taught at the high school, dual enrollment students are not integrated with regular college students for their courses. However, KCC *College*

[22] http://inpathways.net/dualcredit.pdf

Now students are given college ID cards upon registering for the program, which gives them access to the school's campus, facilities, resources, and events.

- The *College Now* program is free to students, and seniors can take up to six credits per semester. Thus, at least in theory, academically prepared high school seniors can earn 12 credits, or the equivalent of a college semester, during their senior year at no charge.

- Institutional research conducted for KCC found that graduates of *College Now* earn more college credit than other CUNY freshmen and are more likely to graduate from college on time. This is encouraging, but may simply be a reflection of the types of students who choose to enter *College Now*, rather than any effect of the program itself.

Youth Options

While the *College Now* program tends to focus on academic subjects and preparing students for college-level work, the *Youth Options* program in Wisconsin, instituted in 1998 as the result of a state statute, focuses on providing young people with expanded curricular choice, particularly in vocational subjects. During the first three years of the Youth Options program, enrollment increased substantially. Approximately 150 students entered Youth Options during the 1998-1999 school year; that figure had doubled by the 2000-2001 school year, with slightly over 300 students enrolling in the program. Some of the key aspects of the program are discussed below:

- *Youth Options* program allows high school juniors and seniors in Wisconsin to enroll in technical colleges and public and private universities to take courses that are not available in their high schools. One site in particular, the *Youth Options* program at Northeast Wisconsin Technical College (NWTC), addresses the needs of students to take courses outside the traditional high school curriculum.

- The NWTC *Youth Options* program provides college courses to students in a wide geographic area, including many very rural parts of the state. The college has three campuses and five regional centers; students can take courses on one of the campuses or via Interaction Television (ITV). A very small percentage of students take courses on-line via distance education programs. Course options include anything not offered at individual high schools; the most common courses taken by *Youth Options* students are in the applied social sciences, such as psychology or criminal justice, and vocational courses, such as machine tooling or agricultural science.

- Like the *College Now* program in New York City, the *Youth Options* program is free to students, with tuition paid by the local school district. Unlike the *College Now* program, determination of which high school students are eligible is made by individual high schools.

- Also in contrast to *College Now*, students in *Youth Options* do not take specially designed courses. Rather, they take the same college courses as other students at NWTC, though the ITV courses tend to be made up of only high school students.

- Courses offered on campus often integrate the high school students with college students. College faculty, (as opposed to high school instructors), teach all courses.

- *Youth Options* students matriculate at NWTC at about the same rate as other high school students in the area; however, data for Youth Options' students overall college enrollment are unavailable.

- One area in which *Youth Options* has had a discernible impact, however, is in providing a wide array of curricular options to high school students, particularly students attending small, rural high schools. The rising cost of some programs has caused school boards to struggle in providing them. By having the college provide the courses, by virtue of already having much of the equipment and infrastructure, has resulted in cost savings.

Thus, *Youth Options* has served as a cost effective way to provide vocational education to high school students, while simultaneously encouraging students to earn college credit prior to high school graduation.

C. Transition Programs to Address Special Needs

This section of the report addresses some of the best practices to address transition issues related to groups or issues that are of interest and relevance to Clearinghouse stakeholders: Aboriginal Enrolment; accommodating Special Needs students; and Prior Learning Assessment and Recognition (PLAR).

1. Increasing Aboriginal Post-Secondary Enrolment

This section of the report is based upon a study completed by RA Malatest and Associates in May of 2002 for the Council of Ministers of Education, Canada (CMEC) entitled *"Best Practices in Increasing Aboriginal Postsecondary Enrolment Rates".* The study included a substantial review of Aboriginal education programs in Canada, the United States, Australia and New Zealand. While there is no optimal strategy and tactics need to be tailored to individual circumstances, the key findings based upon "what works" and "what doesn't work", are summarized below.

"What Works and Some Examples"

- *Community Delivery* - which allows individuals to complete training in their home environment and thus avoiding financial and social barriers or hardships and includes Aboriginal input into the design and delivery of the programs.

- *Access Programs* - that include Aboriginal mentors and advisors and program delivery according to the learning needs of Aboriginal students.

