

**CANADA–ALBERTA AGREEMENT ON
MINORITY-LANGUAGE EDUCATION AND
SECOND-LANGUAGE INSTRUCTION
2013–2014 TO 2017–2018**

THIS AGREEMENT was concluded on this 26th day of March, 2014,

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

AND: THE GOVERNMENT OF ALBERTA, hereinafter called “Alberta,” represented by the Minister of Alberta Education and the Premier and Minister of Alberta Innovation and Advanced Education.

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 belonging to the English- or French-language minority in a province or territory 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 Canada is committed to enhancing the vitality of the official-language minority communities and to fostering the full recognition and use of both English and French in Canadian society, and whereas, in accordance with the *Official Languages Act*, the Minister of Canadian Heritage may, to this effect, take such measures, in particular, to encourage and assist provincial and territorial governments 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 Council of Ministers of Education, Canada (CMEC), for minority-language education and second-language instruction from 2013–2014 to 2017–2018, hereinafter referred to as the “Protocol,” was concluded on August 14, 2013;

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 under provincial jurisdiction and Alberta is responsible for establishing plans, determining the objectives, defining the contents, setting priorities and evaluating its programs in education;

WHEREAS Alberta, in the context of its responsibility for education, provides education in French in the province in accordance with Section 23 of the *Canadian Charter of Rights and Freedoms* and its spirit, and instruction in French as a second language;

WHEREAS Canada and Alberta 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 programs it provides in Alberta;

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

WHEREAS the *Roadmap for Canada’s Official Languages 2013–2018: Education, Immigration, Communities*, announced on March 28, 2013, reaffirms Canada’s support to minority-language education and second-language instruction and provides financial investments in this regard;

WHEREAS an agreement between Canada and Alberta should be further to and consistent with the Protocol, and should take into account the respective responsibilities and common interests of the parties;

WHEREAS Alberta agrees to submit an action plan that identifies its minority-language education and second-language instruction interventions with respect to this agreement based on the strategic framework described in the Protocol;

AND WHEREAS Alberta agrees, for the purpose of this agreement, to describe the targets and initiatives that Alberta intends to carry out in its multi-year action plan;

THEREFORE, this agreement confirms that the parties hereto agree as follows:

1. DEFINITIONS

1.1 The following definitions apply to this agreement.

“Action plan” refers to a provincial/territorial action plan based on the minority-language education and second-language teaching needs and priorities on which it focuses. This plan includes a preamble and presents, for each linguistic objective and area of intervention, initiatives, indicators, targets specific to each provincial/territorial government, and anticipated expenditures that will be covered by the federal and provincial/territorial governments’ contributions.

“Bilateral agreement(s)”, unless otherwise specified, refers to an agreement or agreements signed by Canada and Alberta, which determine 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 all levels of the educational system—elementary, secondary, postsecondary (colleges and universities) and adult education—according to the definition generally accepted by Statistics Canada or agreed upon by Canada and Alberta.

“Fiscal year” and “fiscal years”, unless otherwise specified, refer to the period beginning April 1 and ending March 31.

“Incurred expenditures” 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.

“Minority language” and “second language” refer to the two official languages of Canada: English and French. “Second language” means the second official-language, either English or French, as the case may be. 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 1 and ending June 30.

“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 the provincial/territorial governments’ action plans developed in the context of the bilateral agreements.

2. PURPOSE OF THE AGREEMENT

2.1 The purpose of this agreement is to establish a new cooperation framework on minority-language education and second-language instruction between Canada and Alberta for 2013–2014 to 2017–2018 to fund the initiatives described in Alberta’s action plan, appearing in Schedule 2 of this agreement. The objectives for which Canada provides Alberta with a financial contribution are set out below:

2.1.1 Provide members of the French-language minority in Alberta with the opportunity to be educated in their own language, including cultural enrichment associated with that community.

2.1.2 Provide the residents of Alberta with the opportunity to learn French as a second language along with opportunities for cultural enrichment through knowledge of the cultures associated with the the French-language minority community.

3. PURPOSE OF THE CONTRIBUTION

3.1 Subject to the provisions of this agreement, Canada is prepared to contribute to part of the additional costs that Alberta must assume to implement the initiatives included in the multi-year action plan of this agreement (Schedule 2).

3.2 Further to the linguistic objectives described in section 2 of this agreement, Canada and Alberta agree to focus their efforts, for the purposes of the action plan (Schedule 2), on the areas of intervention described in the strategic framework presented in Schedule 3 of this agreement. The areas of intervention that Alberta chooses to focus on for each linguistic objective may include all or part of the areas described in Schedule 3.

3.3 Canada and Alberta may fund initiatives that address emerging priorities as part of this agreement. For minority-language education, this may mean paying special attention to the continuum of education in a minority context, early childhood education, the development of school–community partnerships and postsecondary education, as well as promoting the sharing of best practices. For second-language learning, this may mean a special focus on the intensive teaching and learning approaches, on youth involvement in authentic language-learning experiences and on various undertakings that demonstrate progress in acquiring language skills, as well as promoting the sharing of best practices.

3.4 In the interests of increasing interprovincial/territorial cooperation and encouraging optimum use of resources, Canada and Alberta recognize the importance of undertaking projects or initiatives of an interprovincial/territorial or pan-Canadian scope. For this purpose, it is mutually agreed that these may be coordinated by the CMEC, Alberta, or other provinces and territories, in collaboration with Canada. The terms and conditions governing these projects or initiatives shall be subject to prior agreement between Canada, Alberta and/or the CMEC.

4. MAXIMUM AMOUNT OF CONTRIBUTION

4.1 Subject to the appropriation of funds by Parliament, to the maintenance by the federal minister of current and forecasted budgetary levels to March 31, 2018, for the Development of Official-Language Communities Program, Minority-Language Education Component, and the Enhancement of Official Languages Program, Second-Language Learning Component, to the compliance with the provisions of the Protocol, to the commitments made within special agreements or arrangements, and to the terms and conditions of this agreement, 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 seventy-one million, twenty-nine thousand, one hundred and twenty-five dollars (\$71,029,125) or 50 percent of the total eligible expenditures incurred during the term of this agreement.

4.2 Subject to subsection 4.1 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 2):

Fiscal Year	Minority Language	Second Language	Total
2013–2014	\$5,310,966	\$8,894,859	\$14,205,825
2014–2015	\$5,310,966	\$8,894,859	\$14,205,825
2015–2016	\$5,310,966	\$8,894,859	\$14,205,825
2016–2017	\$5,310,966	\$8,894,859	\$14,205,825
2017–2018	\$5,310,966	\$8,894,859	\$14,205,825
Total	\$26,554,830	\$44,474,295	\$71,029,125

4.3 Canada's contribution is conditional on Alberta providing for each area of intervention it chooses a financial contribution equivalent to or greater than that of Canada for the implementation of its action plan (Schedule 2).

4.4 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 Alberta Education and the Ministry of Alberta Innovation and Advanced Education, Alberta agrees to contribute to the eligible expenditures incurred under the terms of its action plan (Schedule 2) for the period covered by this agreement.

4.5 Complementary Contributions

4.5.1 Canada reserves the right to approve complementary contributions in addition to the amount provided in subsection 4.1 of this agreement. These contributions shall be subject to Canada's approval and shall address, among others, the following areas:

- a) early childhood education in a minority context, in particular the provision of child-care services in schools and preschool programs;
- b) the development of school–minority community partnerships;
- c) the development of postsecondary education in a minority context;
- d) second-language intensive teaching and learning approaches;
- e) the provision of authentic second-language learning experiences for youth;
- f) the assessment of second-language proficiency skills;
- g) interprovincial/territorial and pan-Canadian projects;
- h) program growth and quality and cultural enrichment in minority-language education at all levels of instruction as well as research in this area.

4.5.2 All things being equal, Canada shall give priority to projects that reflect growing or emerging needs expressed by the provincial and territorial governments.

4.5.3 Any additional contributions made by Canada are conditional on Alberta making a financial contribution equivalent to or greater than that of Canada during the project period in question.

4.5.4 The provision of complementary contributions as described in subsection 4.5 of this agreement shall not result in any adjustment to the funding provided for and within the budgets described in subsection 4.1 of this agreement.

5. PROVINCIAL ACTION PLAN – 2013–2014 TO 2017–2018

5.1 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 2) is preceded by a preamble.

5.1.1 The preamble describes Alberta's specific context by providing the following information:

- a) an overview of Alberta's minority-language education programs and second-language instruction programs;
- b) (baseline) reference data for Alberta's performance targets and indicators and for data sources, which constitute the provincial performance measurement strategy; and
- c) a description of the consultation process established to identify initiatives undertaken pursuant to this agreement.

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

- a) Alberta's initiatives for each area of intervention funded;
- b) at least one performance indicator and one target for each area of intervention funded;
- c) a breakdown, by fiscal year, of contributions from Canada and Alberta toward expenditures projected for each area of intervention funded, as well as the total expected annual expenditures by initiative.

5.2 Alberta develops and submits its action plan (Schedule 2) in the manner it deems to be most appropriate to its particular circumstances, notably in the manner described in paragraph 3.6.5 of the Protocol. Alberta may provide this information using as a model the indicators proposed in the strategic framework (Schedule 3) and in the model action plan presented in Schedule 4.

5.3 Alberta may, with Canada's prior agreement, make adjustments to its action plan (Schedule 2) to reflect increased costs and needs and, consequently, the pace of the action plan. The action plan (Schedule 2) may be adjusted annually in accordance with the terms and conditions in this agreement.

5.4 Complementary Projects

5.4.1 Complementary projects shall constitute an addendum to the multi-year action plan (Schedule 2) and shall form an integral part thereof.

5.4.2 For Canada's approval of a financial contribution for complementary projects under this agreement, projects shall be submitted as an action plan. The plan shall include a preamble, the intended areas of intervention, targets, performance indicators, initiatives and contributions of Canada and Alberta. These action plans shall be provided to Canada by an individual duly authorized by Alberta.

5.4.3 Each complementary project shall identify the targets of the action plan to which the complementary project contributes or new performance indicators and new targets specific to the project.

6. COORDINATION

6.1 The representatives of Canada and Alberta agree to hold a meeting, within the sixty (60) days prior to the end of each fiscal year covered by this agreement, or at a time mutually agreed upon, to discuss the implementation of the action plan. The parties may then, if required, agree to amendments to the action plan (Schedule 2).

7. AVAILABILITY OF MATERIALS

7.1 Alberta agrees to take all reasonable measures to 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. For this purpose, Alberta may catalogue this material and make it available to the public. Alberta also agrees that 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 said documents but not with the preparation thereof.

8. PARTNERSHIP

8.1 The parties recognize that this agreement does not constitute an association with the intent to establish a partnership or a joint venture nor to create an agency relationship between Canada and Alberta.

9. MEMBERS OF THE HOUSE OF COMMONS, THE SENATE AND THE LEGISLATIVE ASSEMBLY OF ALBERTA

9.1 No member of the House of Commons, the Senate or the Legislative Assembly of Alberta may take part in this agreement or benefit from it in any way.

10. FORMER FEDERAL PUBLIC OFFICE HOLDERS AND PUBLIC SERVANTS

10.1 No official or employee of Canada shall be admitted to share in this agreement or to benefit from it without the written consent of the official's or employee's minister. No former public office holder or public servant who is not in compliance with the *Conflict of Interest Act*, S.C. 2006, c. 9 or the *Values and Ethics Code for the Public Sector* may receive a direct benefit from this agreement.

11. LIABILITY OF CANADA AND ALBERTA

11.1 Canada shall not be liable for any injury, including death, or for any loss or damage to the property of Alberta or anyone else, that occurs through the implementation of this agreement by Alberta unless such injury, loss or damage is caused by the negligence, wilful misconduct or bad faith of Canada, the federal minister, or their employees, officers or agents.

11.2 Alberta shall not be liable for any injury, including death, or for any loss or damage to the property of Canada or anyone else, that occurs through the implementation of this agreement by Canada unless such injury, loss or damage is caused by the negligence, wilful misconduct or bad faith of Alberta, the provincial ministers, or their employees, officers or agents.

11.3 Canada disclaims itself from any liability in the event that Alberta concludes a loan, rent-to-own contract or other long-term contract as part of the initiatives funded under this agreement.

12. INDEMNIFICATION

12.1 Alberta shall indemnify Canada, the federal minister and their employees, officers 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, officers or agents in carrying out the activities described in this agreement.

12.2 Canada shall indemnify Alberta, the provincial ministers and their employees, officers 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, officers or agents in carrying out the activities described in this agreement.

13. DISPUTE RESOLUTION

13.1 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 submit to mediation. The parties shall bear the cost of mediation equally.

14. BREACH OF COMMITMENTS AND RECOURSE

14.1 The following constitute breach of commitments:

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

14.1.2 One of the conditions or commitments included in this agreement has not been fulfilled; or

14.1.3 Canada suspends or withholds for no legitimate reason payments of its contribution with respect to amounts already owing or future payments.

14.2 In the event of breach of commitments, Canada may avail itself of the following remedies:

14.2.1 Reduce Canada's contribution to Alberta and inform it accordingly;

14.2.2 Suspend any payment of Canada's contribution, either with respect to amounts already owing or future payments; and

14.2.3 Rescind this agreement and immediately terminate any financial obligation arising out of it.

14.3 In the event of breach of commitments, Alberta may avail itself of the following remedies:

14.3.1 Suspend some or all planned activities provided for in the action plan (Schedule 2); and

14.3.2 Rescind this agreement and immediately terminate any financial obligation arising out of it.

14.4 The fact that one of the two parties refrains from exercising a remedy it is entitled to exercise under this agreement shall not be considered to be 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.

15. ASSIGNMENT

15.1 This agreement, and any benefit thereunder, may not be assigned without prior written approval from Canada and Alberta.

16. APPLICABLE STATUTES

16.1 This agreement shall be governed by and interpreted in accordance with the applicable statutes in Alberta.

17. COMMUNICATIONS

17.1 Any notice, request, information or any other document required with respect to this agreement shall be deemed to be served if mailed or transmitted by fax or electronic mail. Any notice sent or transmitted by fax or electronic mail shall be deemed to have been received one (1) business day after it was sent; any mailed notice shall be deemed to have been received eight (8) business days following its mailing.

17.2 All notices shall be sent to the following addresses or to any other address a party indicates by written notice to the other party:

To Alberta:

Team Leader, Official Languages in
Education Programs
Education Program Standards and
Assessment
Alberta Education
9th floor, 44 Capital Boulevard
10044 – 108 Street NW
Edmonton, Alberta
Fax: 780-422-1947

To Canada:

Director, Operations and Regional Coordination
Official Languages Branch
Department of Canadian Heritage
15 Eddy Street, 7th Floor
Gatineau, Quebec
K1A 0M5
Fax: 819-953-9353

18. DURATION

18.1 This agreement shall take effect on the date on which it is signed by all the parties and shall terminate, barring its cancellation beforehand, one year (365 days) following the expiration of the period of activities indicated in subsection 18.2 of this agreement.

18.2 All contributions to be provided by Canada in accordance with the provisions of this agreement shall apply only to the initiatives carried out in implementing the action plan (Schedule 2) and the expenditures incurred by Alberta for the period commencing on April 1, 2013, and ending on March 31, 2018.

18.3 All the obligations of Canada and Alberta shall, expressly or by their nature, survive termination or expiry of this agreement, until they are fulfilled or by their nature expire.

19. AMENDMENT OR TERMINATION

19.1 The parties may, with mutual written consent, amend or terminate this agreement during the life of this agreement.

20. CONTENT OF THE AGREEMENT

This agreement, including the following schedules that form an integral part of it and subsequent 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 Administrative Procedures and Conditions

SCHEDULE 2 – Alberta’s 2013–2018 Action Plan

SCHEDULE 3 – Protocol Strategic Framework – 2013–2014 to 2017–2018

SCHEDULE 4 – Models – Action Plan, Annual Report, Periodic Report and Interim Financial Statement

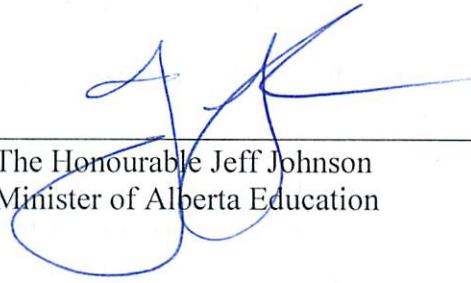
IN WITNESS WHEREOF, the parties hereto have signed this agreement on the date that appears on the first page.

ON BEHALF OF CANADA

ON BEHALF OF ALBERTA



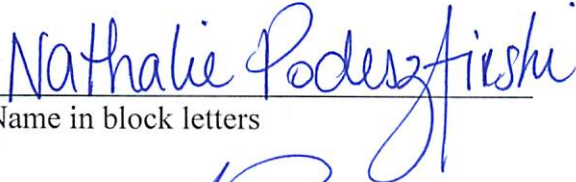
The Honourable Shelly Glover
Minister of Canadian Heritage and
Official Languages



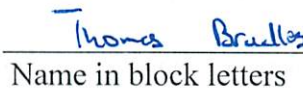
The Honourable Jeff Johnson
Minister of Alberta Education

Witness

Witness



Name in block letters



Name in block letters



Signature



Signature

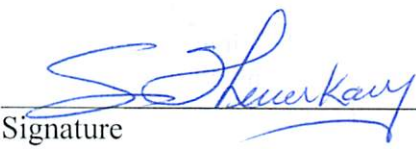


The Honourable Dave Hancock
Premier
Minister of Innovation and Advanced Education

Witness



Name in block letters



Signature

**Approved Pursuant to the Government
Organization Act**



The Honourable Cal Dallas
Minister of International and Intergovernmental
Relations

Witness



Name in block letters



Signature

GENERAL ADMINISTRATIVE PROCEDURES AND CONDITIONS

1. TERMS OF PAYMENT

1.1 Multi-year Action Plan (2013–2014 to 2017–2018)

Canada's annual contributions to Alberta's action plan (Schedule 2) referred to in subsection 4.2 of this agreement shall be made as follows:

1.1.1 Year 1 (2013–2014)

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	1. Acceptance of action plan by Canada and signature of this agreement 2. Requirements of the of the <i>Canada–Alberta Agreement on Minority-language Education and Second Official-language Instruction 2009-10 to 2012-13</i> fulfilled		
<i>Option 1</i> Second payment (not exceeding the balance of Canada's contribution for 2013–2014)	Interim financial statement	Actual: April 1 to September 30, 2013 Anticipated: October 1, 2013, to March 31, 2014	March 31, 2014
<i>Option 2</i> Second payment (not exceeding the balance of Canada's contribution for 2013–2014)	Annual report	April 1, 2013, to March 31, 2014	March 31, 2015

1.1.2 Year 2 (2014–2015)

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	1. Requirements of previous payments fulfilled 2. Action plan updated (if applicable)		June 30, 2014
<i>Option 1</i> Second payment (not exceeding the balance of Canada's contribution for 2014–2015)	1. Annual report <i>for previous fiscal year</i> 2. Interim financial statement	April 1, 2013, to March 31, 2014 Actual: April 1 to September 30, 2014 Anticipated: October 1, 2014, to March 31, 2015	March 31, 2015 March 31, 2015
<i>Option 2</i> Second payment (not exceeding the balance of Canada's contribution for 2014–2015)	1. Annual report <i>for previous fiscal year</i> 2. Annual report	April 1, 2013, to March 31, 2014 April 1, 2014, to March 31, 2015	March 31, 2015 March 31, 2016

1.1.3 Year 3 (2015–2016)

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	1. Requirements of previous payments fulfilled 2. Action plan updated (if applicable)		June 30, 2015
No payment	Periodic report	Most recent data held by the provincial government at the time of preparation of the report	September 30, 2015
<i>Option 1</i> Second payment (not exceeding the balance of Canada's contribution for 2015–2016)	1. Annual report <i>for previous fiscal year</i> 2. Interim financial statement	April 1, 2014, to March 31, 2015 Actual: April 1 to September 30, 2015 Anticipated: October 1, 2015, to March 31, 2016	March 31, 2016 March 31, 2016
<i>Option 2</i> Second payment (not exceeding the balance of Canada's contribution for 2015–2016)	1. Annual report <i>for previous fiscal year</i> 2. Annual report	April 1, 2014, to March 31, 2015 April 1, 2015, to March 31, 2016	March 31, 2016 March 31, 2017
The periodic report shall be finalized and accepted by Canada before the second payment is made.			

1.1.4 Year 4 (2016–2017)

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	1. Requirements of previous payments fulfilled 2. Action plan updated (if applicable)		June 30, 2016
<i>Option 1</i> Second payment (not exceeding the balance of Canada's contribution for 2016–2017)	1. Annual report <i>for previous fiscal year</i> 2. Interim financial statement	April 1, 2015, to March 31, 2016 Actual: April 1 to September 30, 2016 Anticipated: October 1, 2016, to March 31, 2017	March 31, 2017 March 31, 2017
<i>Option 2</i> Second payment (not exceeding the balance of Canada's contribution for 2016–2017)	1. Annual report <i>for previous fiscal year</i> 2. Annual report	April 1, 2015, to March 31, 2016 April 1, 2016, to March 31, 2017	March 31, 2017 March 31, 2018

1.1.5 Year 5 (2017–2018)

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	1. Requirements of previous payments fulfilled 2. Action plan updated (if applicable)		June 30, 2017
No payment	Periodic report	Most recent data held by the provincial government at the time of preparation of the report	September 30, 2017
Second payment (not exceeding the balance of Canada's contribution for 2017–2018)	1. Annual report <i>for previous fiscal year</i> 2. Annual report	April 1, 2016, to March 31, 2017 April 1, 2017, to March 31, 2018	March 31, 2018 March 31, 2019
The periodic report shall be finalized and accepted by Canada before the second payment is made.			

1.2 Complementary Projects

Canada's complementary contributions to Alberta for projects funded under the provisions set out in subsection 4.5 of this agreement shall be made as follows:

1.2.1 For One-year Projects

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	Approval of project		
Second payment (not exceeding the balance of Canada's contribution for current fiscal year)	Annual report	April 1 to March 31 of current fiscal year	March 31 of next fiscal year

1.2.2 For Multi-year Projects

a) Year 1

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	Approval of project		
<i>Option 1</i> Second payment (not exceeding the balance of Canada's contribution for current fiscal year)	Interim financial statement	Actual: April 1 to September 30 of current fiscal year Anticipated: October 1 to March 31 of current fiscal year	March 31 of current fiscal year
<i>Option 2</i> Second payment (not exceeding the balance of Canada's contribution for current fiscal year)	Annual report	April 1 to March 31 of current fiscal year	March 31 of next fiscal year
If the second payment is the final payment of Canada's contribution, this payment shall be withheld until Canada receives an 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.			

b) Subsequent Years (excluding the final fiscal year)

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	1. Requirements of previous payments fulfilled 2. Action plan updated (if applicable)		June 30 of current fiscal year
<i>Option 1</i> Second payment (not exceeding the balance of Canada's contribution for current fiscal year)	1. Annual report <i>for previous fiscal year</i> 2. Interim financial statement	April 1 to March 31 of previous fiscal year Actual: April 1 to September 30 of current fiscal year Anticipated: October 1 to March 31 of current fiscal year	March 31 of current fiscal year March 31 of current fiscal year
<i>Option 2</i> Second payment (not exceeding the balance of Canada's contribution for current fiscal year)	1. Annual report <i>for previous fiscal year</i> 2. Annual report	April 1 to March 31 of previous fiscal year April 1 to March 31 of current fiscal year	March 31 of current fiscal year March 31 of next fiscal year
If the second payment is the final payment of Canada's contribution, this payment shall be withheld until Canada receives an 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.			

c) Final Year

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	1. Requirements of previous payments fulfilled 2. Action plan updated (if applicable)		June 30 of current fiscal year
Second payment (not exceeding the balance of Canada's contribution for current fiscal year)	1. Annual report <i>for previous fiscal year</i> 2. Annual report	April 1 to March 31 of previous fiscal year April 1 to March 31 of current fiscal year	March 31 of current fiscal year March 31 of next fiscal year

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

1.5 All payments are conditional on Canada's acceptance of the documents produced by Alberta in accordance with sections 1 and 2 of this schedule. This acceptance is conditional on the compliance of the information provided in the said documents with the administrative procedures and conditions of this agreement and on Alberta having addressed the issues raised by Canada, if any.

2. FINANCIAL STATEMENTS AND REPORTS

2.1 Canada is accountable to Parliament and Alberta is accountable to the provincial legislature for the proper use of funds provided under this agreement and for the results achieved by these investments. Consequently, Alberta agrees to provide Canada with the financial statements and reports required for each fiscal year covered by this agreement.

2.2 The reports and financial statements shall be approved by an individual duly authorized by Alberta.

2.3 For each reference period, the financial statements shall separately present the budget established in the province's action plan (Schedule 2), the federal and provincial contributions by area of intervention and, for each initiative, all expenditures incurred by Alberta, including those incurred since the effective date of this agreement, in other words, April 1, 2013. The financial statements shall be prepared in accordance with generally-accepted accounting principles.

2.4 Alberta shall provide the financial statements and annual and periodic reports in the manner it considers to be most appropriate to its particular circumstances. To this end, it may use the report models proposed in Schedule 4 or any other format, insofar as it meets the requirements set out in subsections 2.7, 2.8 and 2.9 of this schedule and is in line with the spirit of subsection 8.2 of the Protocol.

2.5 For the purposes of subsection 3.3 of this schedule, Alberta undertakes to ensure that the expenditures it reports in the financial statements submitted to Canada for expenditures incurred between April 1 and June 30, and charged to the previous fiscal year, are not reported in the following fiscal year.

2.6 Alberta agrees to keep accounts and documents up to date and in due form on receipts and expenditures related to the content of this agreement, including all related invoices, receipts and useful supporting documents. For the purposes of this agreement, Alberta shall retain all financial accounts, source documents and other useful documents for a period of at least five (5) years following the expiration of this agreement.

2.7 Interim Financial Statements

2.7.1 Interim financial statements provide, for each linguistic objective, details of the actual expenditures incurred and of the anticipated expenditures in connection with the action plan (Schedule 2) for the fiscal year in question, by area of intervention and initiative.

2.7.2 If Alberta requires a second advance payment, it is agreed that Alberta's interim financial statement shall be submitted no later than March 31 of the fiscal year in question.

2.7.3 Rather than submitting an interim financial statement, Alberta may provide an annual report for any of the fiscal years covered by this agreement.

2.8 Annual Reports

2.8.1 Annual reports comprise a final financial statement of contributions and actual expenditures relating to the action plan (Schedule 2) for the fiscal year in question, by area of intervention and initiative. Annual reports also provide a brief update on the status of implementation of the action-plan initiatives (Schedule 2), including, if necessary, an explanation of significant revisions to the planned schedule and budget.

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

- a) "1" for an initiative completed or proceeding on time and on budget;
- b) "2" for a delayed initiative or an initiative that has undergone significant revision in the planned scope, schedule or budget for the fiscal year in question;
- c) "3" for a compromised or cancelled initiative.

2.8.3 An explanation will be required if the implementation status is at level "2" or "3."

2.9 Periodic Reports

2.9.1 Alberta agrees to produce a periodic report presenting the progress made in each area of intervention funded based on the indicators and targets identified in its action plan (Schedule 2). This report shall explain the progress made in the action plan with respect to the targets set by Alberta. The report will be prepared after the second and fifth years of this agreement and forwarded to Canada.

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

2.9.3 Alberta shall submit these periodic reports to the CMEC once they have been finalized.

3. ELIGIBLE EXPENDITURES

3.1 For the purposes of this agreement, eligible expenditures for each initiative described in Alberta's action plan (Schedule 2) may include, among others, salaries and benefits, professional fees, administrative costs, expenditures related to purchasing or renting essential supplies and equipment, purchasing and producing educational materials and providing training.

3.2 Only those expenditures incurred during a fiscal year for initiatives described in the action plan (Schedule 2) shall be deemed eligible expenditures for the fiscal year in question.

3.3 Canada agrees that the period during which expenditures may be charged against the contributions for a given fiscal year may be extended to June 30, in order to coincide with the school year. The parties agree that, in general, the expenditures related to Canada's contributions will be incurred from April 1 to March 31 of the fiscal year in question.

4. NON-COVERED EXPENDITURES

4.1 For the purposes of this agreement, capital projects and activities with an international scope, such as travel costs, shall not be considered covered expenditures for Canada's or Alberta's contributions.

5. TRANSFERS

5.1 Transfers of Funding From the Multi-year Action Plan to the Bursary and Language-assistant Program

5.1.1 For each fiscal year covered by this agreement, Alberta may transfer a portion of the funds provided in subsection 4.2 of this agreement to the bursary and language-assistant program. To that end, Alberta shall make arrangements with the CMEC to permit the funds to be transferred directly on an annual basis. Alberta agrees to reflect all transfers made to the CMEC in its annual reports and to update its action plan (Schedule 2) to reflect the changes to the contributions provided.

5.2 Transfers Within the Multi-year Action Plan

For each fiscal year covered, and subject to the provisions of subsection 4.3 of this agreement, Alberta may transfer a portion of the funds provided in the multi-year action plan as follows:

5.2.1 Alberta may, at its discretion, transfer a portion of the funds between the areas of intervention under the same linguistic objective.

5.2.2 Canada and Alberta may agree in writing, no later than February 15 of the fiscal year in question, to transfer a portion of the funds between linguistic objectives.

5.2.3 Alberta acknowledges the importance of respecting, for the duration of this agreement, the overall distribution of funding between the linguistic objectives provided in subsection 4.2 of this agreement.

5.3 Transfers Between the Multi-year Action Plan and the Complementary Projects

5.3.1 Alberta agrees to make no transfer between the funding provided in subsection 4.2 of this agreement for the multi-year action plan and the complementary contributions provided by Canada as part of the provisions of subsection 4.5 of this agreement.

5.3.2 Alberta agrees to make no transfer between the action plans funded through the complementary contributions referred to in subsection 4.5 of this agreement.

6. OVERPAYMENT

6.1 The parties agree that, if payments made to Alberta under this agreement exceed the amounts to which Alberta is entitled, the overpayment shall be returned to Canada, failing which Canada may reduce its future contributions under this agreement to Alberta by an equivalent amount.

7. FINANCIAL AUDITS

7.1 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.

8. PUBLIC INFORMATION

8.1 Canada and Alberta agree that the principles of transparency, accountability, consistency, accuracy, timeliness and clarity shall guide the preparation of reports subject to this agreement. The provision of information by the parties shall be compatible with their respective policies and legislation, particularly those on the protection of privacy and freedom of information.

8.2 Canada and Alberta agree to make the text of this agreement and its schedules available to the Canadian public.

8.3 Alberta agrees to make available to the public copies of the reports, including the evaluations, audits and other reviews regarding this agreement. Interested individuals may contact Alberta in accordance with the provisions of subsection 17.2 of this agreement.

8.4 Alberta shall endeavour, through the CMEC, to produce two pan-Canadian reports intended for the general public during the period covered by this agreement. These reports shall consist of content taken from Alberta's periodic reports, as described in subsection 2.9 of this schedule.

8.5 Canada and Alberta agree that joint communications with and publications for the general public regarding this agreement will be issued in both English and French. Bilingual communications and publications from Alberta will be made in accordance with the Government of Alberta's Communications Policy.

9. PUBLIC ACKNOWLEDGEMENT OF CANADA'S CONTRIBUTION

9.1 Alberta agrees to recognize Canada's participation when conducting publicity for all programs for which financial assistance was provided by Canada. For the purpose of this agreement, publicity includes, without being limited to, news releases and provincial departmental and agency reports. This acknowledgement could include a mention of the *Roadmap for Canada's Official Languages 2013–2018: Education, Immigration, Communities*, wherever appropriate.

9.2 Alberta agrees to 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 contributions, in any publicity relating to the programs for which Canada has made a financial contribution. This acknowledgment could include a mention of the *Roadmap for Canada's Official Languages 2013–2018: Education, Immigration, Communities*, wherever appropriate.

10. CONSULTATION

10.1 Alberta shall assure Canada, in the preamble to its action plan (Schedule 2), that interested groups and associations in the province, in particular representatives of the school boards and postsecondary institutions, were consulted in the development of its action plan (Schedule 2).

10.2 Alberta agrees to consult interested groups and associations, in particular representatives of the school boards and postsecondary institutions, on the programs implemented as part of this agreement, where this is deemed necessary. When possible, these consultations shall take place annually; Canada and Alberta may agree to conduct them jointly.

11. EVALUATION

11.1 Alberta is responsible for the evaluation of its education programs and measures under its jurisdiction, including its action plan (Schedule 2). Alberta agrees to share with Canada the results of those evaluations.

11.2 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 shall encourage input from Alberta in such evaluations and shall use the information provided under this agreement. If additional information is required, such information shall be discussed between Canada and Alberta.

ALBERTA'S 2013-2018 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 postsecondary level.

The Ministry of Alberta Education and the Ministry of Innovation and 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.

Through leadership and collaboration with stakeholders 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

Alberta Education values language learning and through its significant investment, it provides opportunities for Francophone students to study in their first language and for all Alberta students to learn French.

Current Situation

Alberta Education has a number of French language programs to accommodate its diverse and evolving clientele. **Minority-language (Francophone) education, French as a second language 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*. 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. This program is designed to help students identify with and be part of the Francophone culture and community.

As of September 2013, 34 schools operated by the four Francophone Regional authorities provide Francophone education programs to approximately 6,300 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.

Alberta Education continues to work closely with Francophone education stakeholders across the province to provide quality education to Francophone students that is comparable to that of the majority.

b) French as a second language (FSL)

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.

Students are usually introduced to FSL in Grade 4 or Grade 10. In this program, 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. The majority of school authorities in Alberta offer FSL courses.

As of September 2013, 146,355 students are enrolled in French second-language courses in 1,121 Alberta schools operated by 92 school authorities. Alberta aims at maintaining or increasing 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.

c) French Immersion

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 prepare students who want to pursue postsecondary 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 many subject areas for a significant part of each school day.

As of September 2013, 38,245 students are enrolled in the alternative French Immersion programs offered in 216 schools operated by 46 school authorities. Alberta seeks to maintain or increase student enrolment in French Immersion programs.

Access to federal funding

In response to the *Roadmap for Canada's Official Languages 2013–2018: Education, Immigration, Communities* and under the *Alberta-Canada Agreement for Minority-language Education and Second-language Instruction 2013–2014 to 2017–2018* ensuing from the *Protocol for Agreements for Minority-language Instruction 2013–2014 to 2017–2018 between the Government of Canada and the Council of Ministers of Education, Canada*, Alberta has developed an action plan to access funding based on provincial and federal goals pertaining to minority-language education and second-language instruction.

2013-2018 Action Plan Orientation/Priorities/Performance

The Alberta action plan is aligned with Alberta's business and fiscal plans, with the aspirations of its communities, 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 2013–2018 action plan also benefits from its antecedents: the implementation of the 2009–2013 action plan has led to increases in student enrolment, the number and distribution of schools offering French language programs, enhanced professional development and purchase of resources. It also contributed to the development of a strong French learning community which plays a key role in ensuring that in a primarily Anglophone province students and teachers reach their full potential in French. The 2013–2018 action plan will build on the existing success stories resulting from the 2009–2013 Agreement and will allow the momentum and the synergy of learning and teaching in French to continue.

As such, the action plan identifies initiative descriptions, performance targets, performance indicators, and planned investments based on promising practices identified from Kindergarten to Grade 12. 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.

The evaluation of this impact is done on a regular basis by stakeholders and Alberta Education staff. Information is collected through diverse data sources such as existing databases at Alberta Education and/or written reports submitted by stakeholders.

PERFORMANCE MEASUREMENT STRATEGY K-12		
MINORITY-LANGUAGE EDUCATION		
Areas of intervention	Performance indicators	Data Sources
Student Participation	- Number of students enrolled in Francophone programs	Alberta Education database
Provision of Programs	- Number of children registered in Kindergarten - Number of schools offering full-day Kindergarten	Alberta Education database
Student Performance	Students' results in Grade 12 Français	Alberta Education website
Enriched School Environment	- Number of cultural activities organized in conjunction with the Francophone community - Number of distance education classes offered	Education stakeholders final reports
Support for Educational Staff and Research	- Number of continuing education and professional development bursaries approved for K-12 teachers - Number of continuous training activities	Education stakeholders final reports and Alberta Education database
SECOND-LANGUAGE INSTRUCTION		
Student Participation	- Number of students enrolled in French Immersion Programs - Number of students enrolled in French second-language courses	Alberta Education database
Provision of Programs	- Number of French Immersion classes	Alberta Education database
Student Performance	Students' results in Grade 12 French Language Arts	Alberta Education website
Enriched School Environment	- Number of Diplôme d'Études de Langue Française (D.E.L.F.) and Diplôme Approfondi de Langue Française (D.A.L.F.) Exam Centres - Number of cultural and enrichment events - Number of students involved in Quebec-Alberta exchanges	Education stakeholders final reports
Support for Educational Staff and Research	- Number of continuing education and professional development bursaries approved for K-12 teachers - Number of continuous training activities	Education stakeholders final reports and Alberta Education database

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.

This action plan includes initiatives for Kindergarten to postsecondary to support the French minority-language and French second-language programs under the following Areas of Intervention: Student Participation, Provision of Programs, Student Performance, Enriched School Environment, Access to Postsecondary Education and Support for Educational Staff and Research.

The initiatives were designed 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) Enrolment and retention of students at the postsecondary level;
- 7) Access to postsecondary education; and
- 8) Support for educational staff and research.

Consultation Process

The Alberta action plan was developed in consultation with key educational stakeholders, including and not limited to the following: *Fédération des conseils scolaires francophones de l’Alberta*, Canadian Parents for French, educators and Alberta’s postsecondary institutions. In addition to ongoing updates via email, website and phone calls, Alberta Education staff has done several presentations throughout the province to seek stakeholders input and to invite them to submit proposals.

Postsecondary

Introduction

French language education is an important feature of Alberta’s postsecondary system. It is well recognized that language skills provide individuals with cultural, economic, and personal advantages in a global community in the twenty-first century.

Current Situation

At the postsecondary level in Alberta, French language credit programming is currently taught in six public colleges, two private university colleges and six universities.

2009–2013 Achievements

For those institutions University of Alberta (U of A), University of Calgary (U of C), University of Lethbridge (U of L), and Grande Prairie Regional College (GPRC) who participated in the previous Canada-Alberta Official Languages in Education Agreement, the following enrolments were reported in 2009–2010 to 2012–2013:

- Close to 10,000 students were enrolled in either conversational French language courses (beginner, intermediate and advanced) or other degree credit courses (e.g. history, economics, philosophy) offered in French.
- About 2,900 students were enrolled in French language degree programming at the U of A (Campus Saint-Jean (CSJ)) including about 320 at the graduate level.
- A further 775 students were enrolled in French related specializations (major and minor level) in BA and BEd programs at the U of A- Department of Modern Languages and the U of C.
- *Centre collégial de l’Alberta* was established at the U of A, after considerable investment of time and resources by CSJ and the provincial and federal governments. Governance processes were established, individuals were hired and a diploma program in business administration was approved at both the institutional and ministerial level. Development of other programs (i.e., tourism management) is ongoing and CSJ is continuing to explore options through collaboration with other institutions in order to provide college level program offerings in French.

2013–2018 Orientation/Priorities/Performance

An orientation and priority for the 2013–2018 Agreement in Alberta’s postsecondary system is to maintain the number of programs/courses delivered in French and the number of enrolments. Recruitment and retention actions will be supported through the action plan. Some of the other recurring themes underpinning the activities identified throughout the action plan is collaboration, relationship building, improved access, transfer recognition, language testing, and maintained instructional capacity.

PERFORMANCE MEASUREMENT STRATEGY POSTSECONDARY		
ACCESS TO POSTSECONDARY EDUCATION		
MINORITY-LANGUAGE EDUCATION		
Areas of intervention	Performance indicators	Data Sources
Access to Postsecondary Education	- Number of enrolments	CSJ reports
	- Retention rate	CSJ reports
	- Number of students assisted in the Learning Centre	CSJ reports
	- Number of programs offered	CSJ reports
	- Website traffic, number of stakeholder network meetings and number of community “awareness” events.	CSJ reports
	- Number of fellowships (bursaries) awarded.	Student Finance
SECOND-LANGUAGE INSTRUCTION		
Access to Postsecondary Education	- Number of French second-language courses offered per year by postsecondary institutions (CSJ not included)	Institutions (U of C, U of L, U of A (Modern Languages), GPRC reports)
	- Number of students enrolled in French second-language courses per year (CSJ not included)	Institutions reports (see above)
	- Number and type of instructors employed at CSJ	CSJ reports
	-Number of fellowships (bursaries) awarded.	Student Finance

Consultation Process

When the 2013-2018 Official Languages in Education Protocol was announced in early summer 2013, a call for proposals went out to all 26 publicly funded postsecondary institutions in Alberta. Interest from postsecondary institutions across the advanced education system in Alberta under the new five-year agreement has doubled, with proposals received from eight institutions including four universities, three colleges and one specialized arts and culture institution.

Postsecondary Institutions Supporting Minority-Language and French Second-Language Students under Alberta’s Action Plan 2013–2014 to 2017–2018

CSJ is Alberta’s leading Francophone postsecondary institution, providing students with a vibrant academic, linguistic and cultural environment since 1908. 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 also partnered 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.

CSJ intends to maintain or increase enrolment in 12 programs at the undergraduate level in Arts, Business, Education and Science as well as a master's program in both Arts and Education. The programs include:

- Bachelor of Arts (BA)
- BA Honors
- BA After Degree (AD)
- Bachelor of Commerce (Bilingual) – School of Business
- Bachelor of Education (BEd) Elementary
- BEd Secondary
- BEd AD
- BEd/Bachelor of Science (BSc) – Faculty of Science
- BSc General
- BSc in Nursing (Bilingual) – Faculty of Nursing
- BSc in Environmental and Conservation Sciences (Bilingual) – Faculty of Agricultural, Life and Environmental Sciences
- BSc, 1st year Engineering – Faculty of Engineering

The Bachelor of Arts offers majors in French language, and French and Franco-Canadian Literature, as well as added minors in Drama, Music, and Translation. Education offers the following programs: BEd Elementary, BEd Secondary, BEd AD both Elementary and Secondary and a five-year combined BEd-BSc. All programs are offered with specialization in French Immersion or Francophone education. These programs include online courses, the number of which is constantly increasing. The combined BEd-BSc is interdisciplinary in approach.

Through the 5 year Agreement, CSJ will be offering direct entry, meaning that students will be able to register directly in a BEd instead of having to register one year in another program beforehand. The unit has seven professors and additional contract faculty. The new Education program requires more individual follow-up by professors with their students and student cohorts will be established each year with professors doing follow-up with them as well. Students in the BSc General Program can select a major or double major and a minor in Biology, Chemistry, Mathematics, Physics, Psychology and Statistics.

In collaboration with colleges within the Alberta postsecondary system, the U of A (through *Centre collégial de l'Alberta* located at CSJ) will continue to work on activities to support student access to college level programming in French, either online or through onsite delivery. One such collaboration will be with Lakeland College in Vermillion (northeast Alberta) to develop online access to Early Learning and Child Care certificate and diploma programs.

Targets relating to enrolment, retention and graduation rates, collaborative arrangements, programs and courses offered (including online delivery), and number of instructors have been outlined in the action plan. CSJ will continue to strive to respond to the evolving needs expressed by both students and Alberta's Francophone community. The other major beneficiary of the Agreement is the U of C.

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 Faculty of Education and the Faculty of Arts, the U of C will offer conversational courses, a certificate in French Studies, undergraduate majors and minors in French, and a Master of Arts in French.

Other institutions with initiatives under the Agreement include the U of A (Department of Modern Languages and Cultural Studies), the U of L, and GPRC.

Some of the activities to be supported at these institutions include:

- Increasing French (credit and non-credit) programming, with the development of a variety of subject matter courses in French
- Provision of courses to support French language acquisition

- Development and reinforcement of partnerships with local school districts
- Promotion of French language culture, student exchanges (within Canada) and workshops for teachers
- Enhancing French language proficiency testing.

Conclusion

Alberta stakeholders are pleased that federal funding will continue to be in place for the next five years under this Agreement. The federal funding will continue to supplement significant provincial funding and to help enhance French language learning opportunities for students in Alberta.

LINGUISTIC OBJECTIVE	Minority-Language Education K-12				
Area of intervention	Student Participation				
Performance indicator(s)	Performance target(s)	Planned investments by area of intervention			
		Year	Federal	Provincial	Total
1. Number of students enrolled in Francophone programs.	1. Maintain or increase the number of students enrolled in Francophone programs. Baselines – 2012-2013: <ul style="list-style-type: none"> • Kindergarten and Pre – Kindergarten: 1,084 • Grade 6: 500 • Grade 9: 339 • Grade 12: 238 	2013–2014	\$1,008,925	\$1,008,925	\$2,017,850
		2014–2015	\$1,008,773	\$1,008,773	\$2,017,546
		2015–2016	\$1,008,773	\$1,008,773	\$2,017,546
		2016–2017	\$1,008,773	\$1,008,773	\$2,017,546
		2017–2018	\$1,008,771	\$1,008,771	\$2,017,542
		Total	\$5,044,015	\$5,044,015	\$10,088,030
Planned Initiatives					Total annual (provincial/federal) planned contribution by initiative
Initiative 1 – Promotion and Advertisement Francophone Regional authorities will undertake promotional and advertising activities in media, including the Internet, in order to allow eligible individuals from across the province to become better acquainted with Francophone schools and programming.					\$ 866,762 in year 1 \$866,458 in year 2-3-4 \$866,454 in year 5
Initiative 2 – Recruitment and Retention Strategies Francophone Regional authorities will further develop strategies aimed at pooling initiatives or undertake activities in common to address emerging issues/initiatives in Francophone education in Alberta, namely with regards to recruitment and retention.					\$545,544
Initiative 3 – Early Childhood Services (Pre-Kindergarten) Francophone Regional authorities will recruit students at a very young age by offering early childhood support services and will ensure that staff receives necessary training and up-to-date resources are made available for students and teachers.					\$605,544

LINGUISTIC OBJECTIVE	Minority-Language Education K-12				
Area of intervention	Provision of Programs				
Performance indicator(s)	Performance target(s)	Planned investments by area of intervention			
		Year	Federal	Provincial	Total
1. Number of children registered in Kindergarten.	1. Maintain or increase the number of children registered in Kindergarten. Baseline – 2012-2013: • 551 children	2013–2014	\$1,800,000	\$1,800,000	\$3,600,000
		2014–2015	\$1,800,000	\$1,800,000	\$3,600,000
		2015–2016	\$1,800,000	\$1,800,000	\$3,600,000
		2016–2017	\$1,800,000	\$1,800,000	\$3,600,000
		2017–2018	\$1,800,000	\$1,800,000	\$3,600,000
2. Number of schools offering full-day Kindergarten.	2. Maintain the number of schools offering full-day Kindergarten. Baseline – 2012-2013: • 30 schools	Total	\$9,000,000	\$9,000,000	\$18,000,000
Planned Initiatives				Total annual (provincial/federal) planned contribution by initiative	
Initiative 1 – Full-day Kindergarten Francophone Regional authorities will maintain full-day Kindergarten programs in all elementary schools and provide necessary resources and support including purchasing educational resources, hiring teachers and offering corresponding training.				\$3,400,000	
Initiative 2 – Distance Education Francophone Regional authorities will make the necessary resources available to support and enrich teaching and learning in education from Grades 7-12 through the <i>Centre Francophone d'Education à Distance</i> (CFED). Selected teachers will be provided the opportunity to co-teach with teachers from the CFED which provides the students and the teachers with an enriching experience. This initiative will support the development of content, hiring and training staff such as teachers and programmers in addition to integrating technology including Elluminate, Skype, Moodle and others.				\$200,000	

LINGUISTIC OBJECTIVE	Minority-Language Education K-12				
Area of intervention	Student Performance				
Performance indicator(s)	Performance target(s)	Planned investments by area of intervention			
		Year	Federal	Provincial	Total
1. Students' results in Grade 12 Français.	1. Maintain or increase students' results in Grade 12 Français. Baseline – 2012-2013: <ul style="list-style-type: none"> 90% of students meeting or exceeding the Acceptable Standard including 20% of students meeting the Standard of Excellence 	2013–2014	\$201,674	\$201,674	\$403,348
		2014–2015	\$201,674	\$201,674	\$403,348
		2015–2016	\$201,674	\$201,674	\$403,348
		2016–2017	\$201,674	\$201,674	\$403,348
		2017–2018	\$201,676	\$201,676	\$403,352
		Total	\$1,008,372	\$1,008,372	\$2,016,744
Planned Initiatives				Total annual (provincial/federal) planned contribution by initiative	
Initiative 1 – Language Development in Français Teachers will be provided with cover off time to work with smaller groups in order to facilitate students' language development in reading and writing and will, when necessary, be provided with aides to facilitate the development of oral communication skills. Also, through different meetings, sessions and up-to-date resources, teachers will have the opportunity to learn and share promising and useful practices. In addition, digital and print resources will be purchased to support this initiative.				\$403,348 in year 1-4 \$403,352 in year 5	

LINGUISTIC OBJECTIVE	Minority-Language Education K-12				
Area of intervention	Enriched School Environment				
Performance indicator(s)	Performance target(s)	Planned investments by area of intervention			
		Year	Federal	Provincial	Total
1. Number of cultural activities organized in conjunction with the Francophone community.	1. Maintain the number of cultural activities. Baseline – 2012-2013: • 64 activities	2013–2014	\$282,285	\$282,285	\$564,570
		2014–2015	\$282,285	\$282,285	\$564,570
		2015–2016	\$282,285	\$282,285	\$564,570
		2016–2017	\$282,285	\$282,285	\$564,570
		2017–2018	\$282,285	\$282,285	\$564,570
2. Number of distance education classes offered.	2. Maintain the number of distance education classes/courses offered. Baseline – 2012-2013: • 52 classes/courses	Total	\$1,411,425	\$1,411,425	\$2,822,850
Planned Initiatives				Total annual (provincial/federal) planned contribution by initiative	
Initiative 1 – Cultural Activities and Leadership In conjunction with the Francophone community, staff members in each region of the province will organize and coordinate cultural activities for students of all age groups. Under this initiative, students will also get the chance to meet with students in other Francophone schools in a full day assembly which gives them the opportunity to experience the culture and speak French in a larger setting.				\$564,570	

LINGUISTIC OBJECTIVE	Minority-Language Education K-12				
Area of intervention	Support for Educational Staff and Research				
Performance indicator(s)	Performance target(s)	Planned investments by area of intervention			
		Year	Federal	Provincial	Total
1. Number of continuing education and professional development bursaries approved for K-12 teachers.	1. Maintain the number of continuing education and professional development bursaries approved. Baseline – 2012-2013: • 80 bursaries	2013–2014	\$252,234	\$252,234	\$504,468
		2014–2015	\$252,234	\$252,234	\$504,468
		2015–2016	\$252,234	\$252,234	\$504,468
		2016–2017	\$252,234	\$252,234	\$504,468
		2017–2018	\$252,234	\$252,234	\$504,468
2. Number of continuous training activities.	2. Maintain the number continuous training activities. Baseline – 2012-2013: • 84 continuous training activities	Total	\$1,261,170	\$1,261,170	\$2,522,340
Planned Initiatives				Total annual (provincial/federal) planned contribution by initiative	
Initiative 1 – Individual Teacher Bursaries Educators including teachers, administrators, librarians, counsellors, and other professional staff working with students who are learning in French can access bursaries for courses and conferences of their choice. These bursaries cover professional development opportunities and courses taken in Canada.				\$343,468	
Initiative 2 – Professional Development The professional development and other learning opportunities offered through the Provincial Francophone Professional Development Consortium will equip teachers with the tools and knowledge they need to help students reach their full potential. This initiative will support the planning and the offering of the professional development sessions made available in French.				\$161,000	

LINGUISTIC OBJECTIVE	Minority-Language Education Postsecondary – Campus Saint-Jean - U of A				
Area of intervention	Access to Postsecondary Education				
Performance indicator(s)	Performance target(s)	Planned investments by area of intervention			
		Year	Federal	Provincial	Total
1. Number of enrolments.	1. Maintain or increase the number of program enrolments. Baseline – 2012-2013: • 720 students enrolled	2013-2014	\$1,765,848	\$1,765,848	\$3,531,696
2. Retention rate.	2. Increase the retention rate of students after the first year of studies to 75% by 2017-2018. Baseline – 2012-2013: • retention rate - 66%	2014-2015	\$1,766,000	\$1,766,000	\$3,532,000
3. Number of students assisted in the Learning Centre.	3. Increase by 2% the number of students assisted in the Learning Centre. Baseline – 2012-2013: • Learning Centre clientele - 110	2015-2016	\$1,766,000	\$1,766,000	\$3,532,000
4. Number of programs offered.	4. Maintain or increase the number of programs (diploma or degree) at 15. Baselines – 2012-2013: • diploma: 1 • bachelor degrees: 12 • masters degrees: 2	2016-2017	\$1,766,000	\$1,766,000	\$3,532,000
5. Website traffic, number of stakeholder network meetings and number of community “awareness” events.	5. Maintain the number of website visits, stakeholder network meetings and community awareness events. Baseline – 2012-2013: • Sponsored cultural activities: 6 • presentations/awareness events: 100 • website visits: 97,000	2017-2018	\$1,766,000	\$1,766,000	\$3,532,000
6. Number of fellowships (bursaries) awarded.	6. Maintain the number of \$1,000 fellowships (bursaries) awarded. Baseline – 2012-2013: • 200	Total	\$8,829,848	\$8,829,848	\$17,659,696
Planned Initiatives				Total annual (provincial/federal) planned contributions by initiative	
Initiative 1: French language University Programs Maintain and develop university programming at Campus Saint-Jean, including the renewal and updating of French language curriculum and methodologies of instruction. The university sectors may include: Arts (B.A./M.A.), Education (BEd./MEd.), and Science (BSc. General and BSc. Degrees in Environment and Conservation and Engineering).				\$2,631,696 in year 1 \$2,332,000 in year 2-5	
Initiative 2 : French language College Programs Develop and implement college-level certificate and diploma programs at the <i>Centre collégial de l'Alberta</i> that respond to the emerging needs, including business administration, tourism, early childhood education and health. Delivery could be through face-to-face, online instruction or through partnering arrangements with other institutions such as Lakeland College and NorQuest College.				\$300,000 in year 1 \$800,000 in years 2-5	
Initiative 3 : Recruitment Plan and Promotion Develop and implement a strategic recruitment plan to encourage Francophone students to enrol at the University of Alberta in baccalaureate or graduate level programs at Campus Saint-Jean or in college level programs at the <i>Centre collégial de l'Alberta</i> ; develop promotional and marketing tools (e.g. website development) and activities (e.g. greater yearly public outreach to school jurisdictions).				\$300,000 in year 1 \$100,000 in years 2-5	
Initiative 4 : Linguistic Support Provide a support service at the Campus Saint-Jean for students to help them with writing their academic assignments and to consolidate their French language skills.				\$100,000	
Initiative 5: French First Language Fellowships Provide fellowships to assist Alberta French First language students in pursuing postsecondary studies taught in French in Alberta and in Canada (minimum of three courses in French).				\$200,000	

LINGUISTIC OBJECTIVE	Second-Language Instruction K-12				
Area of intervention	Student Participation				
Performance indicator(s)	Performance target(s)	Planned investments by area of intervention			
		Year	Federal	Provincial	Total
1. Number of students enrolled in French Immersion programs.	1. Maintain or increase the number of students enrolled in French Immersion programs. Baselines – 2012-2013: <ul style="list-style-type: none"> • Kindergarten and Pre – Kindergarten: 4,564 • Grade 6: 2,624 • Grade 9: 2,449 • Grade 12: 1,486 	2013–2014	\$4,547,200	\$4,547,200	\$9,094,400
		2014–2015	\$4,547,200	\$4,547,200	\$9,094,400
		2015–2016	\$4,547,200	\$4,547,200	\$9,094,400
		2016–2017	\$4,547,200	\$4,547,200	\$9,094,400
		2017–2018	\$4,547,200	\$4,547,200	\$9,094,400
		Total	\$22,736,000	\$22,736,000	\$45,472,000
2. Number of students enrolled in French second-language courses (FSL).	2. Maintain or increase the number of students enrolled in FSL courses. Baselines – 2012-2013: <ul style="list-style-type: none"> • Kindergarten and Pre – Kindergarten: 651 • Grade 6: 27,972 • Grade 9: 11,751 • Grade 12: 2,428 				
Planned Initiatives				Total annual (provincial/federal) planned contribution by initiative	
Initiative 1: French Immersion School authorities will focus on recruiting students for the French Immersion programs and better meeting their needs by promoting and enhancing services offered in French. Also, under this initiative, School authorities will focus on bringing the French Immersion learning community together through intra and inter-school division meetings in order to promote French language learning and culture and in collaboration with other organizations supporting French (e.g., Canadian Parents for French).				\$7,094,400	
Initiative 2: French Second-Language School authorities will focus on recruiting students for the French language courses and better meeting their needs by promoting and enhancing services offered in French. Also, under this initiative, School authorities will focus on bringing the French second-language learning community together through intra and inter-school division meetings in order to promote French language learning and culture and in collaboration with other organizations supporting French (e.g., Canadian Parents for French).				\$2,000,000	

LINGUISTIC OBJECTIVE	Second-Language Instruction K-12				
Area of intervention	Provision of Programs				
Performance indicator(s)	Performance target(s)	Planned investments by area of intervention			
		Year	Federal	Provincial	Total
1. Number of French Immersion classes.	1. Add 90 French Immersion classes.	2013–2014	\$342,550	\$342,550	\$685,100
		2014–2015	\$342,550	\$342,550	\$685,100
		2015–2016	\$342,550	\$342,550	\$685,100
		2016–2017	\$342,550	\$342,550	\$685,100
		2017–2018	\$342,550	\$342,550	\$685,100
		Total	\$1,712,750	\$1,712,750	\$3,425,500
Planned Initiatives				Total annual (provincial/federal) planned contribution by initiative	
Initiative 1: French Immersion Expansion School authorities will be expanding the French Immersion programs by adding French Immersion classes, hiring teachers, purchasing necessary resources and equipping classrooms with necessary print and digital teaching and learning resources.				\$685,100	

LINGUISTIC OBJECTIVE	Second-Language Instruction K-12				
Area of intervention	Student Performance				
Performance indicator(s)	Performance target(s)	Planned investments by area of intervention			
		Year	Federal	Provincial	Total
1. French Immersion students' results in Grade 12 French Language Arts.	1. Maintain or increase French Immersion students' results in Grade 12 French Language Arts. Baselines – 2012-2013: <ul style="list-style-type: none"> 90% of students meeting or exceeding the Acceptable Standard including 20% of students meeting the Standard of Excellence 	2013–2014	\$398,750	\$398,750	\$797,500
		2014–2015	\$398,750	\$398,750	\$797,500
		2015–2016	\$398,750	\$398,750	\$797,500
		2016–2017	\$398,750	\$398,750	\$797,500
		2017–2018	\$398,750	\$398,750	\$797,500
		Total	\$1,993,750	\$1,993,750	\$3,987,500
Planned Initiatives				Total annual (provincial/federal) planned contribution by initiative	
Initiative 1: Literacy for French Immersion Learners School authorities will support literacy initiatives for French Immersion learners by making available the necessary resources and supports for learners and teacher specialists, such as modeling literacy strategies in many classroom visits. Various resources will be created and purchased to support a variety of themes and activities.				\$797,500	

LINGUISTIC OBJECTIVE	Second-Language Instruction K-12				
Area of intervention	Enriched School Environment				
Performance indicator(s)	Performance target(s)	Planned investments by area of intervention			
		Year	Federal	Provincial	Total
1. Number of Diplôme d'Études de Langue Française (D.E.L.F.) and Diplôme Approfondi de Langue Française (D.A.L.F.) Exam Centres.	1. Maintain the number of French Language Credentialing Centres. Baseline – 2012-2013: • 6 centres	2013–2014	\$1,735,700	\$1,735,700	\$3,471,400
		2014–2015	\$1,735,700	\$1,735,700	\$3,471,400
		2015–2016	\$1,735,700	\$1,735,700	\$3,471,400
		2016–2017	\$1,735,700	\$1,735,700	\$3,471,400
		2017–2018	\$1,735,700	\$1,735,700	\$3,471,400
2. Number of cultural and enrichment events.	2. Maintain the number of cultural and enrichment events. Baseline – 2012-2013: • 70 events				
3. Number of students involved in Quebec-Alberta exchanges.	3. Maintain or increase the number of students involved yearly in the Quebec-Alberta exchanges. Baseline – 2012-2013: • 11 students	Total	\$8,678,500	\$8,678,500	\$17,357,000
Planned Initiatives				Total annual (provincial/federal) planned contribution by initiative	
Initiative 1 – D.E.L.F./D.A.L.F. Exams Centers The six French Language Credentialing Centres will maintain and expand D.E.L.F. opportunities for students and give teachers the opportunity to use data obtained from D.E.L.F. exams to assess and reflect upon the strengths and weaknesses of students and to program accordingly. In addition, jurisdictions will develop strong D.E.L.F. partnerships with other districts and students will have the opportunity to reflect on their L2 learning by using a digital language portfolio/alignment with FLA Program of Studies/D.E.L.F.				\$1,471,400	
Initiative 2 – Cultural Activities School authorities will collaborate with community members to organize cultural and enrichment activities such as <i>la Sainte Catherine</i> , <i>le Carnaval</i> , <i>la semaine de la francophonie</i> , activities at <i>Campus Saint-Jean</i> , theatrical groups, etc.				\$1,000,000	
Initiative 3 – Best Practices Through Innovative Partnerships School authorities will create several partnerships with postsecondary institutions, ministries, French language organizations and parent groups to focus on promising practices and to find ways for innovative partnerships such as the exchange program or developing a resource center that serves a rural area in its entirety.				\$1,000,000	

LINGUISTIC OBJECTIVE	Second-Language Instruction K-12				
Area of intervention	Support for Educational Staff and Research				
Performance indicator(s)	Performance target(s)	Planned investments by area of intervention			
		Year	Federal	Provincial	Total
1. Number of continuing education and professional development bursaries approved for K-12 teachers.	1. Maintain the number of continuing education and professional development bursaries approved. Baseline – 2012-2013: • 200 bursaries	2013–2014	\$400,000	\$400,000	\$800,000
		2014–2015	\$400,000	\$400,000	\$800,000
		2015–2016	\$400,000	\$400,000	\$800,000
		2016–2017	\$400,000	\$400,000	\$800,000
		2017–2018	\$400,000	\$400,000	\$800,000
	2. Number of continuous training activities.	2. Maintain the number continuous training activities. Baseline – 2012-2013: • 60 continuous training activities	Total	\$2,000,000	\$2,000,000
Planned Initiatives				Total annual (provincial/federal) planned contribution by initiative	
Initiative 1 : Individual Teacher Bursaries Educators including teachers, administrators, librarians, counsellors, and other professional staff working with students who are learning French can access bursaries for courses and conferences of their choice. These bursaries will cover professional development opportunities and courses taken in Canada.				\$380,000	
Initiative 2 : Professional Training The professional development and other learning opportunities offered through the Alberta Regional Professional Development Consortia equip teachers with the tools and knowledge they need to help students reach their full potential. This initiative will support the planning and the offering of the professional development sessions made available in French language learning.				\$420,000	

LINGUISTIC OBJECTIVE	French Second-Language Instruction Postsecondary				
Area of intervention	Access to Postsecondary Education				
Performance indicator(s)	Performance target(s)	Planned investments by outcomes domain			
		Year	Federal	Provincial	Total
1. Number of French second-language courses offered per year by postsecondary institutions (Campus Saint-Jean not included).	1. Increase by 2% annually the number of French second-language course offerings and/or other courses (e.g. economics) offered in French. Baseline – 2012-2013: • 178 courses offered	2013-2014	\$1,470,659	\$1,470,659	\$2,941,318
		2014-2015	\$1,470,659	\$1,470,659	\$2,941,318
2. Number of students enrolled in French second-language courses per year (Campus Saint-Jean not included).	2. Increase by 2% annually the number of students enrolled in French second-language courses. Baseline – 2012-2013: • number of students enrolled: 3,135	2015-2016	\$1,470,659	\$1,470,659	\$2,941,318
		2016-2017	\$1,470,659	\$1,470,659	\$2,941,318
3. Number of fellowships (bursaries) awarded.	3. Maintain the number of \$1,000 fellowships (bursaries) awarded. Baseline – 2012-2013: • 250	2017-2018	\$1,470,659	\$1,470,659	\$2,941,318
4. Number and type of instructors employed at Campus Saint-Jean.	4. Maintain the number of instructors (full-time professors and full-time/part-time sessional instructors) at Campus Saint-Jean. Baseline – 2012-2013: • full-time: 29 • sessional FT/PT: 40	Total	\$7,353,295	\$7,353,295	\$14,706,590
Planned Initiatives				Total planned (provincial/federal) contributions by initiative	
Initiative 1 : French as a Second Language University Program/Course Development (excluding Campus Saint-Jean) Maintain and develop learning opportunities through French as a second language courses and degrees at the undergraduate and graduate level through enhanced face-to-face classroom, online course delivery, provision of expanded learning resources, practicum and other experiential learning opportunities and increased community outreach activities, in the following institutions and program areas: <ul style="list-style-type: none"> • University of Alberta (Dept. of Modern Languages): French undergraduate BA and BA Honours programs (Major/Minor/Combined Major), conversational French courses; • University of Calgary: Faculty of Arts and French Centre (French language studies, degree courses offered in French, student exchanges, continuous learning), Faculty of Education (undergraduate and graduate level French course specialization and teacher practicums); • University of Lethbridge: Expansion of DELF/DALF Language Proficiency Testing. 				\$1,370,000	
Initiative 2 : French as a Second Language College level /Course Development (excluding Campus Saint-Jean) Develop new learning opportunities for students seeking learning opportunities in French at the college level through face-to-face classroom and online course/program delivery augmented by expanded learning resources, language proficiency testing and increased community outreach activities, in the following institutions and program areas: <ul style="list-style-type: none"> • Grande Prairie Regional College – Education Minor in French/FSL Education Certificate, student exchanges between institutions within Canada, course development, language testing in partnership with school division. 				\$221,318	
Initiative 3: Program Development at the U of A - Campus Saint-Jean Improve access to postsecondary education for FSL learners at Campus Saint-Jean in key areas including new program and course development, French language proficiency testing, facilities, educational resource and technology enhancements and a new and comprehensive emphasis on student recruitment, retention and support.				\$1,100,000	
Initiative 4: French Second-Language Fellowships Provide fellowships to Alberta French second-language students in pursuing postsecondary studies taught in French in Alberta and in Canada (minimum of three courses in French).				\$250,000	

**PROTOCOL STRATEGIC FRAMEWORK
2013–2014 TO 2017–2018**

AREAS OF INTERVENTION	PERFORMANCE INDICATORS BASED ON TARGETS SET BY JURISDICTIONS
DEFINITIONS	EXAMPLES
MINORITY LANGUAGE	
Primary and secondary	
STUDENT PARTICIPATION <ul style="list-style-type: none"> ◦ Recruitment, integration and retention of students in minority language education programs up to secondary school graduation 	<ul style="list-style-type: none"> ◦ Proportion of eligible enrolled students ◦ Retention rate of students from one school level to the next ◦ Graduation rate
PROVISION OF PROGRAMS <ul style="list-style-type: none"> ◦ Maintenance, development and/or enrichment of programs and educational resources adapted to the minority milieu 	<ul style="list-style-type: none"> ◦ Number of programs ◦ Proportion/number of programs with enrichment activities ◦ Number of program enrichment activities and innovations (e.g., programs, methods, technologies, educational resources)
STUDENT PERFORMANCE <ul style="list-style-type: none"> ◦ Academic achievement of students in minority communities comparable to that of majority community students 	<ul style="list-style-type: none"> ◦ Students' results in primary and secondary school (e.g., provincial/national/international tests)
ENRICHED SCHOOL ENVIRONMENT <ul style="list-style-type: none"> ◦ Cultural enrichment of school environments through curricular and extracurricular initiatives ◦ Closer ties between schools and communities ◦ Language upgrading for preschool-aged minority language children (e.g., francization, classes for parents) 	<ul style="list-style-type: none"> ◦ Proportion/number of schools providing learning enrichment initiatives ◦ Proportion/number of schools providing extracurricular activities (e.g., cultural and sport activities) ◦ Proportion/number of schools providing preschool language upgrading activities ◦ Proportion of preschool-aged children ready to enter the minority school system ◦ Number of school-community centres or other school/community partnerships
Postsecondary	
ACCESS TO POSTSECONDARY EDUCATION <ul style="list-style-type: none"> ◦ Maintenance, development and/or enrichment of postsecondary education programs in the minority language and educational resources ◦ Improved access for a wide range of student and adult clients to postsecondary programs (e.g., technologies, language upgrading, partnerships between institutions, financial incentives and bursaries) 	<ul style="list-style-type: none"> ◦ Graduation rate by program of study ◦ Enrolment rate for postsecondary programