

A Funder's Primer in Understanding Canada's
School Drop-out Epidemic

Bri Trypuc
Education Research/Client Advisor
btrypuc@charityintelligence.ca

Adam Heller
Education Research Analyst
aheller@charityintelligence.ca

September 2008



This is Charity Intelligence's (Ci) first sector research report. We will be tracking results and intend to update this report annually. Our report summarizes statistics and evidence-based research on a critical Canadian issue. The purpose of this report is to give funders the facts rather than emotional stories; our intention for this report is to help funders make intelligent giving decisions when they choose where to donate. Ci believes that these donations, whether they are \$50 or \$10,000, when given to a charity with a track record of producing results, will have the highest impact in helping Canadians in need.

This report on education in Canada looks specifically at Canada's school drop-out epidemic. Each year, 40,000 young Canadians drop out of school, and Ci believes that this rate does not have to be so high. New research validates this belief and Ci's analysis of Canadian charities which support the education of at-risk youths confirms this. On the frontlines of Canada, Ci has found well-managed, cost-efficient charities which have track records in getting at-risk youth to graduate from school. In Ci's assessment, these charities need only more money to work with more students and get better results.

Ci asks you to read this report, learn about the charities' work and results, and then donate to a Recommended Charity. With the charity's "know-how" and your donation, Ci aspires to translate your generosity into significance – significance in giving vulnerable youth the benefits of learning, empowering them to achieve their human potential and breaking the cycle of failure that affects too many young Canadians.

Thank you.

For further information on how to donate, please go to
www.charityintelligence.ca

Executive Summary

There is an epidemic directly affecting 40,000 young Canadians annually, and each year, these youth levy a lifetime cost of \$5.5 billion. **Ci** believes charitable giving can make the largest impact within the education sector when it is directed toward addressing **Canada's high school drop-out epidemic**.

In 2006, Canada's **high school drop-out rate was 9.5%**. While this number may appear relatively low, it masks the human numbers. With 40,000 drop-outs each year, **there are 210,000 Canadians aged 20-24 without high school diplomas. A third of all drop-outs leave school with a Grade 9 education or less.** High school drop-outs rarely go on to further education, with **only 16% continuing education through alternative programs**.

The future for Canadian high school drop-outs is bleak. They are the lowest wage earners, live on the edge of, or in poverty, and incur high social costs. High school drop-outs are 2.5 times more likely to be unemployed than those who finish high school, receive 85% of government welfare spending, and account for 80% of inmates in federal jails. High school drop-outs are the leading burden on Canada's welfare, health care and prison systems.

Ci believes that funders can have the greatest impact in addressing this epidemic by donating to effective charities that work with the most vulnerable groups with the highest drop-out rates. These groups include aboriginals, immigrants, inner-city Black, English as a Second Language (ESL) students, students in rural communities and boys.

Ci views tackling Canada's drop-out rate as an urgent need in order to break the cycle of failure. The greatest challenge is to get the first generation through high school. Left to fester, the drop-out epidemic perpetuates itself on the next generation. On the other hand, if effective action reduces the number of school drop-outs, the problem diminishes with each generation.

Key Research Findings

1. 40% of all drop-outs leave school by the age of 16 and leave without an adequate education.¹
2. A high school education is more important today than 20 years ago, and the costs of not having a high school education are higher.
3. Early education is critical. Elementary education lays the foundation for learning. Reading, writing and math basics are essential. Poor academic performance in early grade tests predict one third of high school drop-outs. Half of all high school drop-outs are identifiable in Grade 7.²
4. Good schools and programs have more influence than all social and family risk factors combined. These organizations are effective in producing higher graduation rates for at-risk students. The key aspect here is to engage students in supportive environments which keep students attending classes.
5. Late interventions are attended by only 16% of high school drop-outs before age 25.



Canadian Schools Provide World Class Education For Most

There are 5 million school-aged children in Canada. Each student is expected to enter an educational pipeline, arriving educated at the other end by the age of 17 or 18 with a high school diploma.

Most students achieve this goal, as Canada has one of the best education systems in the world. In 2001, Canadian high school students ranked 5th in international exams which tested reading, writing and math skills.³ The education system provides enormous opportunity for the majority of students, with various options leading to multi-dimensional avenues for life success.

However, some do not.

High School Education More Essential Today Than 20 Years Ago

Education is critical, both for individuals and for Canada. Education allows each individual to achieve his or her human potential. The benefit is also great for the country as Canada's economy has largely transformed from a manufacturing base to a knowledge-based economy. In the 1980s, high school drop-outs could still earn a decent living with a blue-collar job. Today, well-paying blue-collar jobs are vanishing and increasingly, employers are hiring people with higher levels of education. Over the next several years, approximately 95% of new jobs will require applicants to have a high school diploma.⁴ In the 21st century, a high school education is more essential than ever.

Governments recognize that education is essential for Canada's competitive position, economic growth and high living standards. In 2006, Canadian governments spent \$75.7 billion on education, with \$42.7 billion spent on kindergarten through Grade 12.⁵ In 2006, governments spent \$9,040 to educate each student, a 28% increase over 1999 spending.⁶ Canada has the second highest level of funding for education in the OECD, second only to the US.⁷

The Economic and Individual Costs of High School Drop-outs

In 1992, it was estimated that every year that produces drop-outs costs Canada \$4 billion through lost income, foregone taxes, and increased spending to address associated social problems. This represents \$5.5 billion in 2008 dollars.

Unfortunately, the future is extremely bleak for youth who never earn a high school diploma. The detrimental effects are most acutely borne by the individual, particularly in two prime areas: **income** and **crime**.

“Today's workplace requires higher levels of education and skills, where knowledge, not labour, raw material or capital, is the key resource.”⁸

– Peter Drucker

Every year that produces drop-outs costs Canada \$5.5 billion over their lifetime through lost income, foregone taxes, and increased spending to address social problems. 85% of welfare is spent on high school drop-outs.

I. Dropping out hijacks future earning potential.

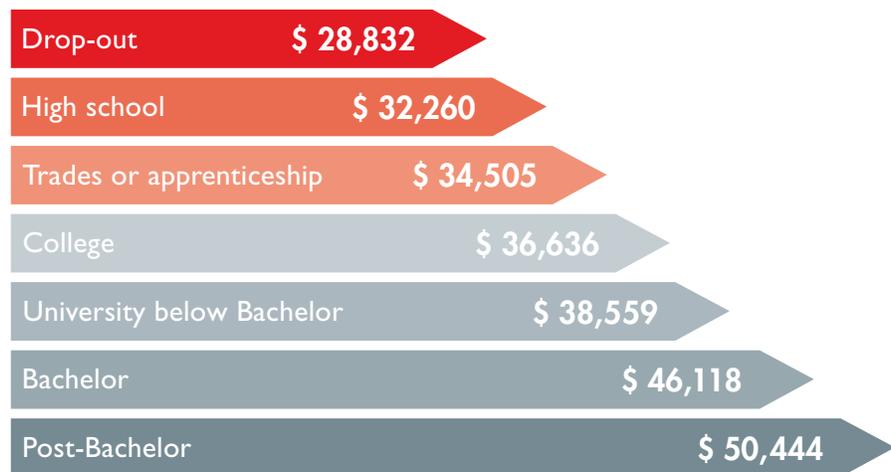
A simple relationship explains the dynamic between education and income: education leads to employment, and employment leads to income. Higher education increases an individual's income potential.



High school drop-outs are the lowest wage earners, living on the edge of, or in poverty. Drop-outs earn on average \$3,428 less each year compared to those who have only a high school diploma and nothing further. This annual earning gap increases to \$5,673 compared to workers with trade apprenticeship certification, and \$17,286 compared to university graduates.

This annual earnings gap is magnified over a lifetime. The lifetime earnings gap for high school drop-outs starts at \$200,000 compared to those with a high school diploma, widens to \$300,000 for those with a trades certificate, and \$450,000 for those with college. Furthermore, the income gap widens four-fold for individuals who are university graduates (see Fig. 1).

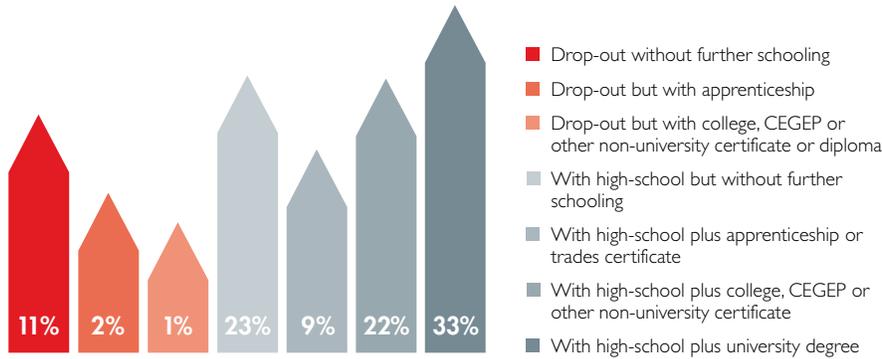
Figure 1. Median Earnings by Education (Age 25-34)



Source: Statistics Canada, 2006 Census

The earning gap between high school drop-outs and others masks the numbers of individuals at each education level. In 2006, 55% of people aged 25 to 34 had attended college or university. This group, and the 9% with trades, have the “tools” to earn income. It is the 11% of people who are high school drop-outs and lack these basic education tools who incur the highest economic and social costs.

Figure 2. Highest Level of Educational Attainment (Age 25-34)

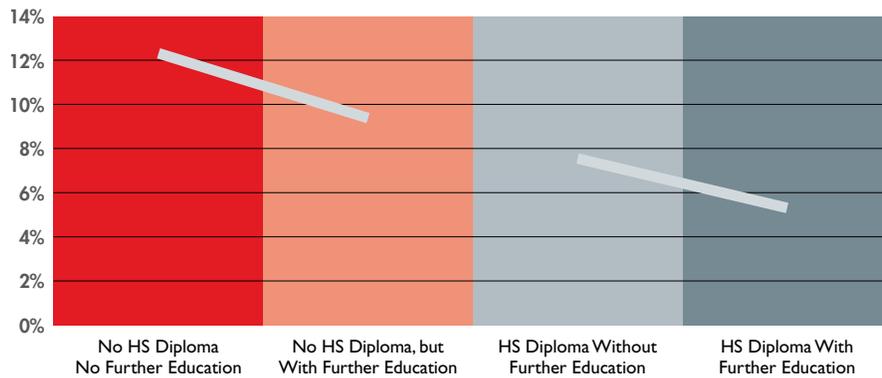


Source: 2006 Census, Canada

The relationship between education and employment income is exacerbated by:

- 84% of high school drop-outs not going on to further education.
- 80% of high school graduates do earn additional trade certificates or college degrees.
- The unemployment rate for high school drop-outs is 2.5 times higher than that of high school graduates. (see Fig. 3).

Figure 3. Education and Unemployment Rate (Age 25-34)



Source: 2006 Census, Canada

Much attention in the national media is drawn to the rising gap between the rich and the poor. In Toronto, the annual income of the poorest percentile has fallen 39% from \$24,500 in 1980 to \$15,000 in 2005.⁸ Comparatively, incomes for the richest percentile have increased by 30%. The income gap is widening, not so much because the rich are getting richer, but because the poor are earning less. Due to the strong relationship between education attainment and earnings, Ci believes that success in lowering the high school drop-out rate should raise the poor's annual income, thus shrinking the poverty gap.

2. Higher Crime Rates.

A life of crime is much more likely for high school drop-outs than for those who finish high school.⁹ While they account for only 15% of the Canadian population, 80% of federal inmates are drop-outs (see Fig. 4). Of 40,000 drop-outs each year, 300 will go to federal prison – 7 times the normal rate, costing \$65 million. This annual cost is understated since it does not include provincial prison costs.

Figure 4. Education of Federal Male Offenders



Source: Correctional Services of Canada Offender Management System. All new Federal admissions between April 1st, 1995 and March 31st, 2004

While the economic costs of drop-outs are staggering, **Ci** believes that these are surpassed by the immeasurable cost of these young students never fulfilling their human potential.

The Cycle of Failure

Dropping out of school is more than a one-time cost to society affecting one individual. Children largely mirror the educational attainment of their parents and those who dropped out of high school have lower expectations and support for education. There is a lower likelihood of a high school drop-out's child receiving a university education than if the parent had received a high school diploma.¹⁰

In **Ci**'s opinion, tackling Canada's drop-out problem is essential in order to break the cycle of failure. The greatest challenge is to get the first generation through high school. Left to fester, this epidemic perpetuates itself on the next generation. Effective action will reduce the number of school drop-outs, therefore diminishing the problem before it affects the next generation.

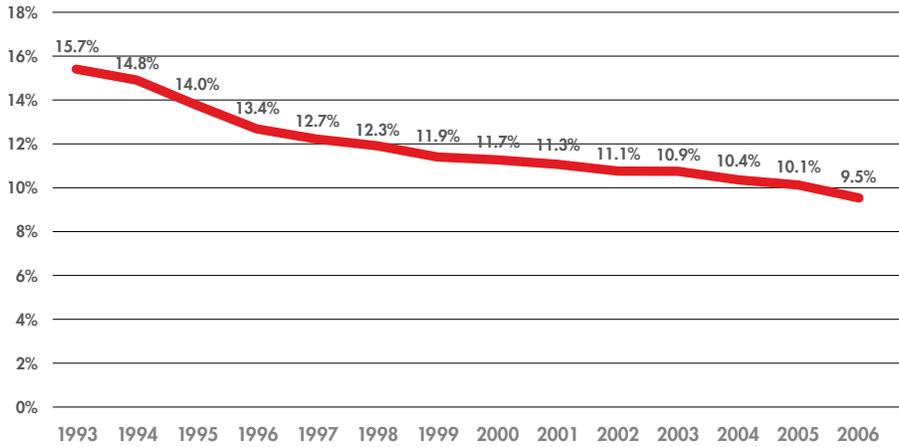
Canada's High School Drop-out Situation

In 2006, Canada's high school drop-out rate was 9.5%.¹¹ The Canadian drop-out rate declined steadily from 15.7% in 1993 to 9.5% in 2006. (see Fig. 5). While this rate appears to be relatively small, it masks the human numbers. In 2005, 40,000 youth under the age of 25 did not complete high school. Currently there are 210,000 Canadians aged 20 to 24 who do not have a high school diploma.

Provincial and International Comparisons

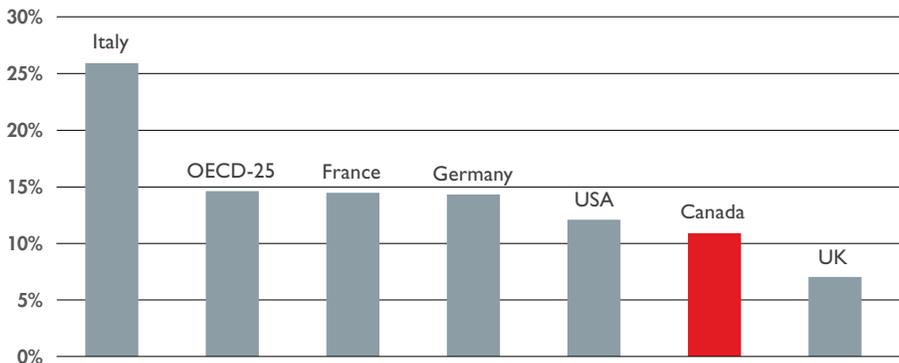
Canada's high school drop-out rate is lower than most OECD countries (see Fig. 6). Of all the provinces, Manitoba has the worst rate at 12.4%, and British Columbia the best at 7.4% (see Fig. 7). Canada spends the second highest amount in combined public and private expenditures as a percentage of GDP, second only to the US.¹²

Figure 5. Canada's Drop-out Rate



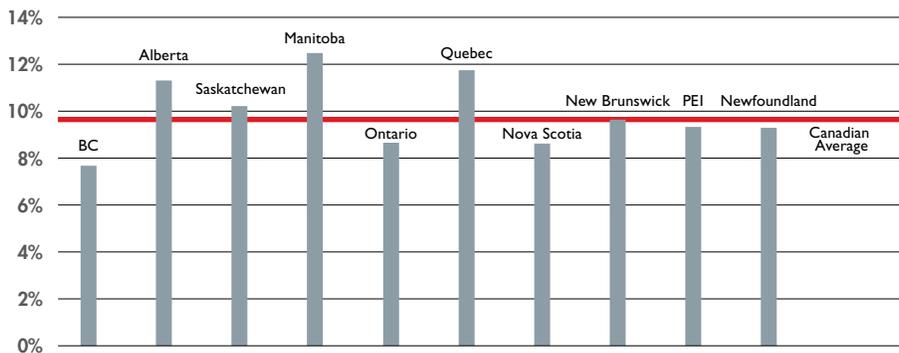
Source: Statistics Canada, Labour Force Survey (2006),
HRSDC Indicators of Well-Being in Canada.

Figure 6. Drop-out Rates of Selected OECD Countries



Source: PCEIP, Educational Indicators in Canada(2005).

Figure 7. Provincial Drop-out Rates



Source: Statistics Canada, Labour Force Survey (2006),
HRSDC Indicators of Well-Being in Canada.

Measuring Drop-outs

There are different ways to measure Canada's high school drop-out rate. Ci uses "status" drop-out rates, not completion rates. The "status" drop-out rate is used by Statistics Canada, the US Education Department, and the OECD.