- *First Nations Partnership Program (University of Victoria)* – across seven partnership programs, student retention and completion is twice the national average, and over 95% of graduates remained in their home communities.

- *Capilano College and Squamish Nation Partnership* - the success of this transition programs has been attributed to the following factors, among others:
  - There was Aboriginal control of the education;
  - The College carefully monitored student progress;
  - Student performance determined funding;
  - The curriculum design included Aboriginal participation; and
  - Support services were proactive.

- *Tribal Colleges* – positive impact seen in terms of successful transferees, admissions into the workforce and increased pride and hope.

- *The Native Law Program at the University of British Columbia* – affirmative action and direct involvement of Native peoples has resulted in graduation of almost as many Aboriginal law students as all other Canadian universities combined.

- *Aboriginal Control of Education* – such as the University of Regina's association with the Saskatchewan Indian Federated College has resulted in higher levels of enrolment and success.

- *Student Support* – such as having a staff member speak individually to students during enrolment. The University of British Columbia's First Nations House of Learning is often cited as an example of extensive Aboriginal student support.

- *Work Study Programs* –which allow students to work to pay off debt owed to colleges.

- *Curricuulum Development* – such as the University of Northern British Columbia's Office of First Nation's Programming, which uses Elders, university personnel, experts and community leaders to develop programs that meet the needs of the Aboriginal community and also meet the standards of other institutes.

What Doesn't Work and Other Barriers

- *Lack of Specific Social Initiatives* – Academic initiatives have not consistently isolated the social and demographic factors that have contributed to the limiting of Aboriginal education in Canada.

- *Failure to Accommodate Unique Gender Needs* – there has been limited research to isolate the issues that are unique to Aboriginal men and women, including Aboriginal women with children.

- *Failure to Accommodate Age/Maturity of Students* – Generally speaking, Aboriginal students tend to be older than non-Aboriginal students and tend to lack some of the academic skills.

- *Lack of Research and Initiative for Metis* –Despite the efforts of the Gabriel Dumont Institute, there is little information on the performance and needs of Metis who often "fall through the cracks" of post-secondary training as they do not have access to band funding.

- *Inadequate Day-care, Housing and Transportation* – Allowances provided often do not take into account the unique needs of Native students.

- *Funding Problems* – Can range from difficulties in receiving band funding or the amount provided to individual students, to (as noted above) lack of funding for Metis students to lower levels of funding provided to Aboriginal controlled institutions.

Other Program Examples - Upward Bound at the University of Montana

The program prides itself on serving students from diverse cultural backgrounds who aspire to complete a college degree. The vast majority of the students (65 percent) are American Indian. All students meet weekly with their local Upward Bound counselor for academic advisement; assistance in math, science and English high school courses; and support counseling. UB Montana also includes a summer and bridge component. Upon graduation from high school, Upward Bound seniors enter the UB Bridge Program. Graduates get a head start on college by enrolling in three University of Montana courses that carry a total college credit load of 8 to 10 credits (a full-time summer session load).

2. Meeting Needs of Disabled Students

Over the course of the review of best practices, three sources of information: the proceedings of the National Educational Association of Disabled Students (NEADS), a book entitled "*Moving On Made Easier"* and the National Center on Secondary Education and Transition (NCSET) at the Minnesota were considered to contain useful information on how colleges might help in the transition of disabled students. A brief overview of each follows.

a. National Educational Association of Disabled Students (NEADS)

Based upon the proceedings of the sixth National Educational Association of Disabled Students (NEADS) Student Leadership Forum in March of 2001[23], the following points have been synthesized as best practices for helping disabled students make the transition to post-secondary studies:

[23] http://www.neads.ca/en/about/reports/student_forum_nwt.php

- Ensure that faculty, staff and other students are sensitized to the needs of disabled students and do not think that they can best determine the needs of disabled students.

- Post-secondary educational facilities should do more to attract disabled students and ensure that there is an awareness of available facilities and services.

- Ensure that funds spent on upgrades to facilities meet the needs of disabled students.

- Ensure that disabled students have access to accommodations that are in keeping with the individual's type of disability.

