

# **STRENGTHENING HOPE: PREGNANT AND PARENTING TEENS COMPLETING HIGH SCHOOL**

**A Proposal**



**18 April 2011**

***Submitted to: Alberta Employment and Immigration  
Alberta Children and Youth Services  
Alberta Education***

***Submitted by: Terra - Centre for pregnant and parenting teens  
at Braemar School  
Catholic Family Service at Louise Dean Centre***

## **Executive Summary**

Working in close partnership with three Alberta ministries, Alberta Employment and Immigration, Alberta Children and Youth Services and Alberta Education, and two schools, Braemar School in Edmonton and Louise Dean School in Calgary, Terra - Centre for pregnant and parenting teens and Catholic Family Service Louise Dean Centre are proposing a three year demonstration project. The project is intended to establish and assess a simplified and centralized funding model which responds to the needs that are specific to parenting and pregnant teens in completing their high school education and building a positive future for themselves and their children.

Recent research has shown that high school completion among pregnant and parenting teens is less than a third that of regular high schools. In order to complete high school pregnant and parenting teens generally require financial support because their immediate families do not have the financial resources to be able to help or sometimes a breakdown has occurred within the family.

While various benefits and programs are available to assist pregnant and parenting teens, access to these benefits and programs is often difficult because of inconsistent eligibility, documentation requirements that are not aligned with their unique experiences and employment histories, irregular processing periods and funding that is tied to the school year rather than the full year needs of the teen and her child. Further, access to child care is not administered in a well coordinated manner resulting in further delays for the teen parent in reconnecting with her high school education.

The demonstration project would see Alberta Employment and Immigration transferring funds from its Learner's Benefit Program to a new Learner's Bursary to be administered in Edmonton by Terra – Centre for pregnant and parenting teens and in Calgary by Catholic Family Service at Louise Dean Centre. The current regulations governing Learner's Benefits would be maintained while the current policies would be 'substantially similar'. It is also proposed that Alberta Children and Youth Services would transfer funds from its Child Care Subsidy Program to enable Terra and Catholic Family Service at Louise Dean Centre to administer the day care subsidies relating to their own Centre, under similar conditions with respect to regulations and policies.

Terra and Catholic Family Service at Louise Dean Centre would develop a standardized application form more appropriate to the needs and circumstance of pregnant and parenting teens and will administer both the Learner's Bursary and the Child Care Subsidy together. The two organizations are also committed to working closely with their respective school to ensure that all recipients of the Learners Bursary are attending school fulltime and are able to demonstrate satisfactory academic progress.

The three Alberta ministries, Alberta Employment and Immigration, Alberta Children and Youth Services and Alberta Education, and Terra - Centre for pregnant and parenting teens and Catholic Family Service Louise Dean Centre would sign a Community Contribution Agreement outlining the roles and responsibilities, accountabilities and the principles that will guide their collaborative activities. Oversight would be provided by a Leadership Team to include representatives from the three ministries, the participating schools and community organizations. Supporting the demonstration project and the work of the Leadership Team would be a developmental evaluator to assist with the achievement of desired outcomes and effective administrative practices.

# STRENGTHENING HOPE: PREGNANT AND PARENTING TEENS COMPLETING HIGH SCHOOL

## A Proposal

### High School Completion

*“High school completion....is  
fundamental to continued  
success and quality of life”*

Terra - Centre for pregnant and parenting teens recently completed a significant study entitled *New Potential: Improving High School Completion Rates for Pregnant and Parenting Teens*. High school completion has been recognized as ‘fundamental to continued success and quality of life’. Over the past decade high school completion in the province has shown a gradual improvement. In 2006/07 the high school completion within three years of a Grade 10 start for the Edmonton Public and Catholic school districts was 68.1%. At Braemar School, an all-girls school site for pregnant and parenting teens operated by Edmonton Public Schools, the completion rate for the same period was 21.7%.

The study also confirmed a concern that Terra had previously been well aware of from its accumulated anecdotal evidence: that while various benefits and programs are available to assist pregnant and parenting teens, access to these benefits and programs was often difficult because of inconsistent eligibility criteria and levels of income support, documentation requirements that are not aligned with their unique experiences and employment histories, irregular processing periods and funding that is tied to the school year rather than the full year needs of the teen and her child.