The status drop-out rate measures a certain age bracket (20-24 in Canada, 16-24 in the US) and determines how many in this group lack a high school diploma who are also not currently in school, trying to get one. The rate is calculated by dividing that sum by the total number of people in the age bracket. Ci prefers this definition as it includes students who complete failed or missed credits, and who graduate late from high school.

Provinces and local school boards use high school completion rates. Completion rates measure how many students enrolled in Grade 9 or 10 graduated on time.

The methodology behind those statistics varies.

Cross-comparisons with national numbers or numbers of different jurisdictions are therefore difficult, and consistency should not be assumed.



Who is Dropping Out: 5 Vulnerable Groups

Ci found that there are 5 distinct groups of individuals who are dropping out of high school at higher rates than the Canadian average. Ci believes that these 5 groups account for the majority of Canadian high school drop-outs. This data uses high school completion rates or other methods for measuring drop-out rates (see Measuring Drop-outs). The vulnerable groups should not be confused with risk factors, which determine vulnerability and which groups are ultimately classified as vulnerable groups. For example, although living in a rural area could be a risk factor on its own, other distinct factors combine to make "rural students" a vulnerable group.

Aboriginals. Aboriginal drop-out rates are extremely high across Canada. In Manitoba, only 44% of Aboriginals over the age of fifteen have a high school diploma, compared with 64% of non-Aboriginals.¹³ In Saskatchewan, 49% of Aboriginals have a diploma, compared to 72% of non-Aboriginals.¹⁴ In the Northwest Territories, 15% of Aboriginals have one versus 25% of those in the rest of the territory.¹⁵

Studies report that if, by 2017, Aboriginals attained the same educational level that non-Aboriginals held in 2001, this development would benefit the economy by \$160 billion. Nearly half the income gap between Aboriginals and non-Aboriginals is explained by differences in educational attainment.¹⁶ Moreover, those aboriginal students that do graduate from high school succeed in post-secondary education at the same rate of 75% as non-aboriginal students.¹⁷

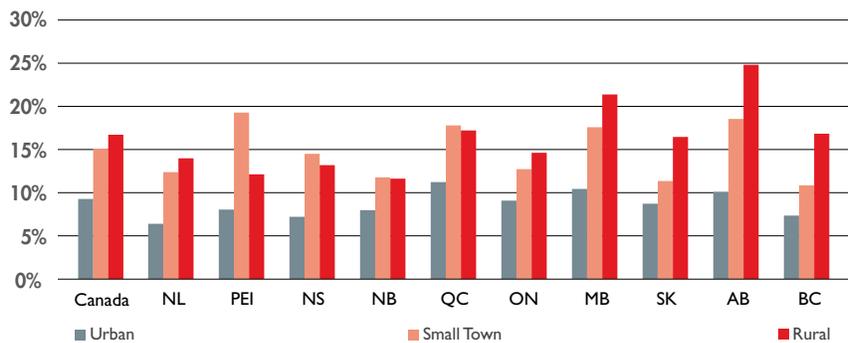
Black. A similar picture is seen among inner-city Black. In Toronto, the average high school completion rate is 78%, slightly higher than the Ontario provincial average of 75%. In Toronto schools with predominantly black students, the completion rate plummets to 60%, resulting in nearly double the number of drop-outs.¹⁸

Immigrants and English as a Second Language (ESL) Students. The completion rate for immigrants is comparable to inner-city levels. A report by the University of British Columbia estimated that 60% of ESL students complete Vancouver high schools.¹⁹ A study of ESL students in Calgary found that 26% complete high school, only a third of the city's average.²⁰

Rural Students. In rural communities, high school students drop-out at a rate of 16%, almost double the urban rate of 9% (see Fig. 8).

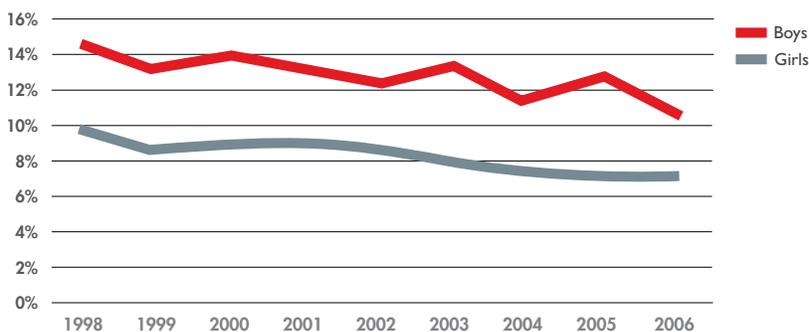
Boys. Boys are also a vulnerable group, consistently dropping out at a rate of 11.5%, which is higher than that of girls at 7% (see Fig. 9).

Figure 8. Canadian Drop-out Rates in Urban, Small Town and Rural Areas



Source: Statistics Canada, Labour Force Survey (2006), HRSDC Indicators of Well-Being in Canada.

Figure 9. Canadian Drop-out Rate by Gender



Source: Statistics Canada, Labour Force Survey (2006), HRSDC Indicators of Well-Being in Canada.

“...the conventional wisdom that dropping out is a highly idiosyncratic process driven by entirely personal factors is not true for most students who leave school.”

– Craig D. Jerald, Strong American Schools, Director of Policy

Understanding Why Canadian Students Drop Out of School

Until the late 1980s, research focused on the high school drop-out phenomenon as an individual issue, driven by social and demographic characteristics. Research labelled the drop-out epidemic as a “bad kid” problem. Students from racial minorities, poor neighbourhoods, boys, or those who have single mothers made “bad students”. Since then, rigorous research studies have found that school criteria are as important as those of the individual.²¹ “Good” schools produce successful students regardless of family or personal characteristics. Low-achieving, low-income students benefit the most from schools with smaller enrolments, better relationships among students and adults, supportive teachers, and a curriculum that is focused and engaging.²²

Since the 1990s, research has shed considerable light on why students drop out. Although the majority of students drop-out in high school, warning signs appear much earlier. **Ci** highlights 4 research findings that help funders target their donations to education charities and organizations working with at-risk students in tackling Canada’s drop-out epidemic.

1. Academic performance is critical in elementary school.

Children with very low Grade 4 test results account for one-third of all high school drop-outs.²³ These same children drop out early in high school with a Grade 9 education or less. These early drop-outs struggle with basic reading, writing and math skills throughout elementary school. Learning is a cumulative process. If students lack competency in reading, writing and math in the early years, it is intuitive that these same students will continue to struggle throughout school. Research shows that **one-third of all high school drop-outs can be prevented by effective intervention before the young age of 9.**²⁴

2. Good students also drop out.

In high school, **academic ability does not guarantee success in school.** A Chicago study found that of 25% of students who were in the top quarter of their Grade 8 class failed Grade 9.²⁵ These drop-outs have Grade 4 test scores that are the same as students who graduate.²⁶ There are indications that other factors push students off track, causing them to drop out. These students are tripped by the transition hurdles in changing schools when entering middle and high school.²⁷

3. Attendance becomes the critical factor.

Beginning in middle school, school attendance replaces academic performance as the leading cause of dropping out. Research by Neild and Balfanz found that middle school students who missed 50 days in a school year have a 78% chance of dropping out.²⁸ By Grade 7, half of all drop-outs

are identified.²⁹ In a US survey of high school drop-outs funded by the Bill and Melinda Gates Foundation, 43% of high school drop-outs said that they “missed too many days and could not catch up”.³⁰ It is evident that lack of attendance, which has a negative effect on academic performance, does predict drop-outs, regardless of socio-demographic characteristics.³¹

4. School quality matters.

Going to a good high school can make all the difference. Research by Allensworth and Easton tracked students with identical Grade 8 test scores and socio-demographic characteristics who attended different high schools. Students in one high school failed 1.4 more Grade 9 courses than those who attended another. These higher failure rates are caused by poor attendance, and attendance tends to reflect the quality of the school.³² Good high schools have better engagement which is shown by higher levels of attendance, resulting in fewer failing students.

Curbing absenteeism is the most important step in preventing drop-outs. The research findings are intuitive. If students are skipping class, they cannot learn. The more classes a student misses, the more likely it is that he or she will fail.³³

If a student misses 2 days of school each month from grade 1 through grade 9, by grade 10 that student will have missed an entire year of school.



Strategic Funder Solutions: The Role of Charitable Giving

The solutions to curbing Canada's drop-out epidemic are **preventing early academic failures and improving school attendance.**

Rather than continuing along the cycle of failure and accepting "bad kids" as unavoidable drop-outs, schools and organizations have great influence in helping these kids graduate. To tackle this crisis, **Ci believes that funders should donate to quality schools and programs with track records of success in helping at-risk students graduate from high school. Donations should be targeted toward three prime areas:**

Preventative – The Early Years. Early testing is essential in elementary school for identifying students with poor marks who need extra tutoring. Academic ability is crucial early in elementary school. Funders should donate to outstanding pre-schools and primary schools working with at-risk students, with a focus on academic fundamentals for students with low test scores. Improving this area will address a third of Canada's high school drop-out problem.