- Ensure that there are adequate facilities and services to accommodate assessment and special needs of Learning Disabled students.

b. "Moving on Made Easier"

A book entitled "Moving on Made Easier" by Brenda Whaley and Neil Faba is also recommended as a good source of "self help" for disabled students making the transition to post-secondary studies. The book contains information about national funding and scholarship programs, transition programs for students with disabilities, federal programs for students, national non-governmental organizations and a section on disability student groups on campuses. The book is further divided into sections to provide provincial resources. It also provides a frequently asked questions section and student success stories. Many people were consulted about the book, including asking high school students directly what they wanted in the guide.

c. National Center on Secondary Education and Transition (NCSET)

A third resource is the National Center on Secondary Education and Transition (NCSET), at the University of Minnesota, which was established to create opportunities for youth with disabilities to achieve successful futures. The organization's web-site http://www.ncset.org/about/default.html contains considerable information pertaining to transitions for students with disabilities as well as links to other individuals and organizations that may be of benefit. The contact details for the Center are below:

National Center on Secondary Education and Transition
Institute on Community Integration
University of Minnesota
6 Pattee Hall
150 Pillsbury Drive SE
Minneapolis MN 55455
ncset@umn.edu
612-624-2097 (phone)
612-624-9344 (fax)

d. The Academic Bridges to Learning Effectiveness (ABLE)

The program, at Longview Community College in Lee's Summit, Missouri, is an example of a program developed by a community college to serve students with disabilities. The ABLE program provides a structured curriculum and intensive support services to help students with learning disabilities and brain injuries make successful transitions to college. During their first semester, students complete a basic core of courses that are designed to orient them to the college environment and to provide them with college "survival skills," such as time-management, note-taking, and research techniques. Though ABLE is open to students of all ages, Longview makes special efforts to market the program to high school students and their parents by collaborating with secondary school counselors and hosting campus visits.

3. Best Practices in Prior Learning Assessment and Recognition (PLAR)

The practices of various post-secondary institutions in Alberta with respect to PLAR are not well standardized, partly due to the unique aspects of certain institutions, and specific mention is beyond the scope of this project. However, in the interest of providing Clearinghouse stakeholders with some insights in this regard, it is suggested that a report entitled "Best Practices in Prior Learning Assessment And Recognition", prepared by the Barrington Research Group of Calgary in May of 2005 for the Alberta Council on Admissions and Transfers be referenced.

D. Additional Organizations, Contacts and Sources of Information

Throughout the United States, there are a number of organizations that have a strong interest in research related to transitioning of students to post secondary studies. A brief overview of some along with additional discussion, where considered warranted, follows.

1. League for Innovation in the Community College

URL: http://www.league.org/

Established in 1968, and with headquarters in Phoenix, Arizona, the League is an international organization serving community colleges. The League's eight major pillars include: Technology; Learning; Leadership; Student Success; Workforce Development; Research and Practice; Resource Development; Diversity; and Equity.

Under the Workforce Development pillar is the College and Career Transitions Initiative This initiative seeks to improve student transitions between secondary and postsecondary education and careers. It also seeks to improve academic performance at all levels of education. Fifteen site partnerships led by community colleges in partnership with secondary schools, employers and other organizations were selected in a competitive process to be exemplars for this project. CCTI is administered by the League Consortium and funded by the U.S. Office of Education, Office of Vocational and Adult Education.

The "Current Practices" link provides a portal to a searchable inventory of some of the best practices and activities of the 150 participating community and technical colleges. In addition,

other links provide access to conferences, publications, contacts and staff of relevance to the area of high school to post-secondary transitions.

Other Contact Details: 4505 East Chandler Boulevard, Suite 250 · Phoenix, Arizona 85048 · Voice: (480) 705-8200 · Fax: (480) 705-8201

2. Community College Research Center

URL: http://ccrc.tc.columbia.edu/Collection.asp?cid=28

The mission of the Community College Research Center is to conduct research on major issues affecting community colleges in the United States and to contribute to the development of practice and policy that expands access to higher education and promotes success for all students. One of the major interests of the Center is High School to College Transition

Other Contact Details: Community College Research Center, Teachers College, Columbia University, 525 West 120th Street, Box 174, 439 Thorndike Hall, New York, NY 10027; Tel - (212) 678-3091 /Fax - (212) 678-3699 / E-mail - ccrc@columbia.edu