*“In the beginning, we all  
have good intentions and  
want to finish high school,  
but for many it just gets too  
hard”*

Terra's work had highlighted that pregnant and parenting teens generally require financial support because their immediate families do not have the financial resources to be able to help. There is sometimes a breakdown within the family, often related to the early pregnancy and frequently the teen's partner is unable or unwilling to support the teen or the child. Finally the teen's available income from employment is likely to be quite inadequate to cover the cost of accommodation, living expenses and childcare.

A further concern raised by the research was that access to the child-care provided at Braemar School is not currently administered in a coordinated manner among the three ministries (Education, Employment and immigration and Children and Youth Services). The students planning to attend Braemar School make application to the Region 6 Authority of Child and Family Services for subsidy for their child-care fees, which once granted is paid directly to the Terra Child and Family Support Centre.

Students then make application to Employment and Immigration for a Learners Benefit, which includes the parent portion of the child-care fees. While Terra appreciates that other systems and processes (provision of housing, transportation, parenting support) also impact student success in completing high school, it is the organization's belief that a more coordinated and cooperative approach to the

provision of child-care will contribute significantly to the goal of improving high school completion.

### **Encouragement from the Three Ministers**

*“The collaboration of government and agency representatives to help young mothers achieve high school success and a clear focus on their futures is vital work and my Ministry is pleased to be a part of any such discussion”  
Yvonne Fritz, Minister,  
Children and Youth Services*

In response to the findings of the report, Terra staff and Board representatives arranged to meet individually with the ministers of Education, Employment and Immigration and Children and Youth Services. The ministers offered their encouragement to Terra to seek out senior staff within their respective ministries to see what might be done to coordinate the various forms of assistance and support in order to improve the high school completion rate for pregnant and parenting teens. The ministers were also very supportive of taking a collaborative approach in which the ministries work together with community agencies and school boards.

### **Louise Dean Centre Joins the Conversation**

*“There is a growing conviction that education is key to avoiding the poverty and unemployment cycle that entraps young mothers. The transportation and coordination problems of finding care for their children is often too much to allow continuance in educational programs. Many, in spite of good intentions, become school dropouts.”  
Ten Year Longitudinal Study of Adolescent Mothers and Their Children, 2008*

Because of the provincial importance of the issue of pregnant and parenting teens and high school completion, representatives of Terra had continued to keep their counterpart organization in Calgary, the Louise Dean Centre, fully informed of the ministerial encouragement for a new initiative. As a result the Louise Dean Centre quickly agreed to participate in any further planning activities.

Louise Dean Centre is a formal partnership between Catholic Family Service of Calgary, Louise Dean School, Calgary Board of Education and Alberta Health Services, which has been operating for the past 41 years. The centre provides comprehensive programming for pregnant and parenting teens and their young children offering wrap-around services that include educational services, on-site pre-natal and post-natal health services, social work counseling, life skills and parenting classes. In 1991 Catholic Family Service were convinced that it was critical to offer enriched childcare and parenting support to ensure a better future for young mothers and their children. The Dr. Clara Christie Learning Centre was opened in 1994 with a capacity for 40 children. It operates during the traditional school year to provide care for infants and toddlers under the age of 19 months, as well as during a five-week summer school.

### **Dialogue on Parenting Teens and High School Completion**

*“to develop a simplified and centralized funding model, which responds to the unique needs of teen parents”*

With the strong encouragement of the Ministers it was decided to invite senior staff from the three departments to participate in a Dialogue on Parenting Teens and High School Completion held on November 3rd. Participants in the all day workshop included representatives from Region 6, Child and Family Services Authority, Alberta Employment and Immigration, Alberta Education, Edmonton Public School Board, Catholic Family Service Louise Dean Centre in Calgary, Braemar School and Terra - Centre for pregnant and parenting teens. The consultant, Andrea Mondor, presented the findings of the research on high school completion and then encouraged active discussion.

By the end of the session representatives from all of the groups present agreed that further work should be undertaken on the development of a more simplified and centralized funding model. From this initial meeting there was support among the participating ministries, education boards and community agencies to explore the possibilities of a three-year demonstration project in both Edmonton and Calgary. As well there was encouragement from the Edmonton Public School Board to consider introducing a modified school year for pregnant and parenting teens attending Braemar School. It was noted that Louise Dean already had a summer school program in place and did not anticipate any further changes in its academic program.

**Financial Support from Alberta Employment and Immigration**

Alberta Employment and Immigration generously agreed to provide financial support for the collaborative initiative to continue to meet and explore opportunities for a more simplified and centralized model. There have now been five meetings of the Dialogue Partnership for Policy Change. (December 12th 2010, January 17th, February 28<sup>th</sup>, March 22<sup>nd</sup> and April 18<sup>th</sup> 2011) including video conferences with members from Calgary.

**Agreement on Guiding Principles**

At the first meeting there was agreement that the development of the demonstration project should be guided by a set of principles. These were as follows:

**Responsiveness:**

Recognizing and responding in a timely, reasonable and inclusive manner to the needs of pregnant and parenting teens that seek the support of the participating programs

**Seamlessness:**

The importance of establishing a single point of entry for all support programs so that the administration is simplified and minimized

**Flexibility:**

Opportunities for responsive service delivery will be encouraged, while acknowledging that the demonstration project will require standardized eligibility criteria, policies and procedures

**Integrated Delivery:**

A comprehensive wrap-around approach, which may include education, financial support, childcare, parenting training, counseling, healthcare, and advice on further education or employment will be a prominent feature of the project.

**Individual Responsibility:**

The importance of strengthening the ability of young parents to make effective day-to-day decisions and to take responsibility for their future and that of their children is critical

**Accountability:**

All partners acknowledge the importance of establishing clear accountability procedures for the use of all public funds

**Measurable Outcomes:** A limited number of indicators will be in place to ensure that measurable outcomes are evaluated and reported upon throughout the life of the project

**Collaborative Practices:** There is a firm commitment to collaborative practices with all stakeholders, where relationships are based upon clear communication, transparent decision-making and mutual respect.

### **A Three-Year Demonstration Project**

It is therefore proposed that the three government departments, Alberta Employment and Immigration, Alberta Children and Youth Services and Alberta Education, Braemar School and Louise Dean School along with two community agencies, Terra - Centre for pregnant and parenting teens and Catholic Family Service Louise Dean Centre, undertake a three year demonstration project in Edmonton and Calgary.

### **Purpose of the Project**

The purpose of the demonstration project is to **'establish and assess a simplified and centralized funding model which responds to the needs that are specific to parenting and pregnant teens in completing their high school education and building a positive future for themselves and their children.'**

### **Community Contribution Agreement**

Commitment to the project would be assured by all of the parties involved signing a Community Contribution Agreement that outlines the respective roles, responsibilities, accountabilities and commitments over the three years of the demonstration project. The agreement must reflect the underlying partnership between the three ministries and the two community organizations; where there is a genuine commitment to collaboration, a recognition of the need to give and take, a sharing of responsibilities, risks, benefits and successes, the acceptance of the other parties situation and limitations, a firm belief that each party brings value to the relationship and that more can be achieved together than by each of the parties working alone.

The agreement should incorporate the following sections:

- The Ministries and the community organizations that are party to the three-year agreement
- A preamble that highlights the Alberta Government's existing commitment to:
  - Improving broad based supports and early intervention initiatives for at risk children to improve their learning outcomes,
  - Collaborating with other ministries and community partners to ensure that the needs of Alberta's vulnerable youth are met through leading practices such as wraparound supports and mentoring opportunities, and,

- Working with government partners in a client-centred, aligned and integrated approach to policy development and service delivery to reduce gaps, simplify access to service and support and improve client outcomes
- A preamble that highlights the commitment of the two community organizations to meeting the needs of parenting and pregnant teens in a flexible, sensitive and timely manner.
- The purpose of the agreement
- The Guiding Principles
  - Responsiveness
  - Seamlessness
  - Flexibility
  - Integrated delivery
  - Individual responsibility
  - Accountability
  - Measurable outcomes
  - Collaborative Practices
- Definitions
- The Leadership Team
- Responsibilities of the parties to the agreement
- Developmental evaluation
- Monitoring of the agreement
- Resolution of disputes
- Confidentiality obligations
- Intellectual property
- Material changes in the agreement
- Termination of the agreement

## **Leadership Team**

Oversight for the demonstration project will be provided by a Leadership Team to be made up of two representatives (where considered appropriate one from Edmonton regional office and one from Calgary regional office) from each of the ministries; Alberta Employment and Immigration, Alberta Children and Youth Services and Alberta Education, two representatives each from Terra - Centre for pregnant and parenting teens and Catholic Family Service Louise Dean Centre and one representative from each of the Edmonton Public School District and the Calgary Board of Education.

The Leadership Team would be chaired by an independent, non-voting person chosen by the appointed members of the team at their first meeting.

## **Responsibilities**

The responsibilities of the Leadership Team would include, but not be limited to, the following:

- To meet at least once every three months during the term of the demonstration project.
- To review the implementation of the simplified and centralized funding model and to recommend to any of the participating parties adjustments in the established arrangements or administrative procedures that would increase the effectiveness or efficiency of the demonstration project.
- To work with the Developmental Evaluator in examining and interpreting the data collected on a regular basis on school performance and high school completion of those receiving support through the period of the demonstration project.
- To identify other available data relating to success factors and possible barriers to high school completion such as student engagement, the relevance of the education to the teen mothers involved and the opportunities for establishing positive connections through additional programs such as mentorships.
- To examine the health of the collaborative partnerships between all of the parties to the Community Contribution Agreement.

## **Income Support**

### **The Present Situation**

While the current benefit levels are generally considered to be adequate, the patchwork of income support and related programs with varying eligibility criteria including age, parenting status and place of residence, present significant challenges for parenting and pregnant teens. They also face quite different circumstances from adult Albertans seeking income support – they have little or no history of employment income, they have not yet completed high school and they are not well prepared for the task of parenting. Often they have gone through significant family breakdown or personal issues.

Alberta Employment and Immigration presently spends approximately \$1.8 million annually on Learners Benefits to support pregnant and parenting teens attending Braemar School and the Louise Dean School. It is not anticipated that this annual expenditure will increase significantly.

### **The Introduction of a Learner's Bursary**

It is proposed that Alberta Employment and Immigration transfer funds from its Learner's Benefit Program to a new Learner's Bursary to be administered in Edmonton by Terra - Centre for pregnant and parenting teens and in Calgary by Catholic Family Service at Louise Dean Centre for pregnant and parenting teens attending the respective schools in the two cities.



**Administered by community agencies, reimbursed for all related costs**

Alberta Employment and Immigration will reimburse Terra and Catholic Family Service at Louise Dean Centre for the full cost of administering the Learner's Bursary; including the assessment of all applications, the direct depositing of monthly cheques to the successful applicants and the accounting expertise required to maintain accurate financial records. It is understood that the parent's portion of the child-care costs and school fees will be deducted before the monthly cheques is issued provided the approval of the teen involved has been received.

Terra and Catholic Family Service at Louise Dean Centre will notify Alberta Employment and Immigration of all successful applicants for a Learner's Bursary in order to ensure that the parenting teens are eligible to receive the Alberta Child Health Benefit.

**Current regulations to be continued... policies substantially similar**

Current regulations applicable to the Learner's Benefits will be applied for the new Learner's Bursary, including a monthly maximum of \$1434 for a single parent with one child and the monthly cost of the parent's portion of childcare. Future increases in bursary amounts will parallel any approved increases in the Learner's Benefit. Policies that will apply to the Learner's Bursary will be 'substantially similar' to those used for the Learner's Benefit.

**Bursary will have a 30 month maximum**

A Learner's Bursary will be made available for a maximum of 30 months using a needs-based approach where the individual circumstances of the pregnant and parenting teen will be carefully assessed.

**Quarterly reconciliations of all funds expended**

Upon the commencement of the demonstration project Alberta Employment and Immigration will advance \$250,000 to each of the administering organizations, Terra – Centre for pregnant and parenting teens and Catholic Family Service Louise Dean Centre. The organization will be required to provide quarterly reconciliations of all funds expended including the monthly amounts paid out to each student and their name. Based on the amount of funding spent in the quarter under review further funds will be advanced by Alberta Employment and Immigration to Terra and Catholic Family Service Louise Dean Centre for the next quarter.

**New standardized application form to be jointly developed**

Terra-Centre for pregnant and parenting teens and Catholic Family Service at Louise Dean Centre will jointly develop a standardized application form that is appropriate for the circumstances of pregnant and parenting teens. The two agencies will discuss the new application form with their respective schools and as well consult with staff in Alberta Employment and Immigration. The one application form will be used for assessing eligibility for additional programs including child-care subsidies. As a result students will know of their status within 48 hours of completing an application.

**Satisfactory academic progress required**

All recipients of the Bursary Program would be required to be in school full-time and be able to demonstrate that they are making satisfactory progress. Absences from class will be monitored and evaluated on the basis of individual circumstances. This will require very regular and effective communication between the school, the community organization and the child care centre to ensure that school performance is closely monitored, in order that continuing eligibility for the Learner's Bursary is not threatened.

**Transitional support following High School completion**

Upon high school completion each teen parent will be entitled to one additional month of their current Learners Bursary in order to assist them deal with an important period of transition in their lives.

**Policy regarding 16 and 17 year old considered to be at risk**

Current regulations of Alberta Employment and Immigration requires that Alberta Children and Youth Services assess pregnant and parenting 16 or 17 year olds to determine whether she and/or her baby are at risk. For those 16 and 17 year olds who are not considered to be at risk and are in school and not living at home 'due to irreconcilable family breakdown' are able to receive financial support.

Terra – Centre for pregnant and parenting teens and Catholic Family Service at Louise Dean Centre will require that all assessments of 16 and 17 year olds be conducted by a registered social worker. Those 16 and 17 year olds who are assessed to be at risk will be referred to Alberta Children and Youth Services for alternative support.

**Day Care Subsidies**

**The Present Situation**

Terra Child & Family Support Centre is a licensed, accredited, on-site childcare facility at Braemar School. The centre has 54 infant and 10 toddler spaces available to registered students and serves children ages 3 weeks to 3 years. Catholic Family Service provides an on-site licensed childcare facility, (Dr. Clara Christie Learning Centre) at the Louise Dean Centre with a capacity for 40 children. It operates during the school week to provide care for infants and toddlers under the age of 36 months. In addition to providing a quality childcare and early learning experience for children, both programs provide parenting information and daily supports to the parenting teen to assist them in acquiring the skills required to be a successful parent. Mothers are encouraged to visit their child during breaks, breastfeeding is supported and mothers are called out of class for infant feeding.

Alberta Children and Youth Services presently provides a monthly child care subsidy of \$628 for infants and \$546 for toddlers. The present cost of the support to the Terra Child and Family Support Centre and to the Dr. Clara Christie Learning Centre for the 104 available spaces is \$66,580 per month or approximately \$800,000 over twelve months.

<b>Changes in administration of Child Care Subsidy</b>	It is proposed that Alberta Children and Youth Services transfer funds from its Child Care Subsidy Program to enable Terra – Centre for pregnant and parenting teens and Catholic Family Service at Louise Dean Centre to administer the day care subsidies relating to their own Centre.
<b>Current regulations applicable, policies substantially similar</b>	Current regulations applicable to all child care subsidies will be applied to the day care subsidies approved by Terra and Catholic Family Service at Louise Dean Centre, including a monthly payment of \$628 per month for infants and \$546 for toddlers. Any increases in day care subsidy will be similar to increases granted in the general day care subsidy program. Policies applicable to day care subsidies will be 'substantially similar'.
<b>Quarterly advance and reconciliation</b>	At the start of the demonstration project Alberta Children and Youth Services, through the Edmonton and Calgary Child and Family Services Authority, will forward a quarterly advance of \$120,000 to Terra to cover the cost of 64 spaces at the Child and Family Support Centre and \$80,000 to Catholic Family Service at Louise Dean Centre to cover the of 40 spaces at Dr. Clara Christie Learning Centre. The two organizations will be required to provide a quarterly reconciliation of the funds expended to their respective Child and Family Services Authority and on the basis of the reconciliation the authorities will advance further funds for the next quarter.
<b>Agencies reimbursed for administrative expenses</b>	Alberta Children and Youth Services will reimburse Terra and Catholic Family Service at Louise Dean Centre for the full cost of administering the day care subsidy.
	Application information required will be incorporated into a new standardized application form to be developed by Terra – Centre for pregnant and parenting teens and Catholic Family Service at Louise Dean Centre for the Learner's Bursary. Provided a child care space is available, the decision will be completed within 48 hours.
	Children will be required to be in the child care centre for a minimum of 80 to a maximum of 100 hours to enable the parent to retain the space and for the respective centre to receive full subsidy payment. A standard policy regarding consecutive days of absence will apply, although outreach staff or an on site social worker will work closely with the mother to ensure that she returns to the centre as quickly as possible.
<b>Child care available throughout most of the year</b>	Child care will be available throughout most of the year. A modified school year has recently been approved by the Superintendent of the Edmonton Public School Board for Braemar School and as a result parenting teens will have less difficulty finding alternative childcare over the summer. A modified school year is not being considered at the Louise Dean School, as a summer school program is already in place.

## Modified School Year

Sandra Erickson, the Principal of Braemar School, in her proposal to the Superintendent highlighted that the factors motivating the proposal were that it would be compatible with the proposed centralized funding model in the Demonstration Project, it would increase school retention, course completion and as a result graduation rates. The proposal pointed out that at present the pregnant and parenting teens receive their last income support on May 31st. June is examination month, already a time of significant stress, and adding to this the burden of meeting basic needs of food, rent, transportation and child care in the following month is an unreasonable expectation. As funding will now be available in August, provided the teen is returning to school, it will eliminate a major factor for the loss of students at the start of the school year.

## A Developmental Evaluation Approach

At the meeting of the Dialogue Partnership on the 17th January 2011 the need to establish an effective evaluation process for the three-year demonstration project was strongly supported. Given the considerable experience of FNMI and Field Services and Cross-Ministry Services in overseeing extensive evaluations, especially with regards to high school completion, it was proposed that Alberta Education be approached to see if the Ministry would be willing to both fund and oversee a developmental evaluation of the three-year demonstration project.

*“..longer term demonstration projects with multiple stakeholders, high levels of innovation, a desire for fast paced decision making and considerable areas of uncertainty require more flexible approaches.”*

In discussing with ministry staff the possibilities of Alberta Education accepting these responsibilities and contributions to the demonstration project there was a shared appreciation that the very complex and dynamic environments that surround the needs of pregnant and parenting teens suggests a radically different approach to an evaluation: hence the suggestion of a ‘developmental evaluation’. This approach to evaluation has been pioneered by Michael Quinn Patton and is well developed in his 2011 publication, *Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use*.

The approach has emerged in response to the need to support real-time learning in complex and emergent situations. Traditional forms of evaluation work are suitable for situations where the progression from problem to solution can be laid out in a relatively clear sequence of steps. However any longer term demonstration projects with multiple stakeholders, high levels of innovation, a desire for fast paced decision making and considerable areas of uncertainty require more flexible approaches.

Given the commitment to the principles of establishing clear accountability procedures for the use of all public funds and the need to establish a limited number of indicators for measuring and reporting regularly on outcomes, it would be important for the developmental evaluator to work very closely with all participating stakeholders in the setting-up of the accountability procedures and outcomes for the three-year demonstration project. However, it should be noted that this approach to evaluation focuses more on the importance of adaptive learning and impact.

*“A developmental evaluation is designed to capture and better understand the system dynamics of a highly emergent and ever changing environment”*

The roles of the developmental evaluator would extend well beyond the traditional collection of data and its analysis. Instead the evaluator would need to be accepted as a full participating member of the demonstration project; working closely with all stakeholders to help shape the course of the project, inform decision-making and facilitate learning. This approach to evaluation remains flexible with new measures and monitoring mechanisms evolving as the collective understanding of the demonstration project deepens and new emerging goals are identified. A developmental evaluation is designed to capture and better understand the system dynamics of a highly emergent and ever changing environment which is difficult to plan or predict because the variables are interdependent, non-linear, socially complex and involving a high degree of collaboration among diverse stakeholders.

**Alberta Education to oversee and fund developmental evaluation**

It has been agreed by Alberta Education that FNMI and Field services, along with Cross-Ministry Services, will oversee the developmental evaluation throughout the three years of the demonstration project; including the contracting with a suitable developmental evaluator and the funding of the various phases of the work. Along with the preparation of a Developmental Evaluation Framework \$50,000 will be set aside for the developmental evaluation.

**Implementation Plan**

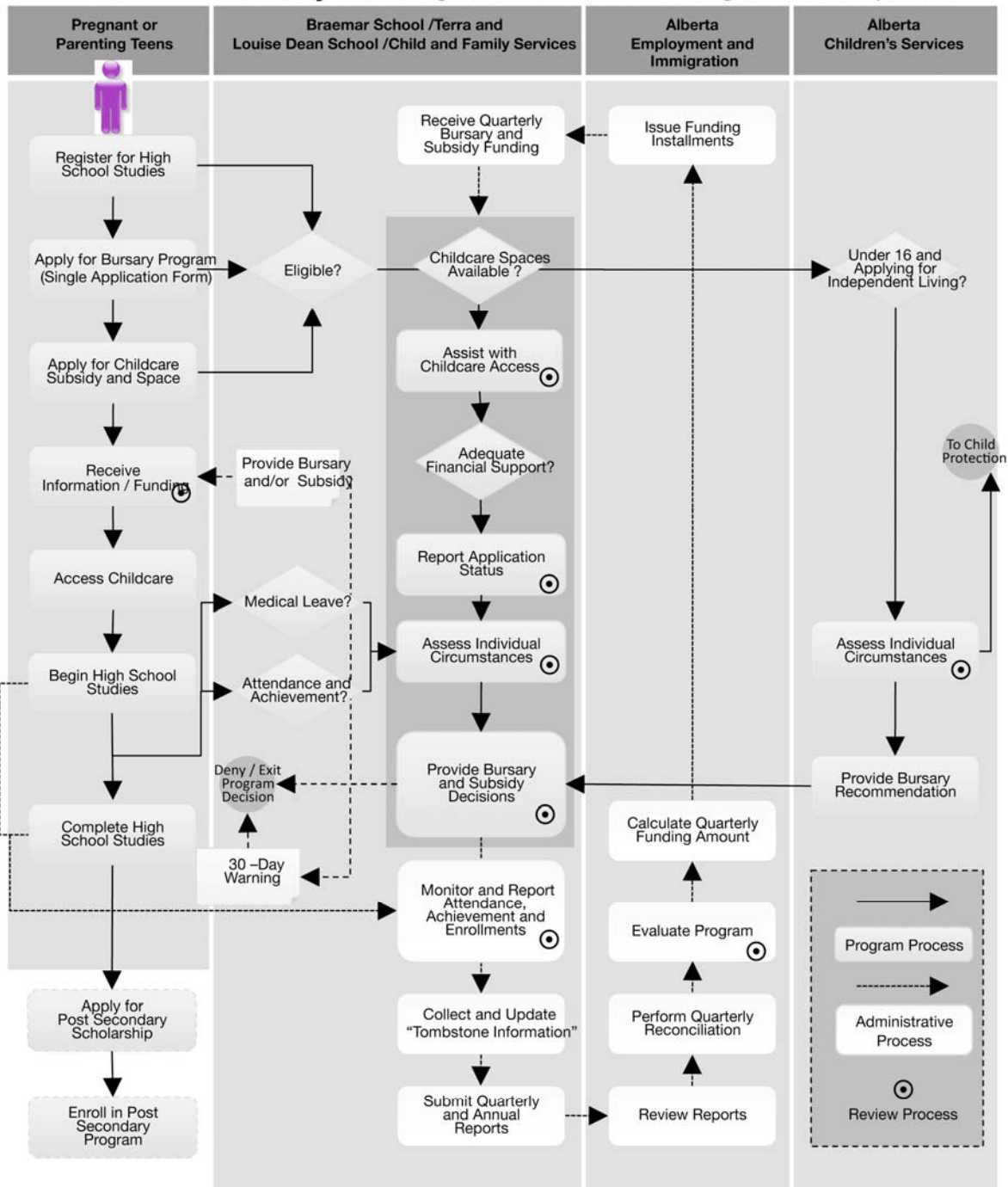
There is urgency to begin the demonstration project and introduce the new simplified and centralized model by August 2011 in order to have all of the procedures and application forms in place for pregnant and parenting teens planning to begin, or return to, school for the start of the school year.

**Urgency to begin demonstration project by August**

Members of the Dialogue Partnership will be meeting with their respective departments and urging support for the proposal with the hope that all approvals will be received by May.

Staff of Terra – Centre for pregnant and parenting teens and Catholic Family Service at Louise Dean Centre have already begun the process of developing a new application form and clarifying the necessary procedures for the introduction of an exciting new approach for ‘strengthening hope’ and seeing that more pregnant and parenting teens are successful in completing high school and building a positive future for themselves and their children.

# From Benefit to Bursary Accessing Financial Assistance for High School Completion



**From Benefit to Bursary**  
 Proposed Program and Administrative Processes **DRAFT FOR DISCUSSION**  
 March 21, 2011



# Parenting Teens & High School Completion

## A Dialogue Partnership for Policy Change

### List of Attendees

#### Calgary

Dayle Bruce Catholic Family Service - Board Member  
 Patricia Jones Catholic Family Service – Director of Operations

Holly Charles Louise Dean Centre – Managing Director  
 Jocelyne Lajoie Louise Dean Centre - Supervisor

Rita Dickson Louise Dean School - Principal  
 Andy Heaton Louise Dean School – Assistant Principal

Marg Cutler Region 3 CFSA - Early Learning & Childcare Manager  
 Colleen McCord Region 3 CFSA – Executive Manager

#### Edmonton

Mary Michailides Alberta Education - Fields Services, High School Completion  
 Marni Pearce Alberta Education – Director, Cross Ministry Services  
 Becky Pretli Alberta Education - FNMI and Field Services, Project Lead - High School Completion

D'Arcy Claypool Alberta Employment & Immigration – Senior Manager, Skills  
 Investment Programs

Mic Farrell Alberta Employment & Immigration – Executive Director, Alberta  
 Works Programs

Pat Firminger Alberta Employment & Immigration – Senior Manager, Calgary  
 Community and Business Services/Regional Support Services

Judith McDonald Alberta Employment & Immigration - Senior Manager, Edmonton  
 Community and Business Services/Regional Support Services

Kristi Prout Alberta Employment & Immigration – Program Planner

Andrea Mondor Andrea Mondor Management Consulting

Sandra Erickson Braemar School - Principal  
 Jeff Huculak Braemar School - Assistant Principal

Tanni Parker Edmonton Public Schools - Assistant Superintendent

Peter Faid Facilitator

Kathi Campbell Region 6 CFSA – Senior Manager, Child Intervention  
 Rhonda Holloway Region 6 CFSA – Manager, Child Care Services  
 Patti Johnston Region 6 CFSA – Manager of Planning, Early Intervention &  
 Community Engagement

Carole Anne Patenaude Region 6 CFSA - Executive Officer  
 Leann Wagner Region 6 CFSA - Children and Youth Services, Senior Manager,  
 Development Services

Wendy Yewman Region 6 CFSA – Regional Manager, Community Partnerships,  
 Services and Supports

Laura Fulmer Terra – Centre for pregnant & parenting teens - Manager,  
 Education & Early Learning

Jim Klingle Terra – Centre for pregnant & parenting teens - Board Chair

Karen Mottershead Terra – Centre for pregnant & parenting teens – Executive Director

Syrell Wilson Terra – Centre for pregnant & parenting teens - Office Administrator  
 (minutes)