Intervention. Engagement programs, which improve school attendance, are critical in middle and high school. From middle school and up through high school, **attendance is the silver bullet.** In these years, higher attendance rates translate into better grades and higher graduation rates. Funders should donate to supportive and engaging schools and programs which motivate, tutor and academically challenge at-risk teenagers. Particular focus should be on the transition years: the first year of middle school and Grade 9, the entry level to high school.

Remedial. Learning programs and alternative schools for mature students provide continuing education for 16% of Canadian drop-outs.

Conclusion

Canada's high school drop-out epidemic cannot be viewed with complacency. The costs of dropping out are too high. Addressing the Canadian drop-out epidemic is an urgent need that will improve individual lives and society at large.

Every year, 40,000 Canadian youth drop out of school. The problem appears complex, yet new research clearly identifies school-level factors. Good schools produce high school graduates. Even a disadvantaged or high-risk youth can succeed in a supportive and engaging school or program. The two most prominent risk factors are academic proficiency and low attendance. Higher attendance and academic performance will equal fewer drop-outs and more high school graduates.

By donating to schools and programs that work effectively with vulnerable students, charitable giving can play a meaningful role. Donations to these charities can help this generation of youth complete high school. The impact will affect not only these youth, but their children, and future generations of Canadians. Charitable giving can be effective in breaking Canada's cycle of failure.

“Education should not be the filling of the pail, but the lighting of a fire.”

–William Butler Yeats



Reference Notes

- ¹ Human Resources Social Development Canada (2000). Dropping Out of High School: Definitions and Costs. *Applied Research Branch, October 2000* (SP-467-01-02E R-01-1E). HRSDC. Retrieved May, 2008, from <http://www.hrsdc.gc.ca/en/cs/sp/hrsd/prc/publications/research/2000-000063/page01.shtml>
- ² Balfanz, R & Herzog, L. (2005). Keeping Middle Grades Students on Track to Graduation: Initial Analysis and Implications. Presentation given at the 2nd Regional Middle Grades Symposium, Philadelphia, PA. (March 2005).
- Note: Balfanz and Herzog's research finding says that 50% of all high school drop-outs are identified in Grade 6, which in the US is the first year of middle school. In Canada, middle school begins in Grade 7. Since the risk factors and indicators occur in the first year of middle school, Ci has changed the year from Grade 6 to Grade 7.
- ³ Pan-Canadian Education Indicators Program. (2006). *Education Indicators In Canada, Report of the Pan-Canadian Education Indicators Program 2005*. Statistics Canada. (PCEIP Cat. No. 81-582-XPE). Canadian Education Statistics Council.
- ⁴ International Labour Organization. (2002). *Knowledge Matters: Skills and Learning for Canadians*. ILO. Government of Canada. Retrieved May, 2008 from http://www.ilo.org/public/english/employment/skills/hrdr/init/can_1.htm
- ⁵ Statistics Canada. (2008). *Education Indicators in Canada: Report of the Pan-Canadian Education Indicators Program 2007*. Retrieved May, 2008 from <http://www.statcan.ca/english/freepub/81-582-XIE/2007001/high-en.htm>
- ⁶ Statistics Canada. (2007, August 30) *Public School Indicators 1998/1999 to 2004/2005*. Retrieved May 2008, from <http://www.statcan.ca/Daily/English/070830/d070830d.htm> Thursday, August 30, 2007
- ⁷ Pan-Canadian Education Indicators Program. (2006). *Education Indicators In Canada, Report of the Pan-Canadian Education Indicators Program 2005*. Statistics Canada. (PCEIP Cat. No. 81-582-XPE). Canadian Education Statistics Council.
- ⁸ Drucker, Peter F. "The Age of Social Transformation," *The Atlantic Monthly*, November 1994, p. 56.
- ⁹ Toronto Community Foundation. (October 2, 2007). Toronto's Vital Signs – The City's Annual Checkup. *The Toronto Star*, Section U4.
- ¹⁰ Savoie, J. (2008). *Neighbourhood Characteristics and the Distribution of Crime: Edmonton, Halifax, and Thunder Bay*. Statistics Canada (Catalogue No. 85-561-M). Statistics Canada: Crime and Justice Research (Paper Series).
- ¹¹ De Broucker, P. & Laval Lavallee. (1998). *Intergenerational Aspects of Education and Literacy Skills Acquisition*. In M. Corak (Ed.), *Labour Markets, Social Institutions,*

and the Future of Canada's Children (pp. 129-144). Statistics Canada, Catalogue No. 89-553-XIB.

- ¹² Statistics Canada. (2006). *Labour Force Survey, 2006: Indicators of Well-Being in Canada*. HRSDC. Ottawa, Statistics Canada.
- ¹³ Pan-Canadian Education Indicators Program. (2006). *Education Indicators In Canada, Report of the Pan-Canadian Education Indicators Program 2005*. Statistics Canada. (PCEIP Cat. No. 81-582-XPE). Canadian Education Statistics Council.
- ¹⁴ Manitoba Education, Citizenship, and Youth. (2005). *A Profile of Student Learning and Performance in Manitoba, 2003-2004*. (Cat. no 370.97127). Crown in Right of Manitoba as represented by the Minister of Education, Citizenship and Youth. Manitoba Education, Citizenship and Youth, School Programs Division
- ¹⁵ Statistics Canada. (March 4, 2008). *Education in Saskatchewan 2006 Census of Canada*. Retrieved May, 2008, from <http://www.stats.gov.sk.ca/pop/2006%20Census%20Education.pdf>
- ¹⁶ Northwest Territories Bureau of Statistics. (Winter 2004). *Labour Force Activity by Ethnic Group and Highest Level of Schooling*.
- ¹⁷ Sharpe, Arsenault, & Lapointe. (November 2007). *The Potential Contribution of Aboriginal Canadians to Labour Force, Employment, Productivity and Output Growth in Canada, 2001-2007*. Center for the Study of Living Standards. CSLS Research Report No. 2007-04.
- ¹⁸ Caledon Institute of Social Policy, National Crime Prevention Centre. (1999). *Community Outreach at the Cornwall Alternative School*. Retrieved June, 2008 from <http://ww4.ps-sp.gc.ca/en/library/publications/caledon/cornwall.pdf>
- ¹⁹ CBC News. (Thursday February 28, 2008). *Graduation Rates Up in Ontario High Schools*.
- ²⁰ Windsor Star. (September 11, 2006). *Immigrant Drop-out Rate Alarming High*. Section A7.
- ²¹ Duffy, A. (September 25, 2004). *Why Are ESL Students Left Behind?* Toronto Star. Section
- ²² Jerald, Craig J., (2006). *Identifying Potential Drop-outs: Key Lessons for Building an Early Warning Data System. A Dual Agenda of High Standards and High Graduation Rates*. Achieve, Inc. American Diploma Project Network.
- ²³ Croninger, R.G. & Lee, V.E. (2001). *Social Capital and Dropping Out of High School: Benefits to At-Risk Students of Teachers' Support and Guidance*. *Teachers College Record*, 103, pp. 548-581.

- ²⁴ Roderick, M. (1993). *The Path to Dropping Out: Evidence for Intervention*. Auburn House Westport, CT. pp. 9-10.
- ²⁵ Ibid.
- ²⁶ Allensworth, E. & Easton, J.Q. (2005). *The On-Track Indicator as a Predictor of High School Graduation*. Chicago: Consortium on Chicago School Research (p. 5).
- ²⁷ Roderick, M. (1993). *The Path to Dropping Out: Evidence for Intervention*. Auburn House Westport, CT. p.153.
- ²⁸ Jerald, Craig J., (2006). *Identifying Potential Drop-outs: Key Lessons for Building an Early Warning Data System. A Dual Agenda of High Standards and High Graduation Rates*. Achieve, Inc. American Diploma Project Network, p.10.
- ²⁹ Curran Neild, Ruth, and Balfanz, R. *Unfulfilled Promise: The Dimensions and Characteristics of Philadelphia's Drop-out Crisis, 2000-2005*, October 2006, (p. 4)
- ³⁰ Jerald, Craig J., (2006). *Identifying Potential Drop-outs: Key Lessons for Building an Early Warning Data System. A Dual Agenda of High Standards and High Graduation Rates*. Achieve, Inc. American Diploma Project Network, p.13.
- ³¹ Bridgeland, J., Dilulio, J., & Morison, K. (March, 2006). *The Silent Epidemic: Perspectives of High School Drop-outs*. Civic Enterprises and Peter D. Hart Research Associates for the Bill and Melinda Gates Foundation, p.3.
- ³² Balfanz, R., Herzog, L., and Iver, D. (November, 2007). *Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions*. *Educational Psychologists* 42:4.
- ³³ Allensworth, E. and Easton, J.Q. (2005). *The On-Track Indicator as a Predictor of High School Graduation*. Chicago: Consortium on Chicago School Research, p. 5.
- ³⁴ Jerald, Craig J., (2006). *Identifying Potential Drop-outs: Key Lessons for Building an Early Warning Data System. A Dual Agenda of High Standards and High Graduation Rates*. Achieve, Inc. American Diploma Project Network.

Ci Recommended Charities in Education 2008

The Children's Garden	is an exceptional pre-school and family centre, which helps rural children and needs literacy and math program funding to help children succeed in primary school. Pembroke, Ontario page 1
Cornwall Alternative School	is an extraordinary alternative school, where 'bad kids get to be good. CAS works with Regina's inner-city high-risk youth, teaching the academic skills to allow them to continue in high school. Regina, Saskatchewan page 3
East York Learning Experience	is an outstanding volunteer-run program, which tutors adults without a high school education in literacy, math and job skills, and supports them in getting jobs and essential learning. Toronto, Ontario page 5
Junior Achievement of Central Ontario	runs a special volunteer program, which works with students over 12 to engage them in school while teaching business and life-skills. Toronto, Ontario page 7
Regina Early Learning Centre	is an excellent pre-school, which works with Regina's inner-city children and their families with programs to help young children succeed in primary school and teaches parents to be their child's first teacher. Regina, Saskatchewan..... page 9
Sarnia Lambton Rebound	is a phenomenally successful charity whose pilot project works with at-risk teenagers, which tutors and coaches those suspended from school and intervenes to give students the skills to graduate. Sarnia, Ontario page 11

THE CHILDREN'S GARDEN

Bri Trypuc
btrypuc@charityintelligence.ca

August 19, 2008

Sector: Education

Mission Statement: *“Our goal at The Children’s Garden is to present a unique opportunity for mutual learning experiences – teachers, children and parents learning together. We will accept children where we possibly can and we will try to provide for each of them an environment that encourages optimum growth socially, emotionally, cognitively and physically. The children are given freedom to experiment creatively in play, music and art, and they are encouraged to take pride in their own personal accomplishments. In this environment, they will recognize the need for co-operation with others. In a co-operative nursery school, we believe in the importance of parent involvement through active participation in their children’s school experience. Above all, we desire that both children and parents enjoy nursery school and that they gain valuable experiences of families working together for the good of all.”*

Beginning as a parent co-operative in 1983, The Children’s Garden (TCG) in Pembroke, Ontario provides early childhood education to children aged 1 ½ - 5 years old.

In F2007, the Reggio Emilia inspired pre-school provided 107 children with an enriched education, focused on communication and cooperation, learning through creative play. TCG offers before and after-school hour programs for children aged 6-12, as well as transportation assistance for its rural clients. TCG also works with parents who are unemployed with low income, facing increased pressure and economic difficulty in getting childcare services. Fees at TCG are low, with 20% of fees being subsidized. TCG gives families referrals to other social and community agencies.

Affecting 10% of its clients, TCG built a Snoezelen room in 2001, providing appropriate relaxation and stimulation to children with special needs. In 2006, TCG responded to childcare service wait-lists by launching “Homemade Tales Licensed Family Home Child Care”. The program partners with in-home child care providers, training them on early childhood education, child safety and behaviour guidelines. TCG supplies tools, play toys, curriculum and books, tracking progress through onsite visits. In F2007, TCG had 3 active in-home care partners, providing 18,000 hours of enriched child care increasing access to early childhood education across Renfrew County. TCG continues to work off of Ontario ‘Best Start’ dollars received prior to the recent provincial hold on the distribution of new funds. In fiscal 2007, TCG faced funding cuts with the elimination of National Child Benefit Reinvestments and as a result could not run its family literacy and family math programs. TCG also needs money to protect the school from river flooding.

TCG’s administrative cost is 2% of its charity value and fundraising costs are 0% of donations. TCG receives a large amount of community support receiving \$18.31 per individual from the population of Pembroke and Renfrew County. TCG has funding reserves of \$56,000 which are only 21% of its annual program costs.

Contact information: Benita Richardson
Executive Director
613.735.2259
childrensgarden@nrtco.net

375 Doran Street
Pembroke, Ontario
K8A 4N3

Charity registration # 132 057 100 RR0001

THE CHILDREN'S GARDEN

Kate Bahen, CFA
kbahen@charityintelligence.ca

August 18, 2008

Program Data			
Fiscal year ending June	2007	2006	2005
Program costs	270,427	233,659	213,990
Program hours	59,860	41,790	60,800
Total volunteers	n.a.	n.a.	n.a.
Volunteer hours	8,775	10,920	10,725
Volunteer turnover rate (%)	n.a.	5%	n.a.
Clients served	116	359	492
Program hours/client	516	116	124
Program cost/hour	\$ 4.52	\$ 5.59	\$ 3.52
Program costs/client	\$ 2,331	\$ 651	\$ 435

Charity Analysis			
Fiscal year ending June	2007	2006	2005
Revenues (less interest income)	300,665	208,097	195,149
Value of volunteer time donated	131,625	163,800	160,875
<u>Donated goods</u>	-	-	-
Charity value	432,290	371,897	356,024
Community support (\$)	428,353	370,697	356,024
Community size (population)	23,394	23,195	22,997
Community ownership (local support \$ /pop.)	\$ 18.31	\$ 15.98	\$ 15.48
Administrative costs as % of charity value	2%	1%	1%
Fundraising costs as % of donations	0%	0%	0%
Program cost coverage (%)	21%	28%	13%

Audited Financial Statements			
Fiscal year ending June	2007	2006	2005
All figures in \$			
Revenue breakdown:			
Donations	-	8,000	-
Fees for service	95,341	107,309	111,426
Government funding	190,547	79,816	67,221
Interest income	466	396	268
<u>Special events and other</u>	<u>14,777</u>	<u>12,972</u>	<u>16,502</u>
Total revenues	301,131	208,493	195,417
Program costs	270,427	233,659	213,990
Administrative costs	6,820	4,259	5,195
<u>Fundraising costs</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash flow from operations	23,884	(29,425)	(23,768)
Allocated to capital expenditures	4,677	48,583	18,682
Funding reserves	56,003	65,550	26,933

Financial Notes:

Ci Version 2.0

1. TCG received insurance payments from the 2005 flood which are excluded from revenue as extraordinary items (F2006 \$36,413 and in F2005, \$15,616), but these payments are included in funding reserves.

The information in this report was prepared by Charity Intelligence Canada and its independent analysts. Factual material information is obtained from the charitable agency and reliable sources. Information may be available to Charity Intelligence Canada or its analysts that is not reflected in this report. Charity Intelligence Canada and its analysts have made endeavours to ensure that this data in this report is accurate and complete, but accept no liability.

CORNWALL ALTERNATIVE SCHOOL

Bri Trypuc
btrypuc@charityintelligence.ca

August 24, 2008

Sector: Education

Mission Statement: *“To assist students in a holistic approach to gain the confidence and educational skills to return to the regular system as life-long learners by addressing the various needs of the individual.”*

Cornwall Alternative School (CAS) is a small community-based school that works intensively with Regina’s most troubled and vulnerable youth, assisting them in gaining the confidence and academic skills to return to the regular school system. CAS offers intensive teaching to youth in Grades 7, 8 and 9 who are referred to by local school boards as at-risk for failing due to truancy, poor behaviour, and refusal to do school work. These students are identified as having the ability to succeed in school, but have not due to poor attendance. In F2008, CAS received 67 student referrals to bring them academically up to a sufficient level so that they can continue high school.

The classes at CAS are small, providing a safe classroom for intensive teaching. Many CAS students read at only grade 1 or 2 levels. In F2007, roughly 85% of CAS’s 48 students were aboriginal youth living in Regina’s inner-city and suffering from exposure to drugs, prostitution, gangs and crime. Some live on the streets, while many others live in abusive households with parents who have low educational attainment.

CAS is a safe, informal, holistic learning environment where teachers build trust and engage youth to take active responsibility for their education. CAS’s staff provides students with individual counseling and workshops on responsibility, consequences, trust and restitution. CAS strictly monitors student attendance, provides transit vouchers for students to get to school and hearty meals. In F2008, CAS partnered with University of Regina students for 6 weeks, where 12 CAS students received one-on-one tutoring in reading skills.

In F2008, one outreach worker supported 120 CAS alumni, tracking student progress and providing ongoing student support. In the fall of 2008, CAS will launch a Grade 10 Online School, hiring one teacher to oversee 6 students who will strive to obtain the 8 credits necessary for trade jobs or for “Siat” upgrading.

CAS’s administrative costs are 1.9% of its charity value and fundraising costs are 11.7% of donations from private donors. CAS has funding reserves of \$118,585 which cover 18% of annual program costs. In F2008, CAS received \$85,760 of non-government funding which pays for all costs, excluding teachers’ salaries.

In F2008, CAS had a reintegration rate of 74%, with 29 students tutored up to grade level and returning to school. 15 CAS students completed their first year back in a regular school (a success rate of 68%), with 7 graduating from high school. Through the university partnership, reading levels all increased by at least one grade, with several by 3 levels.

Contact information: Vonnie Schmidt
Principal
306.522.0044
admin.cas@sasktel.net

40 Dixon Crescent
Regina, Saskatchewan
S4R 1V4

Charity registration # 118 876 226 RR001

CORNWALL ALTERNATIVE SCHOOL

Kate Bahen, CFA
kbahen@charityintelligence.ca

July 29, 2008

Program Data	2008	2007	2006
Fiscal year ending March 31			
Program costs	656,617	634,962	642,055
Program hours (est)	46,198	46,198	46,198
Total volunteers	68	n.a.	n.a.
Volunteer hours	27,885	27,885	27,885
Volunteer turnover rate (%)	n.a.	20%	n.a.
Clients served: students attending CAS	48	48	48
CAS alumni in high school	61	n.a.	n.a.
Total clients served since inception (est)	2,048	2,000	1,959
Program hours/client	962	962	962
Program cost/hour	\$ 14.21	\$ 13.74	\$ 13.90
Program costs/client	\$ 13,680	\$ 13,228	\$ 13,376
Cost per CAS student successfully reintegrating in school	\$ 22,642	\$ 21,762	\$ 29,121

Charity Analysis	2008	2007	2006
Fiscal year ending March 31			
Revenues (less interest income)	744,231	735,082	666,578
Value of volunteer time donated	418,275	418,275	418,275
<u>Donated goods</u>	-	-	-
Charity value	1,162,506	1,153,357	1,084,853
Community support (\$)	85,760	110,368	58,154
Community size (population)	195,400	194,971	194,542
Community ownership (local support/pop.)	\$ 0.44	\$ 0.57	\$ 0.30
Scope of service (cumulative clients as % of pop.)	1.0%	1.0%	1.0%
Administrative costs as % of charity value	1.9%	1.8%	1.8%
Fundraising costs as % of donations	11.7%	2.9%	6.7%
Program cost coverage (%)	18%	8%	-1%

Audited Financial Statements	2008	2007	2006
Fiscal year ending March 31			
All figures in \$			
Revenue breakdown:			
Donations	21,271	51,820	7,412
United Way funding	64,489	58,548	50,372
Government funding	658,471	624,714	608,424
Interest income	3,085	695	639
<u>Special events and other</u>	-	-	370
Total revenues	747,316	735,777	667,217
Program costs	656,617	634,962	642,055
Administrative costs	21,496	20,128	19,157
Fundraising costs	2,494	1,493	493
<u>Interest expense</u>	2,832	3,507	3,890
Cash flow from operations	63,877	75,687	1,622
Allocated to capital expenditures	4,697	22,823	2,300
Funding reserves	118,585	52,739	(4,752)

The information in this report was prepared by Charity Intelligence Canada and its independent analysts. Factual material information is obtained from the charitable agency and reliable sources. Information may be available to Charity Intelligence Canada or its analysts that is not reflected in this report. Charity Intelligence Canada and its analysts have made endeavours to ensure that this data in this report is accurate and complete, but accept no liability.

EAST YORK LEARNING EXPERIENCE

Bri Trypuc
btrypuc@charityintelligence.ca

August 21, 2008

Sector: Education

Mission Statement: *“To assist adults seeking to improve their personal and working lives through programs in literacy and basic math and computer skills.”*

The East York Learning Experience (EYLE) started as a pilot project of East End Literacy, in 1986. Due to its success, EYLE became a fully independent charity in 1987. EYLE staff and a large number of trained volunteers provide free tutoring to adults (ages 18+) with literacy issues in West Scarborough, East York and parts of East Toronto. EYLE works with students to develop their reading, writing, and/or basic math and computer literacy skills, providing a customized, friendly environment that supports adult learning.

In 2007, 74 volunteers provided tutoring one hour a week and on a one-on-one basis to 88 EYLE students, of which 30 students were new. EYLE volunteers make long-term commitments, with one-third having served as tutors for 5 years or more. Tutoring is offered in reading, writing and basic math, with newly added computer-based learning to meet ongoing requests. EYLE's resource centre, with over 1,200 books, is continually expanding. EYLE's tutoring is customized to meet the individual goals of each student. In 2007, 38 students had goals to prepare for further education and training (e.g. GED, high school or college preparation), 31 students sought increased personal independence (e.g. writing cheques, reading to children, driver's license) and 19 students claimed finding employment or maintaining their current employment as their goal.

EYLE uses the Ministry of Training Colleges & Universities Learning Outcomes Matrix, and provides up to 5 years of tutoring per student. In 2007, 80% of EYLE's students had a Level 2 Literacy or less. Level 1 students range from a pre-literate level, learning Literacy and Basic Skills such as learning the alphabet, signing their name and writing their address, to being able to read city maps, flyers, and basic sight words. The majority of students were aged 25-44, 75% had no high school diploma, 40% were immigrants, and approximately 33% had undiagnosed learning disabilities. EYLE offers support and referrals to other agencies for students who have other issues identified.

EYLE's administrative costs are 7% of its charity value, with fundraising costs 18% of donations. EYLE has funding reserves of \$23,064 which cover only 26% of its annual program costs. EYLE is largely funded by the government with only \$11,493 coming from individual donors. In 2007, it cost EYLE \$994 to work with each client.

Of the EYLE students who met their personal goals and left EYLE's programs in F2007, 41% were employed, 18% went on to training and education and 72% attained their Literacy & Basic Skills goals.

Contact information:	Gail McCullough	266 Donlands Ave.
	Director	East York, Ontario
	416.425.2666	M4J 5B1
	eyle@idirect.com	

For more information: www.eyle.toronto.on.ca Charity # 079 063 459 RR0001

EAST YORK LEARNING EXPERIENCE

Kate Bahen, CFA
kbahen@charityintelligence.ca

August 6, 2008

Program Data				
Fiscal year ending December	2007	2006	2005	
Program costs	87,500	79,502	104,530	
Program hours	3,805	3,804	3,641	
Total volunteers	74	72	62	
Volunteer hours	3,500	3,500	3,500	
Volunteer turnover rate (%)	0.1%	0.1%	0.1%	
Clients served	88	87	n.a.	
Total clients served since inception	770	740	n.a.	
Program hours/client	43	44	n.a.	
Program cost/hour	\$ 23.00	\$ 20.90	\$ 28.71	
Program costs/client	\$ 994	\$ 914	n.a.	

Charity Analysis				
Fiscal year ending December	2007	2006	2005	
Revenues (less interest income)	103,681	94,152	116,251	
Value of volunteer time donated	52,500	52,500	52,500	
Donated goods	-	-	-	
Charity value	156,181	146,652	168,751	
Community support (\$)	11,493	1,832	12,669	
Community size (population)	2,507,537	2,503,281	2,499,033	
Community ownership (local support/pop.)	\$ 0.00	\$ 0.00	\$ 0.01	
Administrative costs as % of charity value	7%	9%	5%	
Fundraising costs as % of donations	18%	0%	10%	
Program cost coverage (%)	26%	24%	20%	

Audited Financial Statements				
Fiscal year ending December	2007	2006	2005	
All figures in \$				
Revenue breakdown:				
Donations	8,017	1,503	10,383	
Fees for service	-	23	15	
Government funding	92,188	92,320	103,582	
Interest income	258	179	223	
Special events and other	3,476	306	2,271	
Total revenues	103,939	94,331	116,474	
Program costs	87,500	79,502	104,530	
Administrative costs	11,139	12,602	8,777	
Fundraising costs	2,028	-	1,209	
Cash flow from operations	3,272	2,227	1,958	
Allocated to capital expenditures	1,776	4,173	1,105	
Funding reserves	23,064	19,156	20,480	

The information in this report was prepared by Charity Intelligence Canada and its independent analysts. Factual material information is obtained from the charitable agency and reliable sources. Information may be available to Charity Intelligence Canada or its analysts that is not reflected in this report. Charity Intelligence Canada and its analysts have made endeavours to ensure that this data in this report is accurate and complete, but accept no liability.

JUNIOR ACHIEVEMENT OF CENTRAL ONTARIO

Bri Trypuc
btrypuc@charityintelligence.ca

Adam Heller
aheller@charityintelligence.ca

August 8, 2008

Sector: Education

Mission Statement: *"To inspire and educate young Canadians to experience free enterprise, understand business and economics, and develop entrepreneurial and leadership skills."*

Amalgamating in 2003, Junior Achievement of Central Ontario (JACO) provides students in Toronto, Peel, York, Halton and Simcoe regions with curriculum-enhancing programs taught entirely by qualified volunteer professionals, aiming to form positive partnerships between business, schools and students. Through these programs, students are encouraged to stay in school, develop valuable business and life skills, and thus maximize their potential.

During fiscal 2007, JACO served 69,759 students. They offer 11 different programs (7 in-school, 2 company programs and 2 conference/career fair series). 80% of JACO students were in Grades 7 and 8 with the remainder enrolled in high school. In-school programs teach students personal responsibility, the benefits of higher education and financial planning. "Dollars With Sense" and "Economics of Staying in School" are middle-school programs which are most in demand, and introduce students to investing, budgeting, interest rates, credit cards and loans. One high school program, "Dream Big", teaches students to build a plan for the future using role models based on character, integrity and hard work. In 2007 this program used Tiger Woods. JACO's Company Program is offered to high school students in and out of the classroom. In groups of 25, students pair with volunteer professionals and meet weekly to run a small business, creating business plans, marketing products, and selling shares.

In F2007, schools asked JACO to work with more than 16,000 students, but this demand could not be met due to a lack of volunteers and funds. After expansion in F2008, management strike has estimates that the unmet demand exceeds 16,000 students annually. JACO's strategic plan, Vision 2010, aims to reach 92,000 students, and will require increased revenues of \$700,000 to do so.

JACO's administrative costs are 7% of charity value and fundraising costs are 8% of donations. With funding reserves covering only 83% of the annual program costs, JACO needs funding. Program costs are \$22 per student in F2007.

Compared to students in general, JACO students are 74% more confident that they will complete post-secondary school, are 10% more likely to select a business-related major, and have greater career aspirations.

Contact information:	Jeff Good President and CEO 416-360-5252 x229 jgood@jacentralontario.org	2 Adelaide Street West, Suite 300 Toronto, ON M5H 1S6
----------------------	---	--

For more information: www.jacentralontario.org Charitable registration #107 554 297 RR0001

JUNIOR ACHIEVEMENT OF CENTRAL ONTARIO

Kate Bahen, CFA
kbahen@charityintelligence.ca

August 6, 2008

Program Data	2007	2006	2005
Fiscal year ending June			
Program costs	1,555,235	1,432,748	1,354,718
Program hours	376,795	323,645	302,610
Total volunteers	4,800	4,700	4,000
Volunteer hours	48,000	47,000	38,000
Volunteer turnover rate (%)	n.a	n.a	n.a
Clients served	69,759	60,979	54,932
Total clients served since inception	n.a	n.a	n.a
Program hours/client	5	5	6
Program cost/hour	\$ 4.13	\$ 4.43	\$ 4.48
Program costs/client	\$ 22	\$ 23	\$ 25

Charity Analysis	2007	2006	2005
Fiscal year ending June			
Revenues (less interest income)	2,140,949	1,958,441	1,751,925
Value of volunteer time donated	720,000	705,000	570,000
Donated goods and services	31,284	24,518	29,900
Charity value	2,892,233	2,687,959	2,351,825
Community support	2,140,949	1,958,441	1,751,925
Community size (population)	5,514,903	5,416,858	5,320,556
Community ownership (local support \$ /pop.)	\$ 0.39	\$ 0.36	\$ 0.33
Scope of service (cumulative clients as % of pop.)	n.a	n.a	n.a
Current clients as % of population	1.3%	1.1%	1.0%
Administrative costs as % of charity value	7%	8%	11%
Fundraising costs as % of donations	8%	8%	10%
Program cost coverage (%)	83%	73%	66%

Audited Financial Statements	2007	2006	2005
Fiscal year ending June			
All figures in \$			
Revenue breakdown:			
Donations	1,583,972	1,454,868	1,154,527
Fees for service	-	-	-
Government funding	-	-	-
Interest income	34,950	31,782	24,597
Special events and other	556,977	503,573	597,398
Total revenues	2,175,899	1,990,223	1,776,522
Program costs	1,555,235	1,432,748	1,354,718
Administrative costs	208,483	203,253	254,736
Fundraising costs	173,849	153,595	171,768
Cash flow from operations	238,332	200,627	(4,700)
Allocated to capital expenditures	-	14,942	5,543
Funding reserves	1,285,713	1,045,377	894,248

Financial Notes:

1. JACO includes in its reported revenues donated service and goods. Ci has excluded these items from revenues and has reported these in 'donated goods and services'.

The information in this report was prepared by Charity Intelligence Canada and its independent analysts. Factual material information is obtained from the charitable agency and reliable sources. Information may be available to Charity Intelligence Canada or its analysts that is not reflected in this report. Charity Intelligence Canada and its analysts have made endeavours to ensure that this data in this report is accurate and complete, but accept no liability.

REGINA EARLY LEARNING CENTRE

Bri Trypuc
btrypuc@charityintelligence.ca

August 22, 2008

Sector: Education

Mission Statement: *“Regina’s Early Learning Centre is a child and family development centre working co-operatively with low-income families to provide programs which foster healthy development of children from prenatal to five years of age.”*

The Regina Early Learning Centre (RELC) was founded by Anne Luke in 1977. Ms. Luke was a kindergarten teacher, whose aboriginal students were performing at levels significantly lower than other students. This led to a door-to-door survey and then the beginning of a pre-school to help at-risk students succeed in kindergarten and school.

RELC works with low-income, high-risk children and parents in Regina’s inner city. 80% of RELC students are aboriginal and whose parents have low levels of education. RELC runs an enriched pre-school for children aged 3-5 years, melding leading best practices in early childhood education with culturally-appropriate programs. In F2007, 125 children were students in RELC’s preschool, with 71% of these students showing delayed language skills. RELC’s curriculum focuses on developing cognitive thinking abilities through the student’s creative expressions.

In addition to the pre-school, RELC offers early intervention and parenting programs. RELC runs 2 programs for at-risk parents: **Parents As Teachers (PAT)** and **KidsFirst**. PAT is a family outreach program supporting the parent/child bond for children aged 0-3 through home visits, group meetings and a toy-lending library. This group worked with 102 clients in F2007, giving parents skills to be their child’s first teacher. RELC is one of 5 Regina agencies providing **KidsFirst**, a government-funded program which intervenes with high-risk parents. RELC addresses parents’ basic needs: food, housing and safety. Mothers are often poor, single-parent teens, suffering from addictions. RELC builds trust, provides support for proper child care, nutrition and works with parents to help them finish school. In addition, RELC holds various evening workshops assisting families in addressing family violence, family literacy, housing, budgeting, child discipline, respect in relationships and the importance of play.

RELC’s administrative costs are 18% of charity value and fundraising costs are 0% of donations. At the end of F2007, RELC funding reserves of \$358,941 cover only 33% of annual program costs. RELC has raised \$1 million of its \$1.5 million capital campaign to build an arts and science project centre.

RELC average children’s assessment scores increased from 53% to 67% during the 2007 school year. The pre-school program decreased the number of children with delayed language skills by 22%, raising 27 children to the normal range. The PAT program is effective, as the children in the program achieved cognitive test scores 28% higher than children not involved in PAT. RELC provides highly effective interventions which directly target breaking the cycle of failure in education.

Contact information: Mary Ann McGrath
Executive Director
306.757.3744
mcgrath.maryann@gmail.com

2115 Athol Street
Regina, Saskatchewan
S4T 3E8

For more information: www.earlylearning.ca

Charity registration # 106 887 771 RR0001

REGINA EARLY LEARNING CENTRE

Kate Bahen, CFA
kbahen@charityintelligence.ca

July 18, 2008

Program Data			
Fiscal year ending June	2007	2006	2005
Program costs	1,076,456	1,088,840	1,047,494
Program hours (est. by Ci)	49,121	68,183	62,691
Total volunteers	n/a	n/a	n/a
Volunteer hours	2,724	2,900	4,000
Volunteer turnover rate (%)	n/a	n/a	n/a
Clients served	413	299	336
Total clients served since inception		3,635	3,336
Program hours/client	119	228	187
Program cost/hour	\$ 21.91	\$ 15.97	\$ 16.71
Program costs/client	\$ 2,606	\$ 3,642	\$ 3,118

Charity Analysis			
Fiscal year ending June	2007	2006	2005
Revenues (less interest income)	\$ 1,414,169	\$ 1,372,034	\$ 1,380,903
Value of volunteer time donated	40,860	43,500	60,000
Donated goods	-	-	-
Charity value	\$ 1,455,029	\$ 1,407,403	\$ 1,440,903
Local support (ownership) \$	955,263	881,836	861,739
Community size (population)	195,400	194,971	194,542
Community ownership (local support/pop.)	\$ 4.89	\$ 4.52	\$ 4.43
Scope of service (cumulative clients as % of pop.)		1.9%	1.7%
Current clients as % of population	0.2%	0.2%	0.2%
Administrative costs as % of charity value	18.0%	17.7%	18.5%
Fundraising costs as % of donations	0.0%	0.0%	0.0%
Program cost coverage (%)	33%	22%	12%

Audited Financial Statements			
Fiscal year ending June	2007	2006	2005
All figures in \$			
Revenue breakdown:			
Donations	138,468	150,582	121,950
Fees for service	2,030	1,735	1,392
Government funding	1,253,488	1,195,380	1,248,339
Interest income	5,808	8,131	3,354
Special events and other	20,183	16,206	9,222
Total revenues	1,419,977	1,372,034	1,384,257
Program costs	1,076,456	1,088,840	1,047,494
Administrative costs	261,961	249,396	267,025
Fundraising costs	-	-	-
Interest	-	-	2,000
Cash flow from operations	81,560	33,798	67,738
Allocated to capital expenditures	5,230	(1,739)	88,570
Funding reserves	358,941	235,453	126,079

The information in this report was prepared by Charity Intelligence Canada and its independent analysts. Factual material information is obtained from the charitable agency and reliable sources. Information may be available to Charity Intelligence Canada or its analysts that is not reflected in this report. Charity Intelligence Canada and its analysts have made endeavours to ensure that this data in this report is accurate and complete, but accept no liability.

SARNIA LAMBTON REBOUND PASS Program

Bri Trypuc
btrypuc@charityintelligence.ca

August 19, 2008

Sector: Education

Mission Statement: *“Rebound is a volunteer-based organization committed to young people at risk. Our programs encourage youth to develop skills that promote a positive response to self, others and community.”*

Sarnia Lambton Rebound (SLR) specializes in working with teenagers. Although it is known best for its Life Choices program which works with young offenders, SLR also takes credit for initiating the Positive Alternative to Suspension from School (PASS) program in 2000. PASS gives students in grade 7-11, who have been suspended from school, coaching in academic and life skills to allow them to return to school and succeed. PASS supervises suspended students during the school day, but more than just keeping them out of further trouble, PASS uses this time to give students one-on-one tutoring, supervised homework support and access to teaching resources. SLR teaches at-risk students good social and thinking skills, decision making, impulse control and goal setting, all of which improve behaviour.

From April through June 2007, the Ontario Ministry of Education funded a pilot project expanding the PASS program into 15 schools throughout the Sarnia region. SLR administered the PASS expansion in collaboration with local school boards and trained 21 teachers and support staff to work with suspended students. For this 3-month period, PASS supervised, tutored, and coached 1,266 suspended students. These students were divided into 2 groups: low-risk students with short suspensions of up to 5 days who served the suspension in a separate area within the school, and high-risk students with longer suspensions of up to 4 weeks who went to SLR's locations away from the school. **The government-funded pilot is now over, and the PASS program will not be on-going in 15 sites without \$230,000 in new funding.**

Looking at SLR's consolidated results, which include the PASS program, administrative costs are 6% of charity value and fundraising costs are 9% of donations. The PASS pilot project quadrupled the number of SLR's clients served from 434 to 2,783, representing 3.9% of the community's population.

SLR's PASS program provides exceptional results. Teachers estimate that less than half of these at-risk students would graduate from high school without intervention. Of those having completed the PASS program, along with on-going support and counseling from teachers, 80% graduate from high school, thus doubling the graduation rate and surpassing the provincial average.

The PASS program results showed that only 1 in 8 high-risk students was suspended again, compared with 1 in 4 low-risk students. Ci's interpretation of these results is that the longer students are exposed to the PASS program, the greater chance they have of succeeding in school.

Contact information: Mary Ellen Warren
Executive Director
519.344.2841
mew@reboundonline.com

Room 104
Lockiel Kiwanis Centre
180 North College Avenue
Sarnia, Ontario,
N7T 7X2

For more information: www.reboundonline.com

Charity registration # 132 057 100 RR0001

SARNIA LAMBTON REBOUND

PASS Program

Kate Bahen, CFA
kbahen@charityintelligence.ca

August 12, 2008

Program Data			
Fiscal year ending March	2008	2007	2006
Program costs	633,037	456,265	388,029
Program hours	62,273	14,505	11,245
Total volunteers	86	80	80
Volunteer hours	23,688	22,035	22,035
Volunteer turnover rate (%)	1%	0%	8%
Clients served	2,783	434	455
Total clients served since inception (2)	8,275	5,492	5,058
Program hours/client	22	33	25
Program cost/hour	\$ 10.17	\$ 31.46	\$ 34.51
Program costs/client	\$ 227	\$ 1,051	\$ 853

Charity Analysis			
Fiscal year ending March	2008	2007	2006
Revenues, less interest income	740,076	552,907	482,100
Value of volunteer time donated	355,320	330,525	330,525
<u>Donated goods</u>	-	-	-
Charity value	1,095,396	883,432	812,625
Community support	867,646	629,131	670,791
Community size (population)	88,095	87,791	71,419
Community ownership (local support/pop.)	\$ 9.85	\$ 7.17	\$ 9.39
Scope of service (cumulative clients as % of pop.)	9%	6%	7%
Current clients as % of population	3.2%	0.5%	0.6%
Administrative costs as % of charity value	6%	7%	7%
Fundraising costs as % of donations	9%	9%	8%
Program cost coverage (%)	42%	46%	56%

Audited Financial Statements			
Fiscal year ending March	2008	2007	2006
All figures in \$			
Revenue breakdown:			
Donations	167,532	131,432	152,884
Fees for service	6,663	5,929	14,333
Government funding	472,077	336,114	253,659
Interest income	7,557	4,724	3,551
<u>Special events and other</u>	<u>93,804</u>	<u>79,432</u>	<u>61,224</u>
Total revenues	747,633	557,631	485,651
Program costs	633,037	456,265	388,029
Administrative costs	66,183	58,296	55,053
<u>Fundraising costs</u>	<u>23,314</u>	<u>19,018</u>	<u>16,788</u>
Cash flow from operations	25,099	24,052	25,781
Allocated to capital expenditures	17,187	20,192	3,311
Funding reserves	267,888	209,549	218,736

Financial Notes:

1. Ci has used information provided by SLR management to allocate program, administrative and fundraising costs.
2. Clients served since inception is for SLR's continuing operations. SLR ran a school outreach program that was discontinued and these students have been excluded from clients served.

The information in this report was prepared by Charity Intelligence Canada and its independent analysts. Factual material information is obtained from the charitable agency and reliable sources. Information may be available to Charity Intelligence Canada or its analysts that is not reflected in this report. Charity Intelligence Canada and its analysts have made endeavours to ensure that this data in this report is accurate and complete, but accept no liability.

Recommended Charities in Education 2008

Charity Intelligence champions excellent charities to funders. Through our rigorous and independent analysis, those charities recommended excel in addressing a social issue, are cost efficient, and more importantly, have a track record for producing outstanding results for Canadians in need.

In Charity Intelligence's opinion, these are "Blue Chip" charities. Their status is determined not by size or popularity, but by their proven ability to offer funders the highest potential benefits from their giving.

Ci's Research Process

Charity Intelligence's analysis is independent, objective and data-driven. Our evaluation process is open and transparent, and we share our analysis methods and findings with funders and charities. Our research process is arduous. Our research analysts have thoroughly assessed these charities, starting with due diligence, transparency and accountability, and continuing with cost efficiency and program evaluation of the charity's results.

In 2008, the research process began with a critical examination of Canada's education needs. From evidence-based research, Ci's analysts believe that Canada's most critical need in education is to address the drop-out epidemic affecting our students. From here, Charity Intelligence searched for charities that work with at-risk students and support them in graduating from school. Charities were referred by the executive directors of professionally-run foundations, philanthropic advisors, community foundations and United Way agencies. Charity Intelligence contacted 178 charities, of which only 44 provided the financial statements and information needed for our research. The research analysts assessed that 16 of these charities were working specifically with at-risk students.

Ci Recommendation Committee

Analysis is inherently subjective, so to mitigate this subjectiveness, the research reports were reviewed and assessed by Ci's Recommendation Committee. This committee is composed of 5 volunteers with over 75 years combined experience in different professions, primarily investing and business. All of the Recommendation Committee members value the contribution that the charitable sector provides to society, and have extensive experience working with, and for, charities. In addition, our Recommendation Committee members are funders.

The charities selected for Recommended Charities 2008 fulfill all of the requirements and are endorsed to funders. These charities are Ci's "Top Picks".

Intelligent Giving

Charity Intelligence does not claim that these are the best charities in Canada. Rather, these are the best charities Charity Intelligence has found. Obviously the quality of Ci's selection is driven by the group of charities that participate in Ci's assessment. Ci is very interested in learning about other charities supporting at-risk students in school. For charities that would like to participate, please visit the website for more information.

