BETWEEN: HER MAJESTY THE QUEEN IN RIGHT OF CANADA, represented by the Minister of Official Languages, hereinafter called “Canada,”

AND: HER MAJESTY THE QUEEN IN RIGHT OF ALBERTA, represented by the Minister of Education and the Minister of Advanced Education, hereinafter called “Alberta,”

Hereinafter referred to individually as a “Party” or collectively as the “Parties”.

WHEREAS English and French are the official languages of Canada, as recognized by the Canadian Charter of Rights and Freedoms, as well as by the Official Languages Act, and whereas Canada recognizes its responsibilities and undertakings with respect to those languages;

WHEREAS section 23 of the Canadian Charter of Rights and Freedoms recognizes the right of Canadian citizens (1) whose first language learned and still understood is the minority language of the province or territory in which they reside, or (2) who have received their primary education in Canada in the language that is the minority language of the province or territory in which they reside; or (3) whose children have received or are receiving primary or secondary education in Canada in the minority language of the province or territory where they reside, to have their children educated in that language, at the elementary and secondary levels, where numbers of students warrant, and that this right includes, where the number of those children so warrants, the right to have them receive that instruction in minority-language educational facilities provided out of public funds;

WHEREAS, in accordance with the Official Languages Act, Canada can undertake such measures, in particular, to encourage and assist Alberta to provide members of the official-language minority communities with education in their own language and to provide opportunities for everyone to learn both English and French as a second language;

WHEREAS a Protocol for Agreements between Canada and the provincial and territorial governments for minority-language education and second-language instruction from 2019–20 to 2022–23, hereinafter referred to as the “Protocol,” was concluded on February 26th, 2020;

WHEREAS Alberta recognizes that the concept of additional costs, as recognized by the Protocol, constitutes one of the premises on which Canada bases its financial support to Alberta;

WHEREAS education is the jurisdiction of the provinces and territories and Alberta is responsible for establishing plans, determining the objectives, defining the contents, setting priorities and evaluating its programs in education, including programs in minority-language education and second-language instruction;
WHEREAS Alberta, in the context of its jurisdiction over education, provides education in French in the province in accordance with section 23 of the Canadian Charter of Rights and Freedoms, and recognizing the importance of learning French as a second language, provides instruction in French as a second language;

WHEREAS Alberta recognizes the importance of an education continuum in fostering the vitality of official-language minority communities;

WHEREAS the Parties wish to foster a dialogue and mutual understanding between the English- and French-speaking communities;

WHEREAS the Parties acknowledge the importance of learning French as a second language, and Alberta, within its jurisdiction over education, agrees to foster this learning through the second-language instruction programs it provides in Alberta;

AND WHEREAS, in order to be further to and consistent with the Protocol, an Agreement between Canada and Alberta must be established for 2020–21 to 2022–23 which sets out Alberta’s actions pertaining to minority-language education and second-language instruction, while taking into account the respective responsibilities and common interests of the Parties;

THEREFORE, this Agreement confirms that the Parties hereto agree as follows:

1. DEFINITIONS

   The following definitions apply to this Agreement.

   “Action plan” refers to Alberta’s action plan based on the minority-language education and second-language instruction needs and priorities on which it focuses, attached as Schedule 3 to this Agreement.

   “Bilateral agreement” refers to this Agreement signed by the Parties, which determines the objectives, initiatives and areas of intervention described in an action plan that receives Canada’s financial support for minority-language education and second-language instruction, and set out the commitments, obligations and financial contributions of both Parties.

   “Education” and “instruction”, unless otherwise specified, refer to the compulsory levels (elementary and secondary) of the education system of Alberta. Although not compulsory, Kindergarten and postsecondary are also included.

   “Expenditures incurred” refers to all accounting operations related to the activities at the time they take place. Expenditures are presented in the interim financial reports and annual reports for the fiscal years to which the activities relate, regardless of when funds are deposited or withdrawn by Alberta.

   “Fiscal year” and “fiscal years” refer to the period beginning April 1st of a calendar year and ending March 31st of the following calendar year.
“Key stakeholders” refer to stakeholders who play a key role in minority-language education and second-language instruction, including representatives of minority-language school boards, school boards offering programs in second-language instruction and postsecondary institutions.

“Minority language”, “second official-language” and “second language” refer to the two official languages of Canada: English and French. In the context of Alberta, minority language refers to French, and second language refers to French.

A “program” with respect to minority-language education refers to all activities or initiatives to support teaching and learning at a given level provided in the minority language by a minority-language school or postsecondary institution.

A “program” with respect to second-language instruction refers to all activities or initiatives to support teaching and learning of the second language at a given level provided by a school or postsecondary institution.

“School year”, unless otherwise specified, refers to the period beginning July 1st of a calendar year and ending June 30th of the following calendar year.

“Strategic framework” refers to a general framework describing, for each linguistic objective, the areas of intervention for which Canada’s support will be provided for Alberta’s action plan developed in the context of the bilateral agreement.

2. PURPOSE OF THE AGREEMENT

2.1 The purpose of this Agreement is to establish a new cooperation framework between the Parties on minority-language education and second-language instruction for fiscal years 2020–21 to 2022–23. The linguistic objectives for which Canada provides Alberta with a financial contribution are set out as follows:

2.1.1 To help provide members of the French-language minority in Alberta with the opportunity to be educated in their own language and to experience cultural enrichment associated with that community;

2.1.2 To help provide English majority learners in Alberta with the opportunity to learn French as a second language and in so doing benefit from cultural enrichment.

3. PURPOSE OF THE CONTRIBUTION

3.1 Subject to the provisions of this Agreement, Canada shall contribute to part of the additional costs that Alberta must assume to implement the initiatives included in the multi-year action plan described in Schedule 3 of this Agreement.

3.2 Further to the linguistic objectives set out in subsection 2.1 and the strategic framework described in Schedule 4 of this Agreement, Canada’s support for Alberta is based on six areas of intervention for each linguistic objective: learner participation, provision of programs, academic achievement of learners, enriched learning environments, support for educational staff, and research. The areas of intervention that Alberta chooses to focus on for each linguistic objective may include all or part of these areas.
3.3 The Parties may also fund, in addition to the initiatives of the action plan (Schedule 3), initiatives that address emerging priorities as part of this Agreement, as described in subsection 5.8 of this Agreement. The terms and conditions governing these projects or initiatives addressing emerging priorities will also be subject to the terms and conditions agreed upon in this Agreement.

4. DURATION

4.1 This Agreement will take effect when all Parties have signed this Agreement and will cease, subject to its termination on a prior date, one year (365 days) after the expiration of the activity period as indicated in subsection 4.2 of this Agreement.

4.2 Subject to termination, this Agreement covers the activities described in Schedule 3 of this Agreement for the period commencing on April 1st, 2020, and ending on March 31st, 2023. Unless otherwise pre-authorized by Canada, or set out in this Agreement, only goods and services rendered within this time period shall be considered for funding as eligible expenditures.

4.3 All the obligations of the Parties shall, expressly or by their nature, survive termination or expiry of this Agreement, until and unless they are fulfilled or by their nature expire.

5. MAXIMUM AMOUNT OF CANADA’S FINANCIAL CONTRIBUTION

5.1 Subject to all terms and conditions indicated in this Agreement being met, Canada agrees to contribute to the eligible expenditures incurred by Alberta for the purposes described in section 2 of this Agreement. Canada’s total financial contribution shall be the lesser of forty-two million six hundred and seventeen thousand four hundred and seventy-five dollars ($42,617,475) or the amount of 50 percent of the total eligible expenditures incurred during the term of this Agreement.

5.2 Solely for the 2020–21 to 2022–23 period, and subject to all terms and conditions indicated in this Agreement being met, Canada agrees to make available to Alberta an additional contribution totalling the lesser of six million three hundred and ninety-three thousand six hundred and ninety-two dollars ($6,393,692) or 50 percent of the total eligible expenditures incurred during the term of this Agreement to increase support for minority-language education.

5.3 Payment of the additional contribution described in subsection 5.2 of this Agreement does not result in any adjustment to the funding provided for within the budgetary limits described in subsection 5.1.

5.4 In the event that Canada provides an increase in federal funding in addition to that identified in subsection 5.1 for minority-language education or second-language instruction during the term of this Agreement, the Agreement may be amended accordingly. In the interest of transparency, Canada shall advise Alberta of the breakdown of additional funds paid.
5.5 Breakdown of the Maximum Amount

5.5.1 Subject to subsection 5.1 of this Agreement and from within Canada’s financial contribution described therein, Canada shall make the following annual contributions to Alberta for the implementation of the measures described in its action plan (Schedule 3):

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Minority Language</th>
<th>Second Language</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020–21</td>
<td>$5,310,966</td>
<td>$8,894,859</td>
<td>$14,205,825</td>
</tr>
<tr>
<td>2021–22</td>
<td>$6,303,701</td>
<td>$7,902,124</td>
<td>$14,205,825</td>
</tr>
<tr>
<td>2022–23</td>
<td>$6,303,701</td>
<td>$7,902,124</td>
<td>$14,205,825</td>
</tr>
<tr>
<td>Total</td>
<td>$17,918,368</td>
<td>$24,699,107</td>
<td>$42,617,475</td>
</tr>
</tbody>
</table>

5.5.2 Subject to subsection 5.2 of this Agreement and from within Canada’s financial contribution described therein, Canada shall make the following additional contributions to Alberta annually to increase support for minority-language education:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Minority Language</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020–21</td>
<td>$3,196,846</td>
<td>$3,196,846</td>
</tr>
<tr>
<td>2021–22</td>
<td>$1,598,423</td>
<td>$1,598,423</td>
</tr>
<tr>
<td>2022–23</td>
<td>$1,598,423</td>
<td>$1,598,423</td>
</tr>
<tr>
<td>Total</td>
<td>$6,393,692</td>
<td>$6,393,692</td>
</tr>
</tbody>
</table>

5.5.3 Canada’s financial contributions as described in paragraph 5.5.2 represents Alberta’s share of an additional global contribution that will be made available to the provincial and territorial governments by the Government of Canada, for the duration of this Agreement only and in accordance with its provisions, in order to enhance support for minority-language education in Canada.

5.5.4 Canada’s financial contribution for fiscal year 2020–21, as described in paragraph 5.5.2, includes its additional contribution to Alberta for fiscal year 2019–20, which was carried over to the next fiscal year due to the unforeseen and exceptional circumstances of the COVID-19 pandemic, for the implementation of its action plan (Schedule 3).

5.6 Canada’s financial contribution described in paragraphs 5.5.1 and 5.5.2 is conditional on Alberta providing, for each area of intervention and each linguistic objective, a financial contribution equivalent to or greater than that of Canada for the implementation of its action plan (Schedule 3).

5.7 Subject to the appropriation of funds by the Legislative Assembly of Alberta and the maintenance of current and forecasted budgetary levels for the Ministry of Education and the Ministry of Advanced Education, Alberta shall contribute to the eligible expenditures incurred under the terms of its action plan (Schedule 3) for the period covered by this Agreement.
5.8 Complementary Contributions

5.8.1 Canada reserves the right to approve complementary contributions in addition to the amounts described in subsections 5.1 and 5.2 of this Agreement for the duration of this Agreement. For the purposes of this Agreement, the complementary contributions include the funding available to provincial and territorial governments, in particular for:

5.8.1.1 one-time and non-recurring projects in minority-language education or second-language instruction;

5.8.1.2 projects targeting a recruitment and retention strategy for teachers in minority French-language schools and for teachers in immersion and French second-language programs;

5.8.1.3 infrastructure projects related to minority-language schools or postsecondary institutions.

5.8.2 Unless otherwise specified, any complementary contributions from Canada are conditional on Alberta making a financial contribution equivalent to or greater than that of Canada during the project period in question.

5.8.3 Canada agrees to honour multi-year commitments made for specific projects with Alberta during the term of this Agreement. The payment terms described in this Agreement will continue to apply unless the Parties mutually agree to amend them in the subsequent bilateral Agreement with Alberta. Any payment for these projects shall be conditional on a bilateral Agreement with Alberta being in place, covering the period targeted by the payment.

5.8.4 Canada agrees to honour the multi-year commitments contracted under specific Agreements with Alberta before 2020–21 that shall be completed during the years covered by this Agreement. The contributions provided for in those Agreements shall be made from the complementary contributions for the 2020–21 to 2022–23 period. These contributions shall be made in addition to Canada’s financial contribution provided for in subsections 5.1 and 5.2 of this Agreement. The terms of payment described in the Canada–Alberta Agreement on Minority-Language Education and Second-Language Instruction 2013-2014 to 2018-2019 and the Canada–Alberta Agreement on Minority-Language Education and Second-Language Instruction 2019-2020 shall continue to apply unless both Parties mutually agree to amend or terminate them.

5.8.5 The provision of complementary contributions as described in subsection 5.8 shall not result in any adjustment to the funding provided for and within the budgets described in subsections 5.1 and 5.2 of this Agreement.

5.8.6 In the interest of transparency, Canada shall provide Alberta annually with the breakdown of the amounts paid and information about complementary contributions made to other provincial and territorial governments for the duration of this Agreement.
6. ALBERTA’S ACTION PLAN – 2020–21 TO 2022–23

6.1 For the purposes of this Agreement, Alberta agrees to provide a multi-year action plan for each linguistic objective, in accordance with the objectives described in section 2 of this Agreement. Alberta’s action plan (Schedule 3) is preceded by a preamble. The preamble is an integral part of Schedule 3.

6.2 The preamble describes Alberta’s specific context by providing the following information:

6.2.1 a report on the status of Alberta’s minority-language education programs and second-language instruction programs, a summary description of advancements made under the previous Agreement, an overview of the key challenges for this Agreement and the initiatives proposed to address them, including the priorities identified by the key stakeholders Alberta has consulted with;

6.2.2 a description of the consultations held with key stakeholders for the development of the action plan and the consultation process that shall be established for the implementation of the action plan.

6.3 The action plan provides, for each linguistic objective, and for the duration of this Agreement, a table presenting the following information:

6.3.1 at least one performance indicator and one target for each area of intervention funded, baseline (reference) data for the performance indicators and targets, as well as a timeline for achieving those targets;

6.3.2 a description of the initiatives for each area of intervention funded, by education level (Kindergarten, elementary and secondary, postsecondary), to achieve the targets;

6.3.3 for each area of intervention funded and by fiscal year, Canada’s and Alberta’s contributions with respect to the anticipated eligible expenditures; and

6.3.4 for each initiative and by fiscal year, the total contributions and Canada’s financial contribution with respect to the anticipated eligible expenditures and, where applicable, the share of Canada’s funding to be paid to key stakeholders.

6.4 Alberta develops and submits its action plan (Schedule 3) in the manner Alberta deems to be most appropriate to its particular circumstances. If there is a need, in Canada’s opinion, to clarify and determine the relevance of the information provided, Alberta agrees to hold discussions with Canada.