3. Southern Region Education Board – High School That Works

URL: www.sreb.org

In 2005 and 2006, sessions sponsored by the Southern Regional Education Board (SREB) and the League for Innovation in the Community College and supported by the U.S. Department of Education were held with policy leaders in the states of Oklahoma, North Carolina, Louisiana, Tennessee, New Jersey, South Carolina, West Virginia and Kentucky to discuss ways to improve students' transitions from high school to postsecondary education and careers. Each session focused on five desired outcomes:

- Decreased need for remediation at the postsecondary level;
- Increased enrollment and persistence in postsecondary education;
- Increased academic and technical achievement at the secondary and postsecondary levels;
- Increased attainment of postsecondary degrees, certificates or other recognized
- credentials; and
- Increased entry into employment or further education

In each, state's meetings, discussions concentrated on three questions:

- What actions are needed to reduce students' need for college developmental and remedial studies and to raise their academic and technical achievement in high school and college?
- How can we increase enrollment in postsecondary education?
- How can we improve persistence in postsecondary education to increase the percentages of students receiving postsecondary degrees, certifications or other recognized credentials that improve students' chances of getting good jobs and pursuing further education?

The proceedings of the meetings as well as links to other reports and studies provide a large body of material that may be of interest to Clearinghouse stakeholders. Additional Contact Details: Regional Education Board, 592 10th St. N.W., Atlanta, GA 30318; Tel (404) 875-9211

Chapter 4
Conclusions and Recommendations

This chapter summarizes the major findings and conclusions and recommendations arising from the study. As noted in Chapter 2, there are limitations with the approach used, mainly that:

- For ease of calculation, the completion and transition figures are based upon the 2004-05 grade 12 enrollments, rather than a weighted average of enrollments over a longer period of time conforming to the completion rates (three, four and five years) and transition rates (four and six years and;
- There are minor discrepancies between the boundaries of the Northern Alberta Development Council region and the school jurisdictions used.

Notwithstanding the above, the results of the methodology are not expected to be significantly different than those that might be obtained from a more precise determination.

I. Findings and Conclusions

The major findings and conclusions of this report are highlighted below.

1. The percentage of high school students who will continue on to postsecondary studies is estimated at less than 60% province-wide, and the corresponding figure for Northern Alberta is somewhat lower.

Based upon 2004-05 grade 12 enrollments, province-wide, an estimated 41,777, or 77.4% of 53,975 grade 12 students will eventually receive high school diplomas (based upon five-year completion rate statistics as used for this project). Of these, 31,036 or 76.6% will eventually go on to postsecondary studies, based upon six-year transition rate statistics, yielding a transition rate of approximately 59%. In Northern Alberta, out of 6,949 grade 12 students in 2004-05, 5,218, or 75.1%, will eventually receive a high school diploma, and of the total, 3,683, or 53% of the total number of grade 12 students, will eventually enter postsecondary studies, based upon six-year transition figures.

On a school jurisdiction basis, there is considerable variation in the percentage of individuals who will enter postsecondary studies. Within Northern Alberta, the school jurisdictions with the highest transition rates include: Living Waters CRD No. 42; Fort McMurray RCSSD No. 32; Prairie Land Reg Div No. 25; and East Central Francophone (all over 90%). The school jurisdictions with the lowest transition rates, with a significant representation of those in Northern Alberta, include: Westwind SD No.74 (49.4%); Northland School Div No. 61 (43.7%) and Canadian Rockies Reg Div 12 (41.7%).

The following table provides a summary of the estimated "destination" (type of institution) for 2004-05 grade 12 students entering postsecondary studies, if proportions remain constant with an earlier comprehensive study completed in 1999-2000.

ESTIMATED POSTSECONDARY ENROLMENT OUTCOMES FOR GRADE 12 STUDENTS

Type of Institution	1999-2000 Percentages of Total	2004-05 Estimates Province-wide	(49% - 4) (77% - 6)	2004-05 Estimates Northern Alberta	(36% - 4) (53% - 6)
		4 Year Rate	6 Year Rate	4 Year Rate	6 Year Rate
Universities	42.6%	11,267	17,705	1,065	1,569
Private University Colleges	3.5%	926	1,455	88	129
Public Colleges	39.3%	10,394	16,333	983	1,447
Private Colleges	0.7%	185	291	18	26
Technical Institutes	13.9%	3,676	5,777	348	512
Total	**100.0%**	**26,448**	**41,561**	**2,501**	**3,683**

2. **Based upon two separate methodologies/sources, the number of non-high school diploma holders who continue on to postsecondary studies is estimated to be in the range of approximately 3% to 5% of the total number of grade 12 students.**

   Province-wide, based upon 53,975 grade 12 students, the number ranges from 1,619 to 2,699. For Northern Alberta, the corresponding numbers, based upon 6,949 grade 12 students, are 208 to 347.

   The first source, the report entitled *Post - Secondary Transitions in Alberta: Educational Outcomes of 1999/2000 Grade 12 Students*" [24], found that approximately 3.2% of registered grade 12 students (1,628 out of 51,009) [25] started postsecondary studies without completion of a high school diploma. The report noted that the comparable figure for Northern Alberta was higher, and equated to approximately 3.7%. The second approach was based upon calculating the difference in individuals between the five-year high school completion rate and the six-year transition rate on the assumption that such students would not have graduated. This approach results in an estimate of 4.8% on a province-wide basis (2,568 out of 53,975 grade 12 students) and 3.3% for Northern Alberta (230 out of 6,949 grade 12 students).

3. **Based upon the 2004-05 grade 12 enrolment numbers of 53,975 province-wide and 6,949 for Northern Alberta, the number of students who will enter the workforce directly (rather than continue on to postsecondary studies) is estimated in the range of 22,939 (42.5% of the total) to 34,004 (63.0% of the total) province-wide and 3,254 (48.2% of the total) to 4,425 (65.3% of the total) for Northern Alberta.**

   Because of the differing completion and transition rates, this estimate is difficult to make. The method utilized for this report is based upon the "balance or inverse" of the difference between the four-year and six year transition rates.

[24] http://www.advancededucation.gov.ab.ca/ei/publications/acat_report_final2000.pdf
[25] The calculation is based upon 9.7% of 16,786 non-diploma holder or 1,628 students. 1,628 divided by the total grade 12 population of 51,009 yields 3.2%.

Province-wide, the school jurisdictions with the highest proportion of graduates entering the workforce directly is estimated to be Canadian Rockies (82.5%) and Westwind (81.4%). The school jurisdiction with the largest number of graduates estimated to be entering the workforce directly is Calgary Public (7,090) followed by Edmonton Public (5,882). The school jurisdiction with the lowest number of graduates entering the workforce directly is East Central Francophone (20.8%) followed by Greater St Albert (32.9%). In Northern Alberta, the Living Waters (76.9%) and Fort Vermillion (76.7%) school jurisdictions have the highest proportion of high school graduates entering the workforce directly. The school districts with the lowest proportion of students entering the workforce directly are Aspen View (33.0%) and Fort McMurray Catholic (35.5%).

4. The high school to postsecondary transition programs that are likely to be of the most relevance and interest to Clearinghouse stakeholders are: "Middle College"; "Early College" and "Tech Prep".

The body of literature and research related to high school to postsecondary transfer programs is based to date heavily on the experience of school jurisdictions and organizations in the United States. Middle College programs focus on locating small high schools on college campuses to serve students who are disadvantaged or at risk. Programs help students to complete high school and earn some credit toward a postsecondary credential. Early College programs have arisen out of the Middle College effort, as a result of significant support from the Bill and Melinda Gates Foundation. Early College programs differ from Middle College in that students earn a high school diploma and credit towards the first two years of a college or university program. Tech Prep, or Technical Preparation programs have arisen as a result of the passage of *The Perkins Act.* Under the Act, the United States Department of Education supports articulation agreements between high schools and postsecondary institutes to provide technical education. The level of program or type of student involved can run the full range of vocational to degree granting. Interest in the transition programs is growing as a result of: 1) a desire to provide more effective means of educational program delivery in a time when it is recognized that postsecondary education is of vital importance to be competitive; and 2) the aspect of the programs that allows a portion of postsecondary educational costs to be covered by public monies (rather than by students or parents) at a time when costs are increasing rapidly.

There is a wide range of "dual", or concurrent, enrollment programs. College Board Advanced Placement and International Baccalaureate programs are affiliated with international organizations that have strict academic standards and require affiliation agreements. Of the two, Advanced Placement ® programs likely provide the greatest flexibility without losing program quality. In addition, there are many "other" dual enrollment programs that are under the jurisdiction of various state governments and school boards, each with differing standards, objectives and client groups.

5. **At this time, despite rapidly increasing interest, there is not a wide body of literature that would support the effectiveness of programs and resulting best practices on a broad scale.**

   Existing research tends to be of limited benefit for decision- making as it has tended to be based upon small sample sizes, on programs that do not have consistent delivery methods or evaluation criteria that have biased results.

   Programs can result in additional costs, or the transfer of costs, and in some cases may require changes to policies, regulations and legislation covering matters such as eligibility and standards. Furthermore there is a need and willingness for strong collaboration between stakeholders for programs to be successful.

6. **The Early College/Middle College programs appear to be most advanced with respect to best practices and are of most relevance to Clearinghouse colleges. The principles and best practices developed by the Middle College National Consortium emphasize the following characteristics:**
   - **Collaboration among instructors at both "feeder" and "recipient" schools to ensure seamless transitions and clarity of expectations and course material;**
   - **Ongoing liaison, mentoring and counseling of students both before and during the program;**
   - **A high emphasis on literacy and self-accountability with expectations publicized;**
   - **An emphasis on community service and volunteerism;**
   - **Frequent feedback and assessment; and**
   - **Instructors are provided sufficient time for preparation and developing and achieving professional development goals**

   Full details of principles and best practices were outlined in Chapter 2.

II. Recommendations

The recommendations are grouped into three "categories or stages that relate to the fiscal year of the colleges that are members of the Labour Market Information Clearinghouse:

- Short-term (primarily between now and June);
- Medium-term (June 2007 to June 2008); and
- Long-term (Beyond June 2008).

A. Short-term Recommendations

1. Clearinghouse stakeholders should review the findings of this project to become more familiar with school jurisdictions that have grade 12 completion and transition statistics that are either substantially better or worst that the province-wide and Northern Alberta averages.

Examples of the objectives of the review would be to:

- Learn of the demographic and socioeconomic characteristics of the school jurisdiction and residents that may contribute to lower than average performance;
- Begin to create linkages;
- Begin the process of prioritizing and planning for improvement in conjunction with school jurisdictions, other colleges and leading businesses; and
- Learn of best practices in cases where school jurisdictions have better than average performance or in other instances have demonstrated significant improvement in transition or completion performance.

2. Begin to become familiar with the individuals and organizations that are involved with high school to postsecondary transition programs and their existing and future endeavors.

A partial listing of such organizations in the US and Canada includes:

US Organizations

• US Department of Education	• University of Illinois Urbana-Champaign
• College Board Advanced Placement	• Middle College High School Consortium
• National Alliance of Concurrent Enrollment Partnerships	• National Association of Secondary School Principals
• Southern Region Education Board – High School That Works	• National Center on Secondary Education and Transition (NCSET)
• Bill and Melinda Gates Foundation	• Community College Research Center
• Jobs for the Future (JFF)	• SRI International
• American Youth Policy Forum (AYPF)	• International Baccalaureate Organization
• Lumina Foundation for Education	• Antioch University Seattle
• Middle College Foundation	• National Council of La Raza
• Early College High School Initiative	• American Institutes for Research (AIR)
• The National Center for Education Statistics	• SECME, Inc.
• National Governors' Association	• Utah Partnership Foundation
• City University of New York	• The Bellwether Foundation
• Foundation for California Community Colleges	• Portland Community College's Gateway to College
• K-12 office of the Georgia Department of Education	• League for Innovation in the Community College
• University System of Georgia	• The NewSchoolProject.org
• KnowledgeWorks Foundation	• Woodrow Wilson National Fellowship Foundation

Canadian Organizations

• Alberta Advanced Education and Technology	• National Educational Association of Disabled Students
• Other colleges and universities	• Alberta Council on Admissions and Transfers
• The Council of Ministers of Education	• Alberta Education

Based upon the unique interests and needs of individual Clearinghouse stakeholders, each of the organizations and their extensive networks of contacts and prior research may be of interest in a manner than cannot be foreseen in this report. Furthermore, specific conferences, symposia and discussion boards may be of interest.

B. Medium-term Recommendations

1. As linkages and contacts and needs and priorities are developed in Alberta, begin to establish structures that will consist of individuals and organizations that will have a strong vested interest in ensuring improvement.

This will represent the beginning of the "true" strategic planning process. During this period it may be appropriate to begin to consider goals, action steps, and performance measurement and accountability criteria. A framework can be created to share information among individuals and organizations in Alberta. Information that would be particularly useful would include cost data.

2. Begin to establish linkages with US and other international organizations that have interests and needs similar to those of Alberta.

Clearinghouse stakeholders can begin to formulate how initiatives and practices might be adapted and can start to play a more active role in terms of advocacy and sharing information and participating in studies and programs. All of such activities will help to formulate strategies and design activities to meet the needs of Alberta province-wide and in the North.

C. Long-term Recommendations

1. Continue to refine the activities undertaken in recommendations 1 and 2, above.

Based upon the outcomes, it may be appropriate to begin to seek input towards formalizing best practices from successful high school jurisdictions and reviewing how they might be applied to less successful organizations. A possible outcome in this regard might be the implementation of transitional program pilot projects based upon sanction from Alberta and Canadian stakeholders. Formal participation or representation at various Canadian, US and international organizations may be an appropriate goal.

Appendix 1
Sources of Information

Grade 12 enrollment figures supplied by Angus Chung of Alberta Education

Completion Rates: http://www.education.gov.ab.ca/k_12/completion

Transition Rates: http://www.education.gov.ab.ca/k_12/transition

Post - Secondary Transitions in Alberta: Educational Outcomes of 1999/2000 Grade 12 Students" " http://www.advancededucation.gov.ab.ca/ei/publications/acat_report_final2000.pdf

Tech Prep: http://www.ed.gov/about/offices/list/ovae/pi/cte/tpreptopic2.html

The Middle College Foundation http://www.middlecollegefoundation.org/mc.htm

Early Colleges http://www.earlycolleges.org/FAQ.html

College Board Advance Placement Central www.apcentral.collegeboard.com

Advance Placement Canada www.ap.ca

International Bacalaureate Organization www.ibo.org/ibo/index.cfm

BEYOND HIGH SCHOOL: IMPROVING TRANSITION PROGRAMS FOR POSTSECONDARY EDUCATION, *Research-Based Analysis of Education Policy* POLICY ISSUES, No. 18 June 2005
http://www.ncrel.org/policy/pubs/pdfs/pivol18.pdf

Description of the College Board Advanced Placement® Best Practices Course Study
http://www.s4s.org/upload/Description%20of%20AP%20Best%20Practices%20study[1].pdf

College Board Advance Placement Annual Conference
http://www.collegeboard.com/apac/2007/index.html

Washington State Board for Community and Technical Colleges
http://www.sbctc.ctc.edu/College/_e-wkforcetechprep.aspx

Early College/Middle College Best Practices: New Schoolproject.org
http://www.newschoolsproject.org/early.html

http://www.betterhighschools.org/docs/NHSC_EarlyCollegeHighSchool_032107.pdf

Dual Enrollment Best Practices
http://inpathways.net/dualcredit.pdf

RA Malatest and Associates, May of 2002, Council of Ministers of Education, Canada (CMEC), "Best Practices in Increasing Aboriginal Postsecondary Enrolment Rates

Report on the sixth NEADS Student Leadership Forum, May 2001
http://www.neads.ca/en/about/reports/student_forum_nwt.php

National Center on Secondary Education and Transition (NCSET)
http://www.ncset.org/about/default.html

Barrington Research Group , "Best Practices in Prior Learning Assessment And Recognition", of Calgary (for the Alberta Council on Admissions and Transfers), May, 2005

League for Innovation in the Community College
http://www.league.org/

Community College Research Center
http://ccrc.tc.columbia.edu/Collection.asp?cid=28

Southern Region Education Board – High School That Works
URL: www.sreb.org