6.5 Alberta may, following discussions with Canada, make annual adjustments to its action plan (Schedule 3) in accordance with the terms and conditions in this Agreement.
7. COMPLEMENTARY PROJECTS

7.1 Complementary projects approved by Canada shall constitute an addendum to the multi-year action plan (Schedule 3) and shall form an integral part thereof.

7.2 Each addendum shall include a preamble, the intended areas of intervention, targets, performance indicators and a description of the initiatives to achieve the targets. Canada’s and Alberta’s contributions shall be broken down as described in subsection 6.3 of this Agreement.

7.3 Each complementary project shall identify the targets of the action plan (Schedule 3) to which the complementary project contributes or new performance indicators and new targets specific to the project.

8. COORDINATION

8.1 The representatives of Canada and Alberta agree to hold a bilateral meeting prior to the end of each fiscal year covered by this Agreement, or at another time mutually agreed upon, to discuss the implementation of the action plan (Schedule 3).

9. NOTICE

9.1 Any notice, request, information or any other document required under this Agreement shall be in writing and deemed given a) upon personal delivery; b) when received by the addressee if sent by courier (receipt requested); or c) the first working day after sending by email.

9.2 All notices shall be sent to the following addresses:

To Alberta:  
Director, Intergovernmental Relations  
Intergovernmental Relations Branch  
Department of Education  
9th floor, Commerce Place  
10155 – 102 Street  
Edmonton, Alberta  
T5J 4L5  
Email: EDC.officiallang@gov.ab.ca

To Canada:  
Director, Operations and Regional Coordination  
Official Languages Branch  
Department of Canadian Heritage  
15 Eddy Street, 7th Floor  
Gatineau, Quebec  
K1A 0M5  
Email: pch.fptlo-fptol.pch@canada.ca

9.3 It is the responsibility of each Party to inform the other Party, in writing, of any changes to this information within seven (7) working days.

10. ASSIGNMENT

10.1 This Agreement, and any benefit thereunder, may not be assigned without prior written approval from the other Party.
11. CONTENT OF THE AGREEMENT

11.1 This Agreement, including the following schedules that form an integral part of it and subsequent formal amendments to them, constitutes the entire Agreement between the Parties and supersedes all previous and future documents, negotiations, understandings and undertakings related to its subject matter. The Parties acknowledge having read this Agreement and agree with its content.

SCHEDULE 1 – General Terms and Conditions
SCHEDULE 2 – General Terms and Conditions – Infrastructure Projects
SCHEDULE 3 – Action Plan – 2020–21 to 2022–23
SCHEDULE 4 – Strategic Framework – 2020–21 to 2022–23

11.2 This Agreement is concluded in English and French with both versions being authoritative.

12. COUNTERPARTS

12.1 This Agreement may be executed in counterparts, in which case (i) the counterparts together shall constitute one original agreement, and (ii) communication of execution emailed in PDF shall constitute good delivery.
IN WITNESS WHEREOF, the Parties hereto have signed this Agreement through duly authorized representatives on the following dates:

ON BEHALF OF CANADA

Original Signed

The Honourable Mélanie Joly
Minister of Official Languages

March 30th, 2021
Date

Witness

Original Signed

Name in block letters

Signature

ON BEHALF OF ALBERTA

Original Signed

The Honourable Adriana LaGrange
Minister of Education

April 26, 2021
Date

Approved Pursuant to the Government Organization Act (Alberta):

Original Signed

Intergovernmental Relations, Executive Council

May 4, 2021
Date
GENERAL TERMS AND CONDITIONS

1. TERMS OF PAYMENT

1.1 Action Plan

Canada’s annual financial contribution to Alberta’s action plan (Schedule 3) referred to in paragraphs 5.5.1 and 5.5.2 of this Agreement shall be made as follows:

1.1.1. Year 1 (2020–21)

<table>
<thead>
<tr>
<th>Payments</th>
<th>Conditions and Types of Reports</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>First payment (80%)</td>
<td>1. Signature of this Agreement.  2. Requirements of the <em>Canada–Alberta Agreement on Minority-Language Education and Second-Language Instruction 2013-2014 to 2018-2019</em> and the <em>Canada–Alberta Agreement on Minority-Language Education and Second-Language Instruction 2019-2020</em> have been met.</td>
<td></td>
</tr>
</tbody>
</table>

1.1.2. Year 2 (2021–22)

<table>
<thead>
<tr>
<th>Payments</th>
<th>Conditions and Types of Reports</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>First payment (80%)</td>
<td>1. Updated action plan, if necessary.  2. Requirements for previous payments have been met.</td>
<td></td>
</tr>
<tr>
<td>Second payment (not exceeding the balance of Canada’s contribution for 2021–22)</td>
<td>1. Annual report for the 2021–22 fiscal year.</td>
<td>September 30, 2022</td>
</tr>
</tbody>
</table>

1.1.3. Year 3 (2022–23)

<table>
<thead>
<tr>
<th>Payments</th>
<th>Conditions and Types of Reports</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>First payment (80%)</td>
<td>1. Updated action plan, if necessary.  2. Requirements for previous payments have been met.</td>
<td></td>
</tr>
</tbody>
</table>

1.2 Complementary Projects

Canada’s financial contribution to Alberta for infrastructure projects funded under this Agreement shall be made in accordance with the administrative procedures set out in Schedule 2 of this Agreement. Canada’s complementary contributions to Alberta for projects funded under the provisions of subsection 5.8 of this Agreement shall be made as follows:
SCHEDULE 1

1.2.1 For One-Year Projects

<table>
<thead>
<tr>
<th>Payments</th>
<th>Conditions and Types of Reports</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>First payment (80%)</td>
<td>1. The project receives Canada’s approval.</td>
<td></td>
</tr>
<tr>
<td>Second payment (not exceeding the balance of Canada’s contribution for current fiscal year)</td>
<td>1. Annual report for the fiscal year in question.</td>
<td>September 30 following the fiscal year being reported on.</td>
</tr>
</tbody>
</table>

1.2.2 For Multi-Year Projects

1.2.2.1 Year 1

<table>
<thead>
<tr>
<th>Payments</th>
<th>Conditions and Types of Reports</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>First payment (80%)</td>
<td>1. The project receives Canada’s approval.</td>
<td></td>
</tr>
<tr>
<td>Second payment (not exceeding the balance of Canada’s contribution for current fiscal year)</td>
<td>1. Annual report for the fiscal year in question.</td>
<td>September 30 following the fiscal year being reported on.</td>
</tr>
</tbody>
</table>

If the second payment is the final payment of Canada’s contribution, this payment shall be made once Canada receives the annual report for the current fiscal year. The conditions and reports for subsequent fiscal years shall be provided in accordance with the requirements of those years.

1.2.2.2 Year 2

<table>
<thead>
<tr>
<th>Payments</th>
<th>Conditions and Types of Reports</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>First payment (80%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second payment (not exceeding the balance of Canada’s contribution for current fiscal year)</td>
<td>1. Annual report for the fiscal year in question.</td>
<td>September 30 following the fiscal year being reported on.</td>
</tr>
</tbody>
</table>

If the second payment is the final payment of Canada’s contribution, this payment shall be made once Canada receives the annual report for the current fiscal year. The conditions and reports for subsequent fiscal years shall be provided in accordance with the requirements of those years.

1.2.2.3 Year 3 (if applicable)

<table>
<thead>
<tr>
<th>Payments</th>
<th>Conditions and Types of Reports</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>First payment (80%)</td>
<td>1. Updated addendum to the action plan (Schedule 3), if necessary. 2. Requirements for previous payments have been met.</td>
<td></td>
</tr>
<tr>
<td>Second payment (not exceeding the balance of Canada’s contribution for current fiscal year)</td>
<td>1. Annual report for the fiscal year in question.</td>
<td>September 30 following the fiscal year being reported on.</td>
</tr>
</tbody>
</table>

1.3 The first payments made by Canada to Alberta as part of this Agreement shall be made within approximately ninety (90) working days following acceptance by Canada of the documents referred to in section 1 of this Schedule.

1.4 Except for the first payments, all payments made by Canada to Alberta as part of this Agreement shall be made approximately thirty (30) working days following acceptance by Canada of the documents referred to in section 1 of this Schedule.
2. FINANCIAL STATEMENTS AND REPORTS

2.1 The Parties agree that they must be accountable to their respective legislative bodies and the general public of their jurisdictions for the proper use of funds provided under this Agreement and for the results achieved by these investments. Reporting under this Agreement is guided by the principles of transparency, consistency, accuracy, timeliness and clarity.

2.2 Reports made by Alberta shall be in accordance with the terms of this Agreement and with provincial legislation and policies, including those related to the protection of privacy and access to information.

2.3 Reports shall be certified by a person duly authorized by Alberta.

2.4 Alberta agrees to provide the annual and periodic reports in the manner it deems most appropriate in its particular circumstances. If, once the information has been submitted, Canada believes that there is a need to clarify and determine the relevance of the information presented in the financial statements and reports, Alberta agrees to hold discussions with Canada to ensure compliance with the terms of the Agreement. Alberta shall update the relevant documents, if necessary.

2.5 For each fiscal year, the financial statements in the annual reports shall separately present the budget established in Alberta’s action plan (Schedule 3), and all expenditures incurred by Alberta, including those incurred within the activity period covered under this Agreement, which begins on April 1st, 2020, as per subsection 4.2 of this Agreement. The financial statements shall be prepared in accordance with generally accepted accounting principles.

2.6 Alberta agrees to keep accounts and documents up to date and in due form on all revenues and expenditures related to this Agreement in accordance with the laws, regulations, policies and directives applicable to Alberta.

2.7 Alberta agrees to also provide Canada, before March 31st of each fiscal year, with confirmation that the anticipated expenditures for the current fiscal year, for the action plan (Schedule 3) and complementary projects, have in fact been incurred, or will be incurred, in accordance with the terms of this Agreement. The attestation form, to be provided by Canada, shall be signed by a person duly authorized by Alberta.

2.8 Annual Reports

2.8.1 Annual reports comprise, for each linguistic objective, the following elements:

2.8.1.1 a final financial statement of contributions and actual expenditures based on the budget anticipated in the action plan (Schedule 3) for the fiscal year in question, by area of intervention and by initiative;

2.8.1.2 the status of implementation of the action plan initiatives (Schedule 3), including an explanation of any changes to the planned activities, schedule or budget; and

2.8.1.3 an indication of any exchanges undertaken with the Key Stakeholders on the implementation of the action plan (Schedule 3).

2.8.2 For the purposes of paragraph 2.8.1 of this Schedule, Alberta may use the following legend for implementation status:

2.8.2.1 “1” for an initiative completed or under way according to the planned activities, schedule and budget;

2.8.2.2 “2”, with an explanatory note, for a delayed initiative or an initiative that has undergone significant revision in the planned activities, schedule or budget for the fiscal year in question;

2.8.2.3 “3”, with an explanatory note, for an initiative that is no longer being considered as part of the action plan (Schedule 3).
2.9 Periodic Reports

2.9.1 Periodic reports, produced at the end of fiscal year 2020–21 and fiscal year 2022–23, contain, for each linguistic objective, the following elements:

2.9.1.1 a statement of the progress made on the basis of indicators, targets and timelines identified in the action plan (Schedule 3) and in complementary projects, where applicable, including an explanation of any significant variations in the pace of anticipated progress in achieving the targets set by Alberta; and

2.9.1.2 the main activities carried out under each of the initiatives, demonstrating their impact on the targets and the targeted areas of intervention.

2.9.2 Alberta agrees to provide information based on data available at the time of preparation of the periodic report.

3. REDUCTION/TERMINATION OF THIS AGREEMENT

3.1 Notwithstanding Canada’s obligation to make any payment made under this Agreement, this obligation is subject to the appropriation of funds by the Parliament of Canada and to the maintenance of current and forecasted budget levels for the Development of Official-Language Communities and the Enhancement of Official Languages programs.

3.2 In the event of a reduction or termination of the funding of these programs as evidenced by any appropriation act or the federal Crown’s main and supplementary estimates expenditures, Canada may, upon giving Alberta written notice of ninety (90) days, reduce the funding or terminate this Agreement. Subject to the terms and conditions of this Agreement, in the event that funding is terminated under these programs, Canada shall reimburse Alberta for any eligible costs incurred up to the end date of that notice period, including the eligible costs incurred to interrupt projects approved under this Agreement. Notwithstanding any other section under this Agreement, the financial obligations of Canada shall cease at the end of the notice period.

3.3 In the event of a reduction or termination of the funding of these programs as evidenced by any appropriation act or the provincial Crown’s main and supplementary estimates expenditures, Alberta may, upon giving Canada written notice of ninety (90) days, reduce the funding or terminate this Agreement. Subject to the terms and conditions of this Agreement, in the event of reduced funding, Canada may reduce its matching contribution to match Alberta’s reduction or ask for a return in accordance with section 8 of this Schedule if there is an overpayment following this reduction. Notwithstanding any other section under this Agreement, the financial obligations of both Parties shall cease at the end of the notice period in the event this Agreement is terminated.

4. ELIGIBLE EXPENDITURES

4.1 For the purposes of this Agreement, eligible expenditures for each initiative described in the action plan (Schedule 3) may include, among others, salaries and benefits, professional fees, administrative costs, expenditures related to the purchase or rental of essential supplies and equipment, the purchase and production of educational materials, as well as training.

4.2 Alberta may also allocate funds to the Explore, Destination Clic and Odyssey programs of the CMEC, through Canada’s financial contribution received under subsections 5.1 and 5.2 of this Agreement for the same linguistic objective. Where applicable, Alberta shall reflect this funding in its action plan (Schedule 3).

4.3 Only those expenditures incurred during a fiscal year for initiatives described in the action plan (Schedule 3) shall be deemed eligible expenditures for the fiscal year in question.

4.4 The Parties agree that, in general, the expenditures related to Canada’s financial contribution shall be incurred from April 1st to March 31st of the fiscal year in question. Canada agrees that the period during which expenditures may be charged against the contributions for a given fiscal year may be extended to June 30th, in order to coincide with the school year. In that case, Alberta shall undertake to ensure that the expenditures it reports in the financial statements submitted to Canada for expenditures incurred between April 1st and June 30th, and charged to the previous fiscal year, are not reported in the following fiscal year.
5. NON-ELIGIBLE EXPENDITURES

5.1 For the purposes of this Agreement, activities with an international scope, such as travel costs, shall not be considered as eligible expenditures for Canada’s or Alberta’s contributions, with the exception of activities related to the recruitment and retention of teachers for minority French-language schools and for French second-language programs.

6. AVAILABILITY OF MATERIAL

6.1 Alberta agrees to communicate, to all recipients of Canada’s financial contribution, the requirement that they make available to any researcher, institution, provincial or territorial government, Canada and the general public any audio-visual aids, curriculum material, films, research, studies or other material developed through financial support provided by Canada under this Agreement. All the costs of providing such documents shall be calculated in light of Canada’s financial contribution. Wherever possible, such costs shall be calculated solely on the basis of the costs associated with the provision of the said documents but not with the preparation thereof.

7. TRANSFERS

7.1 Transfers Within the Multi-Year Action Plan

7.1.1 For each fiscal year covered, and subject to the provisions set out in paragraphs 5.5.1 and 5.5.2 of this Agreement, Alberta may transfer a portion of the funds provided for in the multi-year action plan (Schedule 3) as follows:

7.1.1.1 Alberta may, at its discretion, transfer a portion of the funds between the areas of intervention under the same linguistic objective, but Canada must be informed.

7.1.1.2 The Parties may agree in writing, no later than February 15th of the fiscal year in question, to transfer a portion of the funds between the linguistic objectives.

7.1.2 Notwithstanding paragraph 7.1.1 of this Schedule, Alberta agrees not to make any transfers between the funds provided for in paragraph 5.5.2 of this Agreement for programs in minority-language education and the funds provided for in paragraph 5.5.1 of this Agreement for programs in second-language instruction.

7.1.3 Alberta recognizes the importance of respecting, for the duration of this Agreement, the overall distribution of funding between the linguistic objectives provided in paragraphs 5.5.1 and 5.5.2 of this Agreement.

7.2 Transfers Between the Multi-Year Action Plan and Complementary Projects

7.2.1 Alberta agrees to make no transfer between the funding provided in subsection 5.5 of this Agreement for the multi-year action plan and the complementary contributions provided by Canada as part of the provisions of subsection 5.8 of this Agreement.

7.2.2 Alberta agrees to make no transfer between the action plans funded through the complementary contributions referred to in subsection 5.8 of this Agreement.

8. OVERPAYMENT

8.1 The Parties agree that, if payments made to Alberta exceed the amounts to which Alberta is entitled, the overpayment shall be returned to Canada upon receiving a written notice to repay. If Alberta fails to remedy the overpayment within ninety (90) days in accordance with subsection 13.2 of this Schedule, Canada may reduce its future contributions to Alberta by an equivalent amount, following discussions with Alberta.
8.2 Where any amount owing to Canada has not been repaid or reimbursed under this Agreement, an amount equal to the amount owing may be retained by Canada from the remaining due to Alberta under this Agreement only. Should all payments due to Alberta under this Agreement be made, Alberta shall forward a reimbursement cheque to Canada for the amount of the overpayment, payable to the Receiver General for Canada.

9. FINANCIAL AUDITS

9.1 In the event a financial audit is deemed necessary within a period of up to five (5) years after the end of this Agreement, Canada and Alberta agree that it would be conducted by the Auditor General of Alberta.

10. APPLICABLE LEGISLATION

10.1 This Agreement shall be governed by and interpreted in accordance with the legislation and regulations applicable in Alberta.

11. LIABILITY OF CANADA AND ALBERTA

11.1 Neither of the Parties shall be liable for any injury, including death, or for any loss or damage to the property of the other Party or anyone else, that occurs through the implementation of this Agreement by Alberta unless such injury, loss or damage is caused by the negligence, willful misconduct or bad faith of one of the Parties, their minister(s), or their employees or agents.

12. INDEMNIFICATION

12.1 Alberta shall indemnify Canada, the federal minister and their employees or agents, and release them from any liability for claims, losses, damages, expenditures and costs related to any injury or death, or loss or damage to property caused by Alberta or its employees or agents in carrying out the activities described in this Agreement.

12.2 Canada shall indemnify Alberta, the provincial ministers and their employees or agents, and release them from any liability for claims, losses, damages, expenditures and costs related to any injury or death, or loss or damage to property caused by Canada or its employees or agents in carrying out the activities described in this Agreement.

13. DEFAULT AND RECURSE

13.1 The following situations constitute a default:

13.1.1 Alberta, directly or through its representatives, makes or made, other than in good faith, a false declaration or a misrepresentation to Canada; or

13.1.2 One of the conditions or commitments included in this Agreement has not been fulfilled; or

13.1.3 Canada suspends or withholds for no legitimate reason payments of its financial contribution with respect to amounts already owing or future payments; or

13.1.4 Alberta suspends or withholds for no legitimate reason payments of its financial contribution with respect to amounts already owing or future payments.

13.2 In the event of a default committed by Alberta, if Canada determines that Alberta’s default is capable of cure and that a delay for these purposes is appropriate, Canada reserves the right to send a written notice of default to Alberta specifying a cure period of no fewer than ninety (90) days from the date of Alberta’s deemed receipt of the notice, requiring that Alberta provide Canada with proof of the cure within that delay. Alberta’s proof that the default is cured shall be to Canada’s satisfaction.

13.3 If Alberta does not act accordingly to the notice of default, Canada may avail itself of any or all of the following remedies:

13.3.1 Reduce Canada’s financial contribution to Alberta and notify Alberta of the reduced amount of the contribution;
13.3.2 Suspend the payment of any amount in respect of Canada’s financial contribution, regardless of whether the amount is owing prior to or after the date of such suspension or future payments and inform Alberta accordingly; and

13.3.3 Terminate this Agreement by means of a written notice of termination given to Alberta after the delay provided in the notice of default has expired and the default has not been remedied to Canada’s satisfaction. The notice of termination may include reimbursement of all or part of Canada’s financial contribution as debt owing to Canada and will terminate any financial obligation of Canada to continue to contribute funding under this Agreement.

13.4 In the event of a default committed by Canada, if Alberta determines that Canada’s default is capable of cure and that a delay for these purposes is appropriate, Alberta reserves the right to send a written notice of default to Canada specifying a cure period of no fewer than ninety (90) days from the date of Canada’s deemed receipt of the notice, requiring that Canada provide Alberta with proof of the cure within that delay. Canada’s proof that the default is cured shall be to Alberta’s satisfaction.

13.5 If Canada does not act accordingly to the notice of default, Alberta may avail itself of any or all of the following remedies:

13.5.1 Suspend some activities provided for in Schedule 1 of this Agreement and inform Canada accordingly; and

13.5.2 Terminate this Agreement by means of a written notice of termination given to Canada after the delay provided in the notice of default has expired and the default has not been cured to Alberta’s satisfaction.

13.6 The fact that one of the Parties refrains from exercising a remedy it is entitled to exercise under this Agreement shall not be considered as a waiver of such right and, furthermore, partial or limited exercise of a right conferred on it shall not prevent it in any way in the future from exercising any other right or remedy under this Agreement or other applicable law.

14. DISPUTE RESOLUTION

14.1 In the event of a dispute arising under the terms of this Agreement, the Parties agree to try to make a good faith attempt to settle the dispute. In the event that the Parties cannot resolve the dispute through negotiation, they agree to give good faith consideration to using an alternate method to resolve the dispute.

15. EVALUATION

15.1 Alberta is responsible for the evaluation of the education programs and initiatives under its jurisdiction, including its action plan (Schedule 3). Alberta shall share with Canada the results of those evaluations as they relate to programs and initiatives identified within its action plan (Schedule 3).

15.2 Canada’s programs, including the Development of Official-Language Communities Program, Minority-Language Education Component, and the Enhancement of Official Languages Program, Second-Language Learning Component, are routinely evaluated. Canada agrees to consult Alberta on any future evaluation of its programs and to seek its opinion on such evaluations. Canada shall share with Alberta the results of those evaluations.

16. AMENDMENTS

16.1 The Parties may, with mutual written consent, amend this Agreement. To be valid, any amendment to this Agreement shall be in writing and shall be signed by the Parties hereto or by their duly authorized representatives, while this Agreement is in effect.

17. PUBLIC INFORMATION

17.1 The Parties agree that once signed, this Agreement, including the action plan (Schedule 3), the related reports, evaluations, audits and other reviews regarding this Agreement, may be made available to the public by any Party.
17.2 The Parties agree that communications and publications intended for the public regarding this Agreement shall be available in both official languages.

18. PUBLIC ACKNOWLEDGEMENT OF CANADA’S FINANCIAL CONTRIBUTION

18.1 Any announcement of the approved funding as well as subsequent public communications on this Agreement shall be agreed to by both Parties.

18.2 Alberta shall recognize Canada’s participation when conducting publicity for all initiatives for which financial assistance was provided by Canada. For the purposes of this Agreement, publicity includes, without being limited to, speeches, news releases, public announcements, websites and provincial departmental and agency reports. This acknowledgement could include a mention of the Action Plan for Official Languages 2018–2023: Investing in Our Future, wherever appropriate.

18.3 Alberta shall take all reasonable measures to ensure that any other recipient of a financial contribution from Canada, namely, schools, school boards and postsecondary institutions, agrees to mention Canada’s financial contribution and the Action Plan for Official Languages 2018–2023: Investing in Our Future, wherever appropriate, in any publicity relating to the initiatives for which Canada has made a financial contribution.

19. CONSULTATION

19.1 The Parties recognize the importance of collaboration with key stakeholders who play a key role in minority-language education and second-language instruction. Alberta determines its appropriate consultation process.

19.2 Alberta shall regularly consult with these stakeholders to discuss the implementation of the bilateral Agreement and any changes that may be made to it, for instance, transfers of funding or the replacement of one initiative with another.

19.3 Canada shall inform Alberta of any formal consultations with key stakeholders directly related to initiatives funded under this Agreement and share with Alberta the information obtained, in a timely manner. Canada agrees that, for any formal consultations it has with key stakeholders in the province of Alberta, Canada and Alberta will coordinate in advance to accommodate the attendance of an appropriate Alberta representative.
GENERAL TERMS AND CONDITIONS – INFRASTRUCTURE PROJECTS

1. PURPOSE OF THE SCHEDULE

1.1 In accordance with the provisions of this Agreement, Canada may contribute financially to minority-language infrastructure projects through the action plan (Schedule 3) or as a complementary project. The Parties agree that the funding of these projects shall be subject to the provisions of this Agreement and to the terms and conditions described in this Schedule.

1.2 The provisions set out in Schedule 1 of this Agreement, not mentioned in this Schedule, also govern infrastructure projects.

2. ELIGIBLE EXPENDITURES

2.1 For the purposes of this Agreement, infrastructure project eligible expenditures may include, among others, expenditures regarding the preparation of construction plans and blueprints, environmental assessments, site development, professional fees, construction, renovation, and acquisition of Essential Furniture and Equipment.

2.2 For the purposes of this Agreement, “Essential Furniture and Equipment” means the furniture and equipment needed for the operation and maintenance of the building and the lands that are usually and reasonably provided for in such an educational facility, except perishables.

2.3 For infrastructure projects relating to the elementary and secondary levels, Canada’s participation is conditional on Alberta demonstrating that the spaces funded by Canada are over and above existing school standards within Alberta’s School Capital Manual.

3. NON-ELIGIBLE EXPENDITURES

3.1 For the purposes of this Agreement, feasibility studies as well as land acquisition and development shall not be considered as eligible expenditures for Canada’s financial contribution.

3.2 Infrastructure projects on federal land are not covered under this Agreement.

4. PROJECT DESCRIPTION

4.1 For Canada’s approval of a financial contribution for an infrastructure project under this Agreement, Alberta agrees to provide a detailed description for each infrastructure project containing the following information:

4.1.1 a preamble briefly describing the current situation;

4.1.2 the areas of intervention, targets and indicators covered by the project;

4.1.3 the project phases, type and scope;

4.1.4 the planned school, community and shared spaces; and

4.1.5 a summary of the budget items and anticipated investments.

4.2 The project shall be submitted to Canada by a person duly authorized by Alberta.
5. **PAYMENT TERMS AND CONDITIONS**

Canada’s financial contribution to Alberta for infrastructure projects shall be made as follows:

### 5.1 For One-Year Projects

<table>
<thead>
<tr>
<th>Payments</th>
<th>Conditions and Types of Reports</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>First payment (50%)</td>
<td>1. The project receives Canada’s approval.</td>
<td></td>
</tr>
<tr>
<td>Second payment (30%)</td>
<td>1. An interim financial statement for the fiscal year in question.</td>
<td>December 31 (of the current fiscal year)</td>
</tr>
<tr>
<td></td>
<td>2. An update on the project.</td>
<td>December 31 (of the current fiscal year)</td>
</tr>
<tr>
<td>Third payment (not exceeding the balance of Canada’s contribution)</td>
<td>1. A final activity report for the fiscal year in question.</td>
<td>September 30 (following the fiscal year in question)</td>
</tr>
<tr>
<td></td>
<td>2. A final financial statement for the fiscal year in question.</td>
<td>September 30 (following the fiscal year in question)</td>
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### 5.2 For Multi-Year Projects

#### 5.2.1 Year 1

<table>
<thead>
<tr>
<th>Payments</th>
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<th>Deadline</th>
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<tbody>
<tr>
<td>First payment (50%)</td>
<td>1. The project receives Canada’s approval.</td>
<td></td>
</tr>
<tr>
<td>Second payment (not exceeding the balance of Canada’s contribution for current fiscal year)</td>
<td>1. An interim financial statement for the fiscal year in question.</td>
<td>December 31 (of the current fiscal year)</td>
</tr>
<tr>
<td></td>
<td>2. A work progress report.</td>
<td>December 31 (of the current fiscal year)</td>
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#### 5.2.2 Year 2

<table>
<thead>
<tr>
<th>Payments</th>
<th>Conditions and Types of Reports</th>
<th>Deadline</th>
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</thead>
<tbody>
<tr>
<td>First payment (50%)</td>
<td>1. An update on the project.</td>
<td></td>
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<tr>
<td></td>
<td>2. The requirements for previous payments have been met.</td>
<td></td>
</tr>
<tr>
<td>Second payment (not exceeding the balance of Canada’s contribution for current fiscal year)</td>
<td>1. A final financial statement for the previous fiscal year.</td>
<td>September 30 (following the fiscal year in question)</td>
</tr>
<tr>
<td></td>
<td>2. An interim financial statement for the fiscal year in question.</td>
<td>December 31 (of the current fiscal year)</td>
</tr>
<tr>
<td></td>
<td>3. A work progress report for the fiscal year in question.</td>
<td>December 31 (of the current fiscal year)</td>
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</tbody>
</table>
### 5.2.3 Year 3

<table>
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<tr>
<th>Payments</th>
<th>Conditions and Types of Reports</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>First payment (50%)</td>
<td>1. An update on the project.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. The requirements for previous payments have been met.</td>
<td></td>
</tr>
<tr>
<td>Second payment (30%)</td>
<td>1. A final financial statement for the previous fiscal year.</td>
<td>September 30 (following the fiscal year in question)</td>
</tr>
<tr>
<td></td>
<td>2. An interim financial statement for the fiscal year in question.</td>
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</tr>
<tr>
<td></td>
<td>2. A final financial statement for the fiscal year in question.</td>
<td>September 30 (following the fiscal year in question)</td>
</tr>
</tbody>
</table>

5.3 Notwithstanding the terms and conditions set out in subsections 5.1 and 5.2 of this Schedule, if the second payment is the final payment of Canada’s financial contribution, such payment shall be made by Canada once Alberta submits the final financial statement for the current fiscal year. The conditions and reports for subsequent years must be provided in accordance with the requirements of the years in question.

### 5.4 For Projects Funded Through the Multi-Year Action Plan (Schedule 3)

5.4.1 The terms and conditions of payment for the multi-year action plan in subsection 1.1 of Schedule 1 shall apply to infrastructure projects funded through the multi-year action plan.

5.4.2 Before making the first annual payments, each of these projects must be approved by Canada.

5.4.3 Annual reports submitted under subsection 1.1 of Schedule 1 shall be accompanied by actual expenditures for each of the projects covered by subsection 5.4 of this Schedule.

### 6. FINANCIAL STATEMENTS AND REPORTS

#### 6.1 Interim Financial Statements

6.1.1 Interim financial statements separately present the budget established for the fiscal year in question, the actual expenditures incurred from April 1\textsuperscript{st} to September 30\textsuperscript{th} of the current fiscal year, and the anticipated expenditures from October 1\textsuperscript{st} to March 31\textsuperscript{st} of the current fiscal year, in connection with federal and provincial contributions for the fiscal year in question.

#### 6.2 Final Financial Statements

6.2.1 Final financial statements separately present the budget established for the fiscal year in question, the federal and provincial contributions and the actual expenditures incurred by Alberta.

6.2.2 The final financial statement for the final fiscal year in question also separately presents the total budget for each category of expenditures funded, provincial and federal contributions, and all actual expenditures incurred by Alberta for the duration of the project.

#### 6.3 Work Progress Reports

6.3.1 Work progress reports provide an update on how far work has advanced and an explanation of any deviations from the planned implementation schedule.
6.4 Final Activity Reports

6.4.1 Final activity reports provide the status of work carried out with contributions from Canada and Alberta. Final activity reports also confirm the spaces built and the equipment acquired.

7. TRANSFERS

7.1 For each fiscal year covered by this Agreement, Alberta may transfer a portion of the funds provided for funding infrastructure projects as follows:

7.1.1 Transfers Within the Same Initiative

7.1.1.1 The Parties agree that a portion of the funds provided for each project within the same initiative may be transferred from one project to another. The Parties may agree in writing, no later than February 15th of the fiscal year in question, to transfer a portion of the funds between such projects.

7.1.2 Transfers Between Expenditure Categories

7.1.2.1 Alberta may, at its discretion, transfer a portion of the funds from one expenditure category to another within the same project, ensuring to inform Canada of the transfer. These transfers must be made within expenditure categories eligible for a contribution from Canada.

8. TENDERS

8.1 All calls for public tenders to carry out infrastructure projects funded by Canada under this Agreement must be issued in accordance with the regulations applicable to Alberta, school authorities, and postsecondary institutions in the award of public contracts, respectively.

9. ACCESS TO FACILITIES

9.1 Alberta agrees to take all reasonable measures to ensure that the federal minister or his/her representatives are allowed to visit the premises where the activities funded under this Agreement are being carried out, when accompanied with appropriate representation from Alberta.

9.2 Alberta agrees to ensure that the new facilities funded under this Agreement meet Alberta’s legislation and guidelines regarding accessibility to persons with disabilities.

10. DISPOSAL OF ASSETS

10.1 For any asset purchase (furniture, equipment, wheeled equipment, buildings, etc.) that has a cost of more than ten thousand dollars ($10,000), Alberta shall take all reasonable measures to ensure that schools, school boards and postsecondary institutions preserve and maintain the assets acquired with Canada’s financial contribution under this Agreement and to ensure that they are used for the purposes of the funded activities for a period of five (5) years following the expiry or termination of this Agreement, unless:

10.2 written exemption from this requirement is obtained from Canada;

10.3 Canada authorizes the disposal of the assets;

10.4 the assets must be replaced on account of wear; or

10.5 the assets must be replaced on account of obsolescence.
11. CONTINUED PURPOSE

11.1 Alberta agrees to ensure that funding recipients preserve the community spaces funded under this Agreement for the purposes for which they were funded by Canada.

11.2 Alberta agrees to respect this commitment throughout the existence of the school component unless written exemption from this requirement is obtained from Canada.

11.3 Upon request from Canada, Alberta shall provide Canada a copy of any lease or agreement between the school and the community for the use of shared spaces that received funding under this Agreement.

12. ENVIRONMENTAL ASSESSMENT

12.1 Alberta and Canada shall ensure that all activities and objectives subject to this Agreement comply with all applicable federal, provincial and municipal laws and regulations and related laws and guidelines with respect to environmental matters. All other applicable legislative, regulatory and constitutional requirements must still be complied with by the Parties.

13. PUBLIC ACKNOWLEDGEMENT OF CANADA'S FINANCIAL CONTRIBUTION

13.1 During the work being carried out, Alberta shall publicly acknowledge Canada’s financial contribution, including, where appropriate, the contributions made under the Action Plan for Official Languages 2018–2023: Investing in our Future and/or the Investing in Canada Plan.

13.2 Alberta agrees to give recognition to Canada’s financial contribution when conducting publicity for the projects for which financial assistance was provided by Canada. For the purposes of this Agreement, publicity includes, without being limited to, temporary signs erected on the construction site, speeches, news releases, and reports by provincial departments and agencies. Alberta agrees to provide Canada with samples of these various types of publicity.

13.3 Alberta agrees that this recognition shall be made in accordance with the guidelines on public recognition of Canada’s support established for Government of Canada infrastructure programs.

13.4 Alberta agrees to take all reasonable measures to ensure that any recipient of a financial contribution from Canada, including schools, school boards and postsecondary institutions, mentions Canada’s financial contribution wherever appropriate, in any publicity relating to the projects for which Canada has made a financial contribution.

13.5 Upon completion of the infrastructure work, Alberta agrees to install a plaque on the sites covered by this Agreement, drawing attention to the participation of both Parties in the project. The design, text and specifications shall be approved by both Parties.

13.6 Alberta shall allow representatives of Canada to participate fully in any official ceremony to recognize Canada’s financial contribution to the project and, upon completion of the work, in the official inauguration of the new facilities.
SCHEDULE 3

ALBERTA’S 2020-2021 to 2022-2023 ACTION PLAN

PREAMBLE

Since 1970, the federal government has provided supplementary funding for significant costs incurred by provinces and territories for providing education in French or English where French or English are the language of the minority in Canada. Alberta utilizes the financial support to enhance learning opportunities to students who are in minority-language education programs and to students who are in French as a second language programs, from Kindergarten to the post-secondary level.

The Ministry of Alberta Education and the Ministry of Advanced Education work together to provide a seamless and comprehensive service for Albertan learners of all ages. Within the provincial government’s overall commitment of providing the best possible education for all, Alberta students’ language learning receives special consideration in an officially bilingual country, a multicultural and pluralistic society, and a global economy.

In alignment with the Government of Alberta’s French Policy, through leadership and collaboration with community groups both within and outside its borders, Alberta ensures that opportunities are made available for learners to be engaged thinkers and ethical citizens with an entrepreneurial spirit so that they are able to contribute to a democratic, evolving and prosperous society.

Kindergarten – Grade 12

Introduction

In accordance with Alberta’s Education Act, the Government of Alberta believes in and is committed to one publicly funded education system that provides a choice of educational opportunities to students and honors the rights guaranteed under the Constitution of Canada in respect of minority-language and minority denominational education through the dimensions of public, separate and Francophone schools. As such, the Government of Alberta recognizes public schools, separate schools, Francophone schools, private schools, charter schools, early childhood programs and home education programs as being valued and integral in providing choice in education to students and parents.

As per Education’s Business Plan 2020-2023, Alberta Education has the following responsibilities:

- develop curriculum and set standards;
- evaluate curriculum and assess outcomes;
- teacher development and certification;
- support students with diverse learning needs;
- fund and support school boards;
- First Nations, Metis and Inuit and Francophone education; and
- oversee basic education policy and regulations.

Alberta Education values language learning and through significant investment, provides opportunities for francophone students to study in their first language (minority-language education) and for other Alberta students to learn French as their second official language through French Immersion programming or French as a second language courses.
To achieve these goals, Alberta Education provides further detail and instruction to all recognized schools and education programs through the Funding Manual for School Authorities, the Guide to Education: ECS to Grade 12, and the Education Act and associated regulations.

Responsibilities of recognized schools and education programs identified above are identified in the Education Act, which includes the appropriate allocation of public funds provided by the Government of Alberta each year. The Funding Manual for School Authorities provides details on the funding available for the school year including applicable formulas, funding rates, criteria and reporting requirements.

Current Situation

Alberta has a number of French-language programs to accommodate its diverse and evolving student population. Minority-language (francophone) education, French as a second language courses and French Immersion programs offer students many opportunities for exploration and growth in the French language and culture.

a) Minority-language education

Francophone education is intended for children of parents who meet the criteria of Section 23 of the Canadian Charter of Rights and Freedoms and Section 14(1) of Alberta’s Education Act. These parents have the right to have their children receive primary and secondary school instruction in French.

Alberta Education develops the Program of Studies in French for Kindergarten to Grade 12 students in francophone programs. All courses, except for English Language Arts, are offered entirely in French by four Francophone Regional Authorities. Francophone education is designed to help students identify with, and be part of the francophone culture and community.

As of January 2021, 42 schools operated by the four Francophone Regional Authorities provide francophone education programs to approximately 8,448 students. This compares with 1,600 students in ten schools operated by three Francophone Regional Authorities when francophone governance was implemented in Alberta in 1994.

Since 2013, significant improvements have been made in reinforcing Alberta’s francophone students’ identity, sustaining the existing curricular programs and developing bold cultural initiatives offered by the francophone authorities. Federal funding provided through the Canada-Alberta amending agreements 2018-2019 and 2019-2020 provided further support for francophone schools to implement new strategies through funding special projects, which address a recurrent need such as the La Francisation program for new immigrant students. Federal financial investments have further supported Alberta’s capacity in renovating and expanding francophone school spaces under the Infrastructure funding stream.

Each year, hundreds of certified francophone Albertan teachers benefit from the Individual Teacher Bursary program. This funding program enables our teachers to take part in a variety of French professional development opportunities such as Association canadienne d’éducation de langue française (ACELF), De mots et de craies in Sherbrooke, credit French university courses across Canada to improve not only their teaching skills in French but also enrich their cultural experience.
Alberta Education continues to work closely with Francophone Regional Authorities across the province to support quality education to francophone students and to engage in cultural activities with francophone community groups and various network connections.

b) French as a second language (FSL)

According to Section 17 of the Education Act, a board may authorize the use of French or any language as a language of instruction. French as a second language is not a compulsory course to students enrolled in Alberta because there is no provincial language mandate. However, every board offering alternative language programs such as FSL shall implement these courses in a manner consistent with provincial Curriculum requirements.

French second-language courses are intended for students whose first language is not French. These courses allow students to develop a good foundation in French and an appreciation of the French-language and francophone cultures.

Many Alberta schools offer FSL courses from Grade 4 to Grade 12. In these schools, French is taught as a subject, usually from 30 to 40 minutes a day in elementary and junior high school and 125 hours per year in senior high school. Although mandatory enrolment is not required, the majority of school authorities in Alberta offer FSL courses.

As of January 2021, 125,361 students are enrolled in French second-language courses in 983 Alberta schools operated by 82 school authorities. Alberta aims to maintain or increase the student enrolment in French second-language courses. Alberta Education also provides funding to the Alberta Regional Professional Development Consortia to support professional development for second-language teachers.

The impact of funding provided under the Canada–Alberta Agreement on Minority-Language Education and Second-Language Instruction on FSL programming is significant on student recruitment, support for educational staff and administrators, enhancement of French course delivery, language credentialing through DELF/DALF (including French immersion), and the expansion of partnerships with educational institutions in Canadian French speaking provinces.

Our province developed an aggressive recruitment campaign to maintain FSL enrolment at the current level that enabled jurisdictions to focus on Intensive and Post-intensive French approach as well as the Neurolinguistic Approach. This has resulted in a growth of enrolment in the major school jurisdictions (e.g. Calgary Board of Education). Data shows that enrolment of FSL students remained steady and trends towards continued growth. The seven regional consortia throughout the province planned and implemented professional learning opportunities in collaboration with their respective school stakeholders. While each consortia offered specific opportunities to meet the needs of their individual communities, there were many similarities throughout the province. Professional learning opportunities are offered and co-sponsored by the funding provided under the Canada–Alberta Agreement on Minority-Language Education and Second-Language Instruction. Due to limited FSL teachers in certain geographical regions in Alberta, those teachers working in remote schools are provided the same opportunity to attend and become involved in professional learning opportunities. Many of the learning opportunities tied directly to the development of teacher’s pedagogy. The learning topics strive, when possible, to link to Alberta’s initiatives and school jurisdictions priorities in any given area.
The Individual Teacher Bursary program also offered a funding supplement to FSL teachers who wished to attend French courses, on-line or in-person, throughout the school year at Alliance Française, Athabasca University, the University of Calgary and French summer camp sessions. The bursary continues to be increasingly popular among French teachers.

c) French Immersion

Alternative French-language instruction aims to support students enrolled in French Immersion programs. French programming demonstrates an increased interest in French-language learning from parents and learners. French Immersion programs are intended for students whose first language is not French. These programs allow students to be functionally fluent in French and develop an appreciation of the French-language and francophone cultures. These programs also prepare students who want to pursue post-secondary education in French.

Students are usually introduced to early immersion in Kindergarten or Grade 1. Late immersion is typically introduced at the Grade 7 level. French is used as the language of instruction in most subject areas for a significant part of each school day.

As of January 2021, 45,186 students were enrolled in the alternative French Immersion programs offered in 230 schools operated by 46 school authorities. Alberta seeks to maintain or increase student enrolment in French Immersion programs. School jurisdictions offering French Immersion in Alberta continue playing an active role in ensuring the vitality and growth of this program.

Through the collaborative effort of numerous French Immersion consultants across many school authorities, teachers from a large range of grade levels worked together to develop cross-curricular unit plans which focused on integrating literacy into all subject areas. A coaching model allowed time for reflection of practice in a variety of areas such as collaborative learning, formative assessment, and high level thinking using cross-curricular themes with the goals of improving language competency.

Many projects focusing on learning centres, resources and credentialing were co-funded by Alberta Education and Canada through the Canada–Alberta Agreement on Minority-Language Education and Second-Language Instruction 2013-2014 to 2017-2018 and subsequent one-year interim Amending Agreements for 2018-2019 and 2019-2020. The Metropolitan Edmonton Regional French Immersion Program (MERFIP) project served as hub in providing a wide range of student services to numerous school jurisdictions in the Edmonton area. In the province’s southern area, multiple projects funded under the previous bilateral agreement resulted in the implementation of various portfolios to enhance and assist second-language proficiency.

Alberta also has 11 DELF/DALF exam centres, the highest number in Canada. Alberta’s students and teachers continue to take advantage of the DELF/DALF opportunity.
Post-secondary Education

Introduction

French-language education is an important feature of Alberta’s post-secondary system. Advanced Education supports Albertans by providing education and training opportunities to prepare them for the workforce. Through Advanced Education’s investments in people, infrastructure, and research capacity, the post-secondary sector helps drive job creation, innovation, and the development of skilled and adaptive workers who contribute to a competitive Alberta economy.

Alberta Advanced Education is responsible for an adult learning system that provides accessible, affordable and high quality education for Albertans. It prepares Albertans for lifelong success through education by:

• approving post-secondary programs of study;
• funding public post-secondary institutions and other adult learning providers;
• providing financial aid for learners;
• registering and certifying apprentices; and
• supporting academic research and innovation.

Under the Post-Secondary Learning Act, Alberta’s publicly funded post-secondary institutions operate under the authority of their Boards of Governors, who are responsible for the day-to-day management of the institution. The Ministry of Advanced Education approves programs, provides funding, strategic guidance and direction to Alberta’s post-secondary system, but does not intervene in institutional matters. This includes not dictating to institutions how they should spend their base operating grants.

Current Situation

Advanced Education supports the provision of French-language programming at 14 institutions across Alberta as well as several community adult learning providers. At the post-secondary level in Alberta, French-language credit programming is currently taught in six public colleges, two private university colleges and six universities. Through its various functions, it is estimated that the ministry helps enable over 10,000 students a year pursue post-secondary learning opportunities in French, and to develop the skills they need to secure employment and contribute to their communities. It is well documented that second-language proficiency provide individuals with advantages in competing for certain job opportunities, both at home in Alberta, Canada and abroad.

As the University of Alberta’s (U of A) French-language faculty, Campus Saint-Jean (CSJ) is the province’s post-secondary bilingual hub. This unique academic, linguistic, and cultural environment provides students with the academic preparation; language competencies and other essential skills (i.e. personal, critical thinking, ethical responsibility, collaboration) needed to become the leaders of the future. CSJ’s vision is to be recognized as the centre of choice for French language university-level education in Western Canada, and a major centre of choice for French language university-level education in Canada and worldwide.

CSJ offers high quality degree programming in diverse fields including education, language and literature, arts and science. CSJ has partners with other U of A faculties to provide successful joint bilingual degree programs in nursing, environmental science, engineering and business. In recent years, CSJ’s mandate has expanded to college-level programs in order to fill critical gaps in the labour market.
CSJ also offers conversational French and language skills professional development training for teachers and other professionals. CSJ’s facilities include a curriculum materials centre, a multimedia lab, a vocal acoustics laboratory, student residence, an academic and cultural centre, and a library with one of the most comprehensive collections of French language books in Western Canada. CSJ continues to invest in multimedia and technology to improve both student access and student supports.

In 2019-2020, Campus Saint-Jean offered seven programs at the undergraduate/graduate level in Arts, Business, Education and Science, two graduate degree programs and four college level credentials. There were no changes to programs delivered by CSJ from the previous year - 2018-2019.

The Bachelor of Arts offers majors in French language, French and Franco-Canadian Literature, as well as added minors in Drama, Music, and Translation. Specializations in the Bachelor of Education degree include Elementary Education and Secondary Education. CSJ also offers a BEd After Degree and a five-year combined Bachelor of Education-Bachelor of Science.

Students in BEd degree program can focus in preparing themselves for a career in either a French Immersion or Francophone Education environment. Students in the BSc General Program can select a major or double major and a minor in Biology, Chemistry, Mathematics, Physics, Psychology and Statistics.

The University of Alberta (through Centre collégial de l’Alberta located at CSJ) is continuing to collaborate with stakeholders to work on activities aimed at increasing student access to college level programming in French, either online or through onsite delivery.

The University of Calgary is another key stakeholder that offers French as a second-language programming and opportunities through its French Centre. The French Centre of the U of C has been in existence since 1979. Its aim is to promote the French language and Francophone culture through a variety of courses, projects and activities. Immersion weekends, professional development for teachers, language enrichment programming for both students and instructors, and a French-language Instruction Program (FLIP), providing credit courses taught in French covering a variety of subject areas depending primarily upon Faculty language expertise, are also offered. Through the Werklund School of Education and the Faculty of Arts, the U of C will continue to offer conversational courses, a certificate in French Studies, undergraduate majors and minors in French, and a Master of Arts in French.

The U of A (Department of Modern Languages and Cultural Studies), the University of Lethbridge (U of L), the Grande Prairie Regional College (GPRC), Lakeland College (LC), Concordia University of Edmonton and St. Mary’s University are also key stakeholders who offer French as a second language programming or activities and whose initiatives will be supported through Alberta’s 2020–2021 to 2022–2023 action plan.


Five post-secondary institutions including the University of Alberta (U of A), University of Calgary (U of C), University of Lethbridge (U of L), Grande Prairie Regional College (GPRC) and Lakeland College (LC) participated in the previous 5-year Canada–Alberta Agreement on Minority-Language Education and Second-Language Instruction 2013-2014 to 2017-2018 and subsequent one-year interim Amending Agreements for 2018-2019 and 2019-2020.
The following cumulative enrolments in French-language courses/programs were reported by the institutions in the period from 2013–2014 to 2019–2020:

- Close to 22,000 students were enrolled in either conversational French-language courses (beginner, intermediate and advanced), French related specializations (major and minor level) or other degree credit courses (e.g. history, economics, philosophy) offered in French at the U of A (Department of Modern Languages), U of C, U of L, GPRC or LC.
- About 5,530 students were enrolled in undergraduate programming (diploma and degree) at the U of A - Campus Saint-Jean (CSJ) including about 290 at the graduate level.

Centre collégial de l’Alberta was successfully established at the U of A (CSJ) to deliver college level certificate and diploma programming. Three diplomas including Business Administration, Tourism Management, and Early Childhood Education as well as two certificate programs – Health Care Aide and Early Childhood Education – were approved for implementation by the ministry of Alberta Advanced Education during the period from 2013–2014 to 2019–2020. Enrolments in these programs up to 2019–2020 totalled 263 students.

A partnership agreement between the University of Alberta (CSJ) and Lakeland College also allowed for opportunities for students across the province to access Lakeland College’s Early Learning and Child Care certificate and diploma and Educational Assistant certificate programs in French via online distance learning. From 2013–2014 to 2019–2020, close to 500 students were enrolled in these programs.

The past academic year (2019–2020) has been challenging with post-secondary institutions dealing with both the COVID-19 pandemic and significant budget cutbacks due to Alberta’s current economic situation. Despite these challenges, overall enrolment in French-language programs/courses for 2019-2020 year at the five institutions identified above was over 3,000 students with close to 1,000 students at the University of Alberta – Campus Saint Jean. These five institutions have made significant adjustments to ensure that students interested in pursuing French language learning opportunities have safe, face-to-face and alternate (i.e. online) access to courses/programs for the 2020-2021 academic year.

Access to federal funding


Consultation Process - Education

In the same spirit of the Amending Agreement 2019-2020 and its one-year action plan granted to Alberta, this 2020-2021 to 2022-2023 action plan was developed with respect to the Canada–Alberta Agreement on Minority-Language Education and Second-Language Instruction 2020–2021 to 2022–2023 and its most updated Schedules. This current action plan, including the additional funding for minority-language education, takes into consideration consultations with key educational stakeholders, including Alberta’s newly established Provincial Advisory Committee (PAC) on Official Languages in Education Programs. PAC membership consists of provincial regional representation from both
minority-language education and school authorities providing French as a second language instruction who meet on a quarterly basis to discuss issues of importance to the vitality of minority-language education and second language instruction in the province.

In addition to PAC, Alberta Education hosts an annual OLEP webinar, where representatives from Francophone Regional Authorities and school authorities providing French as a second language programming, as well as educational organizations/associations, come together to discuss official languages in education throughout Alberta. Discussions include content and context of the ratified Protocol and Canada–Alberta bilateral agreement, including the allocation of federal funding to Alberta and the subsequent allocations to funding recipients across the province. An additional webinar is held annually to discuss current projects, share best practices, strategies and collaborative approaches to further support francophone and French teacher recruitment and retention.

Given the local autonomy of school authorities, they advise the Department of Education through annual commitment forms how federal funding will be allocated within their respective schools. The commitment form also provides the department with information to ensure matching funding is allocated from the previously allocated provincial budget. At the end of each school year, all funding recipients provide report backs, which act to confirm funding was allocated as advised in the respective commitment forms and enable Alberta Education to make any necessary changes to its action plan. For the 2019-2020 school year alone, there were 4 report backs received from the Francophone Regional Authorities and 76 from school authorities offering French Immersion and French as a second language instruction. The information provided valuable data on school operational activities and emerging trends, reflected in the following action plan.

The Department of Education has also established regular communication with key stakeholders in the province. This includes quarterly OLEP updates, a centralized email address for educational partners to raise opportunities, questions or concerns, and regular phone calls between department staff and educational partners to share information and maintain open communication on official languages in education in Alberta. The Department of Education has also established a public OLEP website, an online platform operating as a one-stop shop where all funded projects, funding allocations, resources and informative materials are shared to increase transparency and accountability to Albertans. The website is constantly evolving to ensure materials provided are meeting the needs of Alberta’s educational partners.

Consultation Process – Advanced Education

In addition to participating with Alberta Education on cross-ministry discussions, Advanced Education has been in consultation with post-secondary institutions, post-secondary students making inquiries and some of the same community stakeholders noted above.

Early in 2019, Advanced Education developed an application package explaining the Protocol and the areas of intervention and then sent notification out to all twenty-six publicly funded post-secondary institutions inviting four-year proposals. Proposals were received from seven institutions (the five that have participated previously plus Concordia University of Edmonton and St. Mary’s University in Calgary). The ministry has since worked with all of these institutions to adjust their proposals, including additional funding for minority-language education, where applicable, to three years beginning in 2020-2021. Similar to Education, Advanced Education receives information from post-secondary funding recipients multiple times each year to ensure compliance with the Canada—Alberta Agreement on Minority-Language Education and Second-Language Instruction.
2020-2021 to 2022-2023 Action Plan Orientation/Priorities/Performance

The 2020-2021 to 2022-2023 Alberta action plan is aligned with Alberta’s business and fiscal plans, with the aspirations of its community groups, and with the objectives outlined in the Agreement. It recognizes the role of learning as essential to providing Albertans with the competencies necessary to keep Alberta strong and to foster its evolution.

The 2020-2021 to 2022-2023 action plan benefits in many ways from its antecedents: the implementation of previous actions plans has led to a sustainable student enrolment, the number and distribution of schools offering French-language programs, and purchase of resources. With the COVID-19 however, the focus shifted quickly away from any in-person activities. In-person classes and events hugely suffered from COVID-19 regardless of the type of instruction. Smaller entities with limited resources are further affected in their operational capacity to deliver educational services. Many activities on the K-12 side were cancelled, including professional development sessions, cultural enrichment activities, DELF exams, and provincial achievement exams. School authorities pivoted to online learning in March 2020, and with in-person and online learning both being options for students for the 2020-2021 school year, much of the focus has remained on providing online learning supports for teachers and students. On the post-secondary side, many work-integrated learning opportunities (i.e. practicums, internships, etc.) had to be postponed, rescheduled or cancelled altogether. Extra-curricular and cultural activities as well as visiting scholars programs have been set back. The response by both K-12 school authorities and post-secondary institutions has been exemplary. Post-secondary institutions along with school authorities pivoted early in the pandemic, and have worked tirelessly to provide enhanced access to online learning instruction, with both face-to-face classroom delivery and online learning being options for students for the 2020-2021 academic/school year. In addition, a focus has been on ensuring online learning supports for both teachers/instructors and students. For several initiatives in the 2020-2021 to 2022-2023 action plan, 2018-2019 baseline data is used, as it reflects a more typical situation that has not been affected by these unforeseeable circumstances.

Despite the challenges as a result of COVID-19, there have been significant improvements made to the efficacy of the OLEP file in Alberta. To ensure equitable outcomes and equal opportunities for all students in our province, francophone school authorities are treated according to the circumstances and needs of their communities in order to provide an overall educational experience that is substantively equivalent to that of the majority. As such, after months of significant consultation and discussions with the PAC members and other stakeholders, Alberta will gradually transition to a 50-50 funding ratio for minority-language and second-language education by the 2021-2022 school year. This decision comes with careful consideration of the needs of both minority-language and second-language education in the province and the opportunities for on-going collaboration that could develop. For many decades, Alberta has allocated significantly more federal funding to FSL over FML, especially within the K-12 education system. While this decision was based upon factors in play at that time of the decision, given the considerable growth of student enrolment in FML K-12 education in the province (60% over the past 10 years comparing 2009-2010 student enrolment of 5,575 with 2019-2020 student enrolment of 8,902), Alberta believes that an increase in funding for FML is required. There has also been no change in the allocation over the past few decades, despite this significant enrolment growth in francophone minority-language education. There is a need to ensure substantive equivalency between francophone minority-language education and French as a Second Language instruction in Alberta.
A significant review of allocations for French second-language school authorities was also made along with consultations with the PAC. In order to ensure a more equitable distribution, student full-time equivalent (FTE) funding will be on a sliding scale. School authorities with a lower number of FTE funded students will receive slightly more per FTE funded student. This is to ensure school authorities with smaller French immersion programs and French as a second-language courses receive adequate funding for their programs. Further details are provided in Alberta Education’s Funding Manual for School Authorities, for the applicable school year.

Alberta has also improved the transparency of the OLEP file in working to ensure that both the public and stakeholders are able to access resources and clear information through an improved OLEP webpage, regular email updates, webinars, and engagements sessions. School authorities now have a much more straightforward, streamlined reporting process that will make tracking OLEP dollars and final reports far simpler, and these reports will also be made available on the OLEP webpage. Post-secondary institutions will continue to provide detailed narrative and financial reporting to Advanced Education as they have done in the past. The emphasis in post-secondary related reporting to the federal government will be in accurately aggregating institutional data related to performance measures and targets for each area of intervention.

The 2020-2021 to 2022-2023 action plan will pursue building on the existing success stories resulting from previous agreements and will work to address emerging needs as a result of the COVID-19 situation. It will also help to address other emerging issues such as program cost challenges and review of learning strategies as well as investing in our goals to develop a focused provincial-wide plan in retaining and recruiting French teachers. Alberta and Advanced Education worked collaboratively to emphasize these provincial goals in shaping permanent strategies with school jurisdiction and post-secondary institutions to assess current needs and propose solutions. One of the ideas that emerged from this collaboration is to collect a provincial data reflecting concerns and challenges as well as focusing on factors which make the profession attractive to new students. In addition, the availability of French resources in the remote regions will be addressed, including with the new Southern Alberta French Resource Centre funding initiative.

This action plan identifies initiative descriptions, performance measures, performance targets, and planned investments based on promising practices identified from kindergarten to post-secondary education. Its development involved synthesizing extensive amounts of information gathered from diverse sources, including face-to-face consultations, proposals submitted to Alberta Education, results of provincial assessments, enrolment data, professional development activities and community learning initiatives.

As with all plans, this action plan attempts to incorporate the flexibility necessary for it to adapt to an ever-changing environment, while maintaining its focus on its primary goal, that of contributing to the growth of French-language education in Alberta. In order to provide this flexibility, funding recipients will indicate at the beginning of each school year how they intend to allocate their federal French funding and the Alberta action plan will be adjusted accordingly.

This action plan also includes initiatives for pre-Kindergarten and Kindergarten to post-secondary to support the French minority-language and French second-language programs under the following Areas of Intervention: Learner Participation, Provision of Programs, Academic Achievement of Learners, Enriched Learning Environment, Support for Educational Staff, and Research.
The 2020-2023 initiatives were designed taking into consideration the various consultations held to have a positive impact on:

1) Enrolment in French minority-language, French Immersion programs and FSL courses in an inclusive learning environment;
2) Expansion and sustainability of French minority-language, French Immersion programs and FSL courses;
3) Students’ results in Grade 12;
4) Scope and quality of cultural enrichment offered within the school environment;
5) Teacher and education support services;
6) Teacher and specialist recruitment and retention;
7) Enrolment and retention of students at the post-secondary level;
8) Access to post-secondary education;
9) Support for educational staff; and
10) Research.
## Schedule 3

### ACTION PLAN - PERFORMANCE MEASUREMENT

**Alberta**

**2020-2023 Performance Measurement**

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<tr>
<th>Linguistic Objective</th>
<th>Area of Intervention</th>
<th>Level(s)</th>
<th>Initiative Title</th>
<th>Performance Indicator</th>
<th>Performance Target</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>FML</td>
<td>Learner Participation</td>
<td>Kindergarten, Elementary and Secondary</td>
<td>Promotion and Marketing</td>
<td>Number of students enrolled in francophone programs from Pre-Kindergarten to Grade 12</td>
<td>Maintain or increase the number of students enrolled in francophone programs</td>
<td>Annually</td>
</tr>
<tr>
<td>FML</td>
<td>Learner Participation</td>
<td>Secondary</td>
<td>Student Recruitment and Retention Strategies</td>
<td>Number of students enrolled in francophone programs from Grades 7 to 12</td>
<td>Maintain or increase the number of students enrolled in francophone programs from Grades 7 to 12</td>
<td>Annually</td>
</tr>
<tr>
<td>FML</td>
<td>Learner Participation</td>
<td>Secondary</td>
<td>Regional Logistics Strategies: Students</td>
<td>Percentage of students enrolled in francophone programs in Grade 6 who stay until the end of Grade 12</td>
<td>Maintain or increase the percentage of students enrolled in francophone programs in Grade 6 that stay until the end of Grade 12</td>
<td>Annually</td>
</tr>
<tr>
<td>FML</td>
<td>Support for Educational Staff</td>
<td>Elementary and Secondary</td>
<td>Logistics Strategies: Teachers</td>
<td>Number of initiatives that support the recruitment of teachers and specialists</td>
<td>Maintain or increase the number of initiatives that support the recruitment of teachers and specialists</td>
<td>Annually</td>
</tr>
<tr>
<td>FML</td>
<td>Learner Participation</td>
<td>Post-secondary</td>
<td>Promotion and Access to Post-Secondary French Education</td>
<td>Number of students enrolled in post-secondary programs at CSJ and Lakeland College</td>
<td>Increase enrolment in post-secondary programs at CSJ and Lakeland College by a minimum of 5% from 2020-2021 to 2022-2023</td>
<td>Annually</td>
</tr>
<tr>
<td>FML</td>
<td>Provision of Programs</td>
<td>Kindergarten</td>
<td>Full-Day Kindergarten</td>
<td>Number of schools that offer full-day Kindergarten</td>
<td>Maintain or increase the number of schools that offer full-day Kindergarten</td>
<td>Annually</td>
</tr>
<tr>
<td>FML</td>
<td>Provision of Programs</td>
<td>Kindergarten</td>
<td>Support for Kindergarten Programs</td>
<td>Number of students enrolled in Preschool (Pre-Kindergarten and Kindergarten)</td>
<td>Maintain or increase the number of students enrolled in Preschool (Pre-Kindergarten and Kindergarten)</td>
<td>Annually</td>
</tr>
<tr>
<td>FML</td>
<td>Provision of Programs</td>
<td>Secondary</td>
<td>Develop learning objects for online courses</td>
<td>Number of learning objects developed for online courses</td>
<td>Increase the number of learning objects developed for online courses by creating 25 learning objects per year</td>
<td>2019-2020: 10 learning objects</td>
</tr>
<tr>
<td>Linguistic Objective</td>
<td>Area of Intervention</td>
<td>Level(s)</td>
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<td>Performance Target</td>
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<tr>
<td>FML</td>
<td>Provision of Programs</td>
<td>Elementary and Secondary</td>
<td>Development of tools and resources to support the teaching of the history of Alberta’s Francophonie and francophone perspectives</td>
<td>Number of tools/resources developed</td>
<td>Develop 5 tools and resources per year</td>
<td>No existing baseline. This is a new initiative.</td>
</tr>
<tr>
<td>FML</td>
<td>Provision of Programs</td>
<td>Post-secondary</td>
<td>Programs for Students to Improve their French Language Proficiency</td>
<td>• Number of courses • Number of programs</td>
<td>• Increase the number of French post-secondary courses offered by a minimum of 5% by the end of the agreement period in 2022-2023 • Increase the number of post-secondary programs by a minimum of 2 by the end of the agreement period in 2022-2023</td>
<td>2018-2019: 330 courses were offered 2018-2019: 13 programs diploma: 4 bachelor degrees: 7 masters degrees: 2</td>
</tr>
<tr>
<td>FML</td>
<td>Academic achievement of learners</td>
<td>Secondary</td>
<td>French language development of Grade 12 students (number of Acceptable Standards and Standards of Excellence in Français)</td>
<td>Grade 12 diploma exam results Maintain or increase Grade 12 students’ diploma exam results in Français - Annually</td>
<td>Maintain or increase Grade 12 students’ diploma exam results in Français - Annually 2018-2019: 98.7% of students achieved or surpassed the acceptable standard, including 27.6% students who achieved the standard of excellence</td>
<td>2018-2019: 98.7% of students achieved or surpassed the acceptable standard, including 27.6% students who achieved the standard of excellence</td>
</tr>
<tr>
<td>FML</td>
<td>Academic achievement of learners</td>
<td>Elementary and Secondary</td>
<td>Student Access to Specialized Services and Pedagogical Supports</td>
<td>Number of students who receive specialized services in speech-language pathology, occupational therapy, psychology and mental health</td>
<td>Offer between 130 and 160 formal evaluations per year with a continuous monitoring 2019-2020: 145 formal evaluations but with less follow-up from specialists</td>
<td>2019-2020: 145 formal evaluations but with less follow-up from specialists</td>
</tr>
<tr>
<td>FML</td>
<td>Academic achievement of learners</td>
<td>Secondary</td>
<td>Assessment of Learning to Guide Concept-Based Teaching Practices</td>
<td>Number of resources developed and/or adapted to support assessment of learning and to guide pedagogy</td>
<td>Develop and/or adapt 20 concept-based assessment tools per year, for a total of 60 tools by 2022-2023</td>
<td>2019-2020: 25 assessment tools</td>
</tr>
</tbody>
</table>
## ACTION PLAN - PERFORMANCE MEASUREMENT

### Alberta

#### 2020-2023 Performance Measurement

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<tbody>
<tr>
<td>FML</td>
<td>Academic achievement of learners</td>
<td>Kindergarten, Elementary and Secondary</td>
<td>Assessment tools for online learning</td>
<td>Number of assessment tools adapted for online learning</td>
<td>Develop 20 assessment tools in 2020-2021: 2 tools will be developed for each grade level from Kindergarten, Grade 1 to 9 (one for formative assessment and one for summative assessment)</td>
<td>No existing baseline. This is a new initiative.</td>
</tr>
<tr>
<td>FML</td>
<td>Enriched Learning Environments</td>
<td>Kindergarten, Elementary and Secondary</td>
<td>Cultural and Leadership Activities</td>
<td>Number of cultural activities organized in collaboration with the francophone community</td>
<td>Maintain or increase the number of cultural activities per year</td>
<td>2018-2019: 697 cultural activities</td>
</tr>
<tr>
<td>FML</td>
<td>Enriched Learning Environments</td>
<td>Secondary</td>
<td>Mental Health Related Activities</td>
<td>Number of students participating in mental health related activities</td>
<td>Maintain or increase the number of students participating in mental health related activities, targeting Grade 9 and 10 students - Annually</td>
<td>2019-2020: 25 students (Note: the forum was held in English)</td>
</tr>
<tr>
<td>FML</td>
<td>Support for Educational Staff</td>
<td>Kindergarten, Elementary and Secondary</td>
<td>Individual Teacher Bursaries</td>
<td>Number of Individual Teacher Bursaries approved*</td>
<td>Maintain or increase the number of continuing education and professional development bursaries approved annually</td>
<td>2019-2020: 16 bursaries approved</td>
</tr>
<tr>
<td>FML</td>
<td>Support for Educational Staff</td>
<td>Kindergarten, Elementary and Secondary</td>
<td>Professional Development</td>
<td>Number of professional development activities</td>
<td>Maintain or increase the number of professional development activities - Annually</td>
<td>2018-2019: 231 professional development activities</td>
</tr>
<tr>
<td>FML</td>
<td>Support for Educational Staff</td>
<td>Kindergarten, Elementary and Secondary</td>
<td>Collaborative Approach</td>
<td>Number of schools and teachers participating in the collaborative approach</td>
<td>Maintain or increase the number of schools and teachers participating in the collaborative approach - Annually</td>
<td>2019-2020: 40 schools 2019-2020: 60 participating teachers</td>
</tr>
<tr>
<td>FML</td>
<td>Support for Educational Staff</td>
<td>Post-secondary</td>
<td>Training and Professional Development for French Educational Staff</td>
<td>• Number of professional workshops, professional training  • Number of staff (sessional, faculty and academic administrative staff) who support program delivery</td>
<td>• Increase the professional development training opportunities for staff per year to 2  • Increase the number of staff supporting the delivery of French programs by 15 per year</td>
<td>• 2018-2019: 1 professional development training opportunity delivered • 2018-2019: 134 total staff</td>
</tr>
<tr>
<td>FML</td>
<td>Research</td>
<td>Post-secondary</td>
<td>Academic Endeavours and Research in French</td>
<td>• Number of publications  • Number of Research institutes/centres  • Dollar value of research grants awarded</td>
<td>• Publish 2 journal issues by 2022-2023  • Add one new research institute/centre/group by 2022-2023  • Increase the dollar value of research grants awarded by a minimum of 2% by 2022-2023</td>
<td>2018-2019: 0 publications 2018-2019: 3 research centres/institutes/groups 2018-2019: $991,523 awarded in research grants</td>
</tr>
</tbody>
</table>
## ACTION PLAN - PERFORMANCE MEASUREMENT

### Alberta

**2020-2023 Performance Measurement**

<table>
<thead>
<tr>
<th>Linguistic Objective</th>
<th>Area of Intervention</th>
<th>Initiative Title</th>
<th>Performance Indicator</th>
<th>Performance Target</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSL</td>
<td>Learner Participation</td>
<td>French Immersion Student Recruitment and Retention</td>
<td>Number of FIM students*</td>
<td>Maintain or increase the number of students enrolled in French Immersion programs - Annually</td>
<td>2019-2020: 46,591 students enrolled</td>
</tr>
<tr>
<td>FSL</td>
<td>Learner Participation</td>
<td>French Immersion High School Retention</td>
<td>FIM retention rate from Grade 9 to 10*</td>
<td>Maintain or increase retention rate of French Immersion students going from Grade 9 to 10 - Annually</td>
<td>2019-2020: 79% retention rate</td>
</tr>
<tr>
<td>FSL</td>
<td>Learner Participation</td>
<td>French as a Second Language Student Recruitment and Retention</td>
<td>Number of FSL students*</td>
<td>Maintain or increase the number of students enrolled in FSL courses - Annually</td>
<td>2019-2020: 147,513 students enrolled</td>
</tr>
<tr>
<td>FSL</td>
<td>Learner Participation</td>
<td>Promotion and Access to Post-Secondary French Education</td>
<td>Number of students enrolled</td>
<td>Maintain enrolment in post-secondary programs - Annually</td>
<td>2019-2020: 3,371 students were enrolled - Other institutions: 2,873 - Campus Saint-Jean: 478</td>
</tr>
<tr>
<td>FSL</td>
<td>Provision of Programs</td>
<td>French Immersion Expansion: Adding Classes</td>
<td>Number of FIM classes*</td>
<td>Maintain or increase the number of additional French Immersion classes - Annually</td>
<td>2019-2020: 25 classes added</td>
</tr>
<tr>
<td>FSL</td>
<td>Provision of Programs</td>
<td>D.E.L.F./D.A.L.F. Exam Centres</td>
<td>Maintain number of DELF/DALF exam centres</td>
<td>Maintain or increase the number of French Language Credentialing Centres from 2020-2021 to 2022-2023</td>
<td>2019-2020: 11 Centres</td>
</tr>
<tr>
<td>Linguistic Objective</td>
<td>Area of Intervention</td>
<td>Level(s)</td>
<td>Initiative Title</td>
<td>Performance Indicator</td>
<td>Performance Target</td>
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</tr>
<tr>
<td>FSL</td>
<td>Provision of Programs</td>
<td>Post-secondary</td>
<td>Programs for Students to Improve their French Language Proficiency</td>
<td>Number of programs</td>
<td>Maintain the number of French post-secondary courses offered - Annually</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Number of courses</td>
<td>Increase the number of post-secondary programs by a minimum of 2 - 3 years target</td>
</tr>
</tbody>
</table>
| FSL | Academic achievement of learners | Elementary and Secondary | Literacy for French Immersion Learners | FIM gr.6, 9, 12 PAT/Diploma results (number of Acceptable Standards and Standards of Excellence) | Maintain or increase French Immersion students’ results in Grade 6, 9 and 12 French Language Arts - Annually | 2018-2019: | Grade 6: 89.7% (Acceptable Standard) 16.1% (Standard of Excellence)  
| | | | | | Grade 9: 85.6% (Acceptable Standard) 12.8% (Standard of Excellence)  
| | | | | | Grade 12: 94.8% (Acceptable Standard) 11.8% (Standard of Excellence) | |
| FSL | Academic achievement of learners | Elementary and Secondary | Numeracy for French Immersion | FIM gr.6, 9, 12 PAT/Diploma results (number of Acceptable Standards and Standards of Excellence) in Mathématiques | Maintain or increase French Immersion students’ results in Grade 6, 9 and 12 Mathématiques - Annually | 2018-2019: | Grade 6: 88.1% (Acceptable Standard) 22% (Standard of Excellence)  
| | | | | | Grade 9: 81.2% (Acceptable Standard) 23.3% (Standard of Excellence)  
| | | | | | Grade 12:  + Math 30-1: 88.1% (Acceptable Standard) 44.2% (Standard of Excellence)  
| | | | | | + Math 30-2: 87.4% (Acceptable Standard) 22.6% (Standard of Excellence) | |
| FSL | Enriched Learning Environments | Elementary and Secondary | Cultural Activities | Number of community/cultural enrichment activities | Maintain or increase the number of cultural and enrichment activities for students - Annually | 2018-2019: 280 cultural events | |
| FSL | Enriched Learning Environments | Secondary | Quebec Student Exchange Program | Number of students involved in Quebec Student Exchange Program | Maintain or increase the number of students involved yearly in the Quebec-Alberta exchanges - Annually | 2019-2020: 6 students | |
| FSL | Enriched Learning Environments | Post-secondary | Outreach, promotion and community enhancement of French language and culture | Number of cultural events and workshops held | Increase number of cultural events by one every two years | 2018-2019: 11 cultural events and workshop held  
| | | | | Number of students participating in exchanges and field events | Maintain the number of students who participate in field events and student exchange programs annually | 21 students participated in exchanges and field events  
| | | | | Number of attendees and visitors to cultural events and French Centres | Participation will be maintained for attendance and visits to cultural events and French centres annually | + 36,297 attendees and visitors at cultural events and French centres | |
| FSL | Support for Educational Staff | Kindergarten, Elementary and Secondary | Individual Teacher Bursaries approved | Number of Individual Teacher Bursaries approved | Maintain or increase the number of continuing education and professional development bursaries approved - Annually | 2019-2020: 61 bursaries approved | |
## ACTION PLAN - PERFORMANCE MEASUREMENT

### Alberta

#### 2020-2023 Performance Measurement

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<tr>
<td>FSL</td>
<td>Support for Educational Staff</td>
<td>Kindergarten, Elementary and Secondary</td>
<td>Professional Learning for Teachers and School Administrators</td>
<td>Number of participants in PD activities</td>
<td>Maintain or increase the number of participants in professional development activities - Annually</td>
<td>2019-2020: Alberta Regional Professional Development Consortia (ARPDC): 2,834</td>
</tr>
<tr>
<td>FSL</td>
<td>Support for Educational Staff</td>
<td>Post-secondary</td>
<td>Training and Professional Development for French Educational Staff</td>
<td>• Number of professional workshops, professional training • Number of staff (sessional, faculty and academic administrative staff) who support program delivery</td>
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<td>2018-2019: 1 professional development training opportunity delivered</td>
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<td>FSL</td>
<td>Research</td>
<td>Post-secondary</td>
<td>Academic Endeavors and Research in French</td>
<td>Number of publications</td>
<td>Publish 2 journal issues by 2022-2023</td>
<td>2018-2019: 0 publications</td>
</tr>
</tbody>
</table>

*Alberta Education data source*
### ACTION PLAN - PLANNED INITIATIVES

#### Alberta

2020-2023 Planned Initiatives

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<tr>
<td>FML Learner Participation</td>
<td>Kindergarten, Elementary and Secondary</td>
<td>Promotion and Marketing</td>
<td>The Francophone school authorities and the Federation des conseils scolaires francophones des Îles-du-Prince-Édouard (FCSFA) will undertake promotions and marketing activities and initiatives to increase the visibility of the Francophone system among eligible parents throughout the province. These marketing activities, which will be launched through traditional media and digital media, will increase the reach of Francophone Regional Authorities, their schools, the programming available, the perceived benefits of bilingualism and the promotion of quality French-first language and second language learning. Early childhood services, school facilities, student performance and transportation will be highlighted. These activities will enable Francophone Regional Authorities to recruit a growing proportion of children whose parents are French language education right-holders. The following activities will be undertaken by FCSFA:</td>
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<td>$68,313.76</td>
<td>$34,156.87</td>
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<tr>
<td>FML Learner Participation</td>
<td>Kindergarten, Elementary and Secondary</td>
<td>Student Recruitment and Retention Strategies</td>
<td>The Francophone Regional Authorities will further develop strategies with the aim of pooling initiatives to address emerging Francophone education issues/initiatives in Alberta, including student recruitment and retention from Grade 7 to 12. Retention strategies are part of school's education plan. In 2020-2021, the Francophone Regional Authorities and the FCSFA came together to offer a virtual education program to students from Kindergarten to Grade 9, in addition to the programming already available to students from Grade 10 to 12. This initiative has been essential to the retention of our students. It is being considered for the next school year as well.</td>
<td></td>
<td>$64,578.70</td>
<td>$32,289.35</td>
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<tr>
<td>FML Learner Participation</td>
<td>Secondary</td>
<td>Regional Logistics Strategies: Students</td>
<td>Francophone Regional Authorities and Francophone schools will provide logistical support for student exchanges and group activities between Francophone schools and schools from other Francophone Regional Authorities. The measure will ensure promotion activities that develop a sense of belonging and solidarity among all Franco-Albertan students from Grade 7 to 12. By supporting different means of communication, student transportation and camaraderie activities, Francophone Regional Authorities will develop and strengthen student's sense of belonging to a provincial community. However, due to challenges caused by COVID-19 and uncertainty factors to come along in schooling context, in 2020-2021, Francophone Regional Authorities and schools had to review their strategies and plan for virtual activities and meetings to develop a sense of belonging and solidarity with the Francophone community.</td>
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<td>$64,578.70</td>
<td>$32,289.35</td>
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### ACTION PLAN - PLANNED INITIATIVES

**Alberta 2020-2023 Planned Initiatives**

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</thead>
<tbody>
<tr>
<td>FRM</td>
<td>Support for Educational Staff</td>
<td>Secondary and Post-secondary</td>
<td>Eliminate Strategic Challenges for Teachers</td>
<td>The initiative is to balance effectively the teachers from schools, provide the promotion of French-language education specialists (such as speech-language pathologist and psychologists) in Alberta as an urgent issue and, as more student recruitment, will require more intensive efforts that will be pursued by both traditional and new media, the Alberta Francophone school authorities will engage in internal and international outreach to meet their growing needs. Considering the challenges due to COVID-19, in 2020-2021, hiring efforts of teachers in Francophone schools were shifted to focus on a national level, recruitment through posting of positions in professional sites (e.g. colleges and professional orders in speech therapy, occupational therapy, social work, and others); partnerships, participation in job fairs (virtual for 2020-2021).</td>
<td>$180,919.00 Francophone Regional Authorities</td>
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<tr>
<td>FRM</td>
<td>Learner Participation</td>
<td>Post-secondary</td>
<td>Promote and Access to Post-secondary French Education</td>
<td>Francophone Regional Authorities will maintain the full-day Kindergarten programs in all elementary schools.</td>
<td>$1,255,740.00 Francophone Regional Authorities</td>
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<td>$1,255,740.00 Francophone Regional Authorities</td>
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<tr>
<td>FRM</td>
<td>Promote Regional Programs Including Support for Kindergarten Programs</td>
<td>Kindergarten</td>
<td>Support for Kindergarten Programs</td>
<td>Francophone Regional Authorities will provide the necessary resources and support for Kindergarten programs, including the purchase of educational resources, the recruitment of teachers and the provision of relevant training.</td>
<td>$6,730,315.80 Francophone Regional Authorities</td>
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<td>FRM</td>
<td>Promote Regional Programs Including Support for Kindergarten Programs</td>
<td>Kindergarten</td>
<td>Develop localized online resources for Grades 1 to 12</td>
<td>In partnership with CFÉD (Centre francophone d’éducation à distance), which is overseen by Conseil scolaire Centre-Est, interactive learning objects for Grades 10 to 12 will be developed to better meet the challenges of online learning, a learning platform is a digital interactive tutorial that explains a key concept in one or more courses.</td>
<td>$315,000.00 - Lakeland College</td>
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<td>$315,000.00 - Lakeland College</td>
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<td>FRM</td>
<td>Promote Regional Programs Including Support for Kindergarten Programs</td>
<td>Kindergarten</td>
<td>Development of link and resources to support the teaching of the history of Alberta’s Francophone and French Perspectives</td>
<td>The new Alberta program of studies will include Francophone perspectives. In order to properly map teachers, the NSP will collaborate with the Société historique francophone de l’Alberta (SHFA) to develop tools and resources to support the teaching of the history of Alberta’s Francophone and French perspectives. The development of standard lessons by level that will be available online is an example of the expected results. This initiative will be implemented progressively in 3 groups from Grade 1 to Grade 6, Grade 7 to Grade 9, to Grade 10 to Grade 12 students.</td>
<td>$350,965.38 - CSJ</td>
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<td>$155,500.00 - Lakeland College</td>
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<td>$175,000.00 - Conseil scolaire Centre-Est</td>
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<td>$20,000.00</td>
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<td>$240,981.00</td>
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</tbody>
</table>

**SCHEDULE 3**
### 2020-2023 Planned Initiatives

#### Academic achievement of learners

**Secondary**

**French language development of Grade 13 students**

- **Environments**: Environments
- **Activities**: Leadership Activities

The assessment of student learning remains one of the essential aspects of pedagogy. Although resources and professional development opportunities that meet the requirements of the curriculum redesign are available in English, these remain scarce for educators working in the French-language school environment. In the context of curriculum redesigns in Alberta, Francophone Regional Authorities will leverage an approach that will cover full use of learning assessment opportunities to guide teaching practices that focus on concept-based learning.

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<tbody>
<tr>
<td><strong>Total</strong></td>
<td>$1,184,435.14</td>
<td>$592,217.57</td>
<td>$592,217.57</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Portion of Federal Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francophone Regional Authorities</td>
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#### Assessments to guide concept-based teaching practices

The Francophone Regional Authorities and the FCSD have developed new virtual programming for students from Kindergarten to Grade 9 for the 2020-2021 school year. This programming is a done through CFÉD (Centre francophone d'éducation à distance). More than 400 students have taken advantage of this program.

- **Environments**: Environments
- **Activities**: Leadership Activities

In 2020-2021, Francophone Regional Authorities and schools had to adapt to the reality of the pandemic and had to review their plan for this initiative. Whether it is the cultural performers or the teaching staff, they have organized several activities that foster the development of oral and written language, the culture and speak French in a broader context.

- **Environments**: Environments
- **Activities**: Leadership Activities

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#### Enriched learning environments

**Secondary**

**Cultural and Leadership Activities**

In collaboration with the Francophone community, staff members in each region of the province will organize and coordinate cultural activities for students in all age groups from Kindergarten to Grade 13. Under this initiative, students will also have the opportunity to meet students from other Francophone schools during single day gatherings. These gatherings will provide them with the opportunity to discover their culture and speak French in a broader context.

- **Environments**: Environments
- **Activities**: Leadership Activities

In 2020-2021, Francophone Regional Authorities and schools had to adapt to the reality of the pandemic and had to review their plan for this initiative. Whether it is the cultural performers or the teaching staff, they have organized several activities that foster the development of oral and written language, the culture and speak French in a broader context.

- **Environments**: Environments
- **Activities**: Leadership Activities

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<tr>
<td><strong>Total</strong></td>
<td>$1,184,435.14</td>
<td>$592,217.57</td>
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<tr>
<th>Stakeholder</th>
<th>Portion of Federal Contribution</th>
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<tr>
<td>Francophone Regional Authorities</td>
<td>$1,184,435.14</td>
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### SCHEDULE 3

**Francophone Regional Authorities**

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### 2020-2023 Federal Contributions

#### Federal contributions allocated to key stakeholders

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<tbody>
<tr>
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### Summary

The 2020-2023 Planned Initiatives focus on enhancing the learning environment for students in Grades 13 and 12 in the French language. Initiatives include virtual programming for students, cultural and leadership activities, and enriched learning environments to foster cultural understanding and language development.
## ACTION PLAN - PLANNED INITIATIVES

### Alberta

#### 2020-2023 Planned Initiatives

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<tbody>
<tr>
<td>MFSL</td>
<td>Support for Educational Staff</td>
<td>Kindergarten, Elementary, and Secondary</td>
<td>Individual Teacher Bureaus</td>
<td>Education, including teachers, administrators, librarians, counselors, and other professional staff working with K-12 students who are learning French, can access bureaus for courses and conferences of their choice. These bureaus will cover professional development opportunities courses taken in Canada and in French.</td>
<td>$133,115</td>
<td>$133,115</td>
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<td>$133,115</td>
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<tr>
<td>MFSL</td>
<td>Support for Educational Staff</td>
<td>Kindergarten, Elementary, and Secondary</td>
<td>Professional Development</td>
<td>The training and professional development opportunities offered by the Consortium provincial francophone pour le perfectionnement professionnel as well as by Francophone Regional Authorities will enable teachers working with K-12 students to acquire the tools and knowledge they need to help students reach their full potential. This initiative will support this planning and delivery of professional development sessions in French.</td>
<td>$233,764.00</td>
<td>$233,764.00</td>
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<td>$233,764.00</td>
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<tr>
<td>MFSL</td>
<td>Support for Educational Staff</td>
<td>Kindergarten, Elementary, and Secondary</td>
<td>Collaboration Approach</td>
<td>This initiative will support teachers by facilitating collaboration on practical issues arising from emerging or ongoing themes. For example, in 2020-21 and beyond, the application and implementation of the new K-12 curriculum will be a critical task for staff. Collaboration between teachers and school boards will be necessary. Other current issues are the challenges of the Francization of immigrant students from an English-speaking family with low French proficiency, the increased use of technology in a variety of contexts, the techniques for developing self-efficacy and mentorship approaches to stress management and work-life balance. The Francophone Regional Authorities' initiative with the support of the Consortium provincial francophone pour le perfectionnement professionnel (CPFPP).</td>
<td>$231,175.00</td>
<td>$231,175.00</td>
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<td>$231,175.00</td>
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<tr>
<td>MFSL</td>
<td>Support for Educational Staff</td>
<td>Post-secondary</td>
<td>Training and Professional Development for French Educational Staff</td>
<td>This initiative is undertaken by CSJ and aims to create a research centre in French education and research. This initiative also aims to provide leadership training opportunities for CSJ staff and faculty.</td>
<td>$231,175.00</td>
<td>$231,175.00</td>
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<td>$231,175.00</td>
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</tr>
<tr>
<td>MFSL</td>
<td>Research</td>
<td>Post-secondary</td>
<td>Academic Excellence (Research in French)</td>
<td>This initiative is undertaken by CSJ and aims to create a research centre in French minority language at CSJ and reach research milestones. Research groups and undergraduate research initiatives. This initiative also aims to foster various research activities such as publication of peer reviewed journal, presentations, academic conferences, etc. Research will also be supported through the provincial and national research grants for French-related research.</td>
<td>$231,175.00</td>
<td>$231,175.00</td>
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<td>$231,175.00</td>
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**POSTSEC FML TOTAL**

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**TOTAL**

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<td>$6,084,635.00</td>
<td>$2,362,112.50</td>
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<td>$3,722,522.50</td>
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<td>$2,362,112.50</td>
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</tbody>
</table>
### ACTION PLAN - PLANNED INITIATIVES

#### Alberta

##### 2020-2023 Planned Initiatives

|----------------------|----------------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------------------|---------------------------------------------------------------|---------------------------------------|----------------------------------------|---------------------------------------------------------------|---------------------------------------|----------------------------------------|---------------------------------------------------------------|
| FSL                  | Learner Participation| Kindergarten, Elementary and Secondary | French Immersion Student Recruitment and Retention | School authorities will continue to recruit K-12 students for the French Immersion programs and better meet their needs by promoting and enhancing services offered in French.  
  - Collaborative projects between feeder schools to promote transitions  
  - Increased marketing that promotes benefits of second language learning  
  - Parent engagement evenings specific to French language learning  
  - Presentations that promote benefits of being bilingual (Commissioner of Official Languages)  
  - Utilize social media platforms  
  - Offer late French immersion programming with a Grade 7 start in select school divisions and create more resources to enrich French teaching and learning. | $4,720,890.29 | $2,881,827.63 | 76 school authorities | $2,881,827.63 | 36 school authorities | $2,476,190.32 | 36 school authorities | $2,483,057.85 | 36 school authorities | $2,483,057.85 | 36 school authorities |
| FSL                  | Learner Participation| Kindergarten, Elementary and Secondary | French Immersion High School Retention | School authorities will focus on strategies to increase French immersion program retention rate from Grades 9 to 10. This initiative is paired with the "French Immersion Student Recruitment and Retention" strategies and resources and includes:  
  - Collaborative projects between feeder schools to promote transitions  
  - Increased marketing that promotes benefits of second language learning for K-12 students  
  - Parent engagement evenings specific to French language learning for K-12 students  
  - Presentations that promote benefits of being bilingual (Commissioner of Official Languages)  
  - Utilize social media platforms  
  - Offer late French immersion programming with a Grade 7 start in select school divisions and create more resources to enrich French teaching and learning.  
  - Expand high school French immersion program from Grade 10-12 in a number of school divisions to include additional French immersion courses such as science, biology, chemistry and math. | $56,663,039.24 | $46,083,342.14 | 36 school authorities | $46,083,342.14 | 36 school authorities | $44,000,000.00 | 36 school authorities | $44,000,000.00 | 36 school authorities | $50,000,000.00 | 36 school authorities | $50,000,000.00 | 36 school authorities |
| FSL                  | Learner Participation| Kindergarten, Elementary and Secondary | French as a Second Language Student Recruitment and Retention | School authorities will continue to recruit students for the French as a second language courses and better meet their needs by promoting and enhancing services offered in French.  
  - Promote benefits of learning French because of its importance as an official language and the positive impacts of second language learning  
  - Utilize resources in school divisions for second language teaching and learning  
  - Promote cultural events and activities  
  - Enhance parent involvement in language exchange programs and expand the reach of pan-Canadian programs such as Explore  
  - Research, exploration and preparation of the Intensive French model for French as a second language.  
  - Continue second language learning resources from Grade 6 to Grade 9, depending on capacity, for a number of school divisions. | $50,000,000.00 | $40,000,000.00 | 36 school authorities | $40,000,000.00 | 36 school authorities | $40,000,000.00 | 36 school authorities | $50,000,000.00 | 36 school authorities | $50,000,000.00 | 36 school authorities | $50,000,000.00 | 36 school authorities |
This initiative aims to provide resources for post-secondary French education institutions in various regions in a way to maintain or increase student enrollment in second language instruction. This initiative is undertaken by a number of institutions, including University of Edmonton, Grande Prairie Regional College (GPRC), University of Alberta (UofA), University of Calgary (UofC), Concordia University of Edmonton, Medicine Hat School Division, and Grande Prairie School Division. These institutions have undertaken a number of initiatives to support French education programs: (1) providing education to high school students in order to increase student enrolment and retention levels; (2) maintaining formal partnerships to support French language programs by creating a network that connects French language education consortia, such as Alberta French Language Education Consortia, Alliance Française, and the Institute for Innovation in Second Language Education (IISLE); and (3) offering French as a second language courses at universities, such as University of Lethbridge (UofL), St. Mary’s University (SMU), and University of Calgary (UofC).

**Linguistic Objective**
- French Provision of French Immersion Education
  - Post-secondary

**Description of Planned Initiative**
- Maintaining formal partnerships to support French language programs by creating a network that connects French language education consortia, such as Alberta French Language Education Consortia, Alliance Française, and the Institute for Innovation in Second Language Education (IISLE).
- Collaborating through various means: Alberta French Language Education Consortium (AFLEC), Stakeholders (including Edmonton French Immersion school boards), and French resource centres.

**Researched Partners**
- Académie de Grenoble
- Alberta French Language Education Consortia
- Alliance Française
- Canadian Association of Second Language Education
- Institute for Innovation in Second Language Education (IISLE)
- University of Calgary

**Total Planned Contributions**
- Planned Federal Contribution
- 2020-2021
- $8,841,827.97
- $782,033.92
- $874,899.30
- 2021-2022
- $8,570,389.00
- $684,838.11
- $684,838.11
- 2022-2023
- $8,661,837.97
- $782,033.92
- $782,033.92

**Stakeholders**
- University of Edmonton
- Grande Prairie Regional College (GPRC)
- University of Calgary (UofC)
- Concordia University of Edmonton
- Grande Prairie School Division
- Medicine Hat School Division
- Edmonton French Immersion School District
- Edmonton French Language Education Consortium (AFLEC)
- Stakeholders (including Edmonton French Immersion school boards), and French resource centres.

**Organization/Province**
- Alberta
FSL Support for FSL Enriched Learning

2020-2023 Planned Initiatives

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<tr>
<td>School authorities will continue to support literacy initiatives for Kindergarten, Grade 1 to 12 French Immersion learners by making available the necessary resources and supports for teachers and teacher specialists, such as modeling literacy strategies in classroom visits. Various resources will be created and purchased to support a variety of themes and activities.</td>
<td>$568,993.00</td>
<td>423,159.17 School authorities</td>
<td>$596,128.90</td>
<td>427,397.15 School authorities</td>
<td>$613,447.70</td>
<td>429,400.57 School authorities</td>
</tr>
<tr>
<td>The Quebec-Alberta Student Exchange Program is facilitated by Alberta Education. Students from Alberta are paired with students in Quebec. Participants are all high school students studying French as a second language or high school students who are in a French immersion program. This initiative takes place over one school year. Interested community members and students are invited to participate in cultural events, visiting speaker series, conferences and be able to access French resources.</td>
<td>$680,988.47</td>
<td>518,808.37 School authorities</td>
<td>$703,958.46</td>
<td>520,392.96 School authorities</td>
<td>$759,998.12</td>
<td>533,499.14 School authorities</td>
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<tr>
<td>Outreach, promotion and community enhancement of French Language and Culture</td>
<td>$260,576.00</td>
<td>197,328.60</td>
<td>$282,672.00</td>
<td>208,685.40</td>
<td>$292,000.00</td>
<td>203,874.40</td>
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<td>Support for Educational Staff</td>
<td>$180,180.00</td>
<td>135,135.00</td>
<td>$205,000.00</td>
<td>143,500.00</td>
<td>$210,000.00</td>
<td>147,000.00</td>
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SCHEDULE 3

Page 11 of 16
## ACTION PLAN - PLANNED INITIATIVES

### Alberta 2020-2023 Planned Initiatives

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<tr>
<td>FSL</td>
<td>Support for Educational Staff</td>
<td>Kindergarten, Elementary and Secondary</td>
<td>Professional Learning for Teachers and School Administrators</td>
<td>The professional development and other learning opportunities offered through the Alberta Regional Professional Development Consortia, Grande Prairie French Resource Centre, and Institute for Innovation in Second Language Education support teachers and administrators from FSL and French Immersion schools with the tools and knowledge they need to help K-12 students reach their full potential. This initiative will support the planning and offering of the professional development sessions.</td>
<td>$3,666,666.00</td>
<td>$1,583,333.00</td>
<td>$1,583,333.00</td>
<td>$1,583,333.00</td>
<td>$9,813,332.00</td>
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<tr>
<td></td>
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<td></td>
<td>FSL Support for Educational Staff</td>
<td>Post-secondary Training and Professional Development for French Educational Staff</td>
<td>This initiative is being undertaken by Campus Saint-Jean (CSJ), Grande Prairie Regional College, and the University of Calgary (Werklund School of Education). It aims to enhance the quality of staff by strategically enhancing their capacity in second-language teaching and learning through personal and professional development through training workshops, conferences, and other networking events. This initiative also aims at recruiting and supporting the retention of qualified staff at these various institutions.</td>
<td>$722,251.00</td>
<td>$351,206.00</td>
<td>$351,206.00</td>
<td>$351,206.00</td>
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<td>FSL Support for Educational Staff</td>
<td>Post-secondary Research Post-secondary Academic endeavours and Research in French</td>
<td>This initiative aims to foster various research activities such as the publication of peer-reviewed journals, presentations, academic conferences, etc. This initiative is being undertaken by the University of Lethbridge and the University of Calgary (Werklund School of Education).</td>
<td>$154,295.00</td>
<td>$70,150.00</td>
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### Funding Breakdown

- **K-12 FSL TOTAL**: $140,131,773.69
- **2020-2021**: $6,849,041.00
- **2021-2022**: $9,684,035.20
- **2022-2023**: $9,684,035.20
- **POSTSEC FSL TOTAL**: $4,276,377.00
- **2020-2021**: $2,045,818.00
- **2021-2022**: $1,817,489.00
- **2022-2023**: $1,817,489.00
- **TOTAL FSL**: $144,408,150.69
- **2020-2021**: $8,894,859.00
- **2021-2022**: $9,999,524.00
- **2022-2023**: $9,999,524.00

**Target K-12 FSL**: $6,849,041.00
- **2020-2021**: $2,045,818.00
- **2021-2022**: $1,817,489.00
- **2022-2023**: $1,817,489.00

**Target Postsec FSL**: $2,045,818.00
- **2020-2021**: $1,817,489.00
- **2021-2022**: $1,817,489.00
- **2022-2023**: $1,817,489.00
## SCHEDULE 3

### ACTION PLAN - PLANNED CONTRIBUTIONS

#### Alberta

- **2020-2023 Planned Contributions**

| Area of Intervention          | 2020-21 Canada | 2020-21 Alberta | 2020-21 Total | 2021-22 Canada | 2021-22 Alberta | 2021-22 Total | 2022-23 Canada | 2022-23 Alberta | 2022-23 Total | Total Canada | Total Alberta | Grand Total |
|------------------------------|---------------|----------------|--------------|---------------|----------------|--------------|---------------|----------------|----------------|----------------|--------------|---------------|-------------|
| **FML - Learner Participation** | $1,508,958     | $1,509,958     | $3,018,917   | $1,476,502    | $1,476,502     | $2,953,004   | $1,449,754    | $1,451,754     | $2,901,508   | $4,435,214     | $4,438,214   | $8,873,428     |
| **FML - Academic Achievement of Learners** | $1,304,590     | $1,304,590     | $2,609,180   | $1,073,108    | $1,073,108     | $2,146,215   | $1,073,108    | $1,073,108     | $2,146,215   | $3,450,805     | $3,450,805   | $6,901,610     |
| **FML - Enriched Learning Environments** | $542,021        | $542,021        | $1,084,043   | $497,583      | $497,583       | $995,170     | $497,583      | $497,583       | $995,170     | $1,537,191     | $1,537,191   | $3,074,383     |
| **FML - Support for Educational Staff** | $824,570        | $824,570        | $1,649,141   | $791,058      | $791,058       | $1,582,115   | $816,378      | $816,378       | $1,632,757   | $2,432,006     | $2,432,007   | $4,864,013     |
| **FML - Research**            | $318,466        | $318,466        | $636,932     | $231,175      | $231,175       | $463,350     | $231,586      | $231,586       | $463,172     | $781,227       | $781,227     | $1,562,455     |
| **FSL - Learner Participation** | $3,242,304      | $1,222,384      | $125,626,87  | $2,278,114    | $78,612,792    | $80,894,906  | $2,245,807    | $78,651,467    | $80,897,274  | $7,766,225      | $279,652,642  | $287,418,867   |
| **FSL - Provision of Programs** | $2,144,630      | $8,948,782      | $11,093,411  | $2,089,914    | $9,357,367     | $11,447,282  | $2,056,362    | $9,333,136     | $11,389,500  | $6,290,907      | $277,639,285  | $33,930,182    |
| **FSL - Academic Achievement of Learners** | $1,108,988      | $1,108,988      | $2,217,976   | $1,082,241    | $1,082,241     | $2,164,482   | $1,082,241    | $1,082,241     | $2,164,482   | $3,273,470      | $3,273,470   | $6,546,940     |
| **FSL - Enriched Learning Environments** | $416,223        | $440,428        | $856,651     | $408,443      | $490,695       | $899,138     | $405,590      | $483,711       | $889,301     | $1,230,255      | $1,414,835   | $2,645,091     |
| **FSL - Support for Educational Staff** | $1,965,015      | $2,593,881      | $4,558,897   | $2,022,568    | $2,299,872     | $4,322,440   | $2,087,888    | $2,365,072     | $4,452,960   | $6,075,472      | $7,258,825   | $13,334,297    |
| **FSL - Research**            | $17,700         | $36,829         | $54,529      | $20,844       | $34,341        | $55,185      | $24,235       | $31,620        | $55,855      | $62,779         | $102,790     | $165,569       |
| **FML Total**                 | $8,507,812      | $8,508,812      | $17,016,624  | $7,902,124    | $7,902,124     | $15,804,248  | $7,902,124    | $7,904,125     | $15,806,249  | $24,312,060     | $24,315,061  | $48,627,121    |
## STRATEGIC FRAMEWORK
### 2020–21 TO 2022–23

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<tr>
<th>AREA OF INTERVENTION</th>
<th>MINORITY LANGUAGE</th>
<th>SECOND LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner participation</td>
<td>Recruitment, integration and retention of learners in minority-language education programs and promotion of these programs.</td>
<td>Recruitment and retention of learners in second-language instruction programs and promotion of these programs.</td>
</tr>
<tr>
<td>Provision of programs</td>
<td>Access, maintenance, development and/or enrichment of a variety of programs and educational resources adapted to the minority setting.</td>
<td>Access, maintenance, development and/or enrichment of a variety of programs, approaches and pedagogical resources for second-language learning and instruction.</td>
</tr>
<tr>
<td>Academic achievement of learners</td>
<td>Demonstration of a positive impact on success of learners in minority settings.</td>
<td>Demonstration of a positive impact on second-language competencies of learners.</td>
</tr>
<tr>
<td>Enriched learning environments</td>
<td>Social and cultural enrichment of the education program and closer ties between the school, community and cultural environments.</td>
<td>Cultural enrichment of second-language learning programs.</td>
</tr>
<tr>
<td>Support for educational staff</td>
<td>Development, provision and assessment of staff training (initial and continuous) and professional development programs adapted to the minority setting. Recruitment and retention of qualified and specialized staff.</td>
<td>Development, provision and assessment of training (initial and continuous) and professional development programs for staff working in second-language instruction. Recruitment and retention of qualified or specialized staff.</td>
</tr>
<tr>
<td>Research</td>
<td>Research with an impact on minority-language learning and instruction, and dissemination of knowledge in Canada.</td>
<td>Research related to second-language learning and instruction, and dissemination of knowledge in Canada.</td>
</tr>
</tbody>
</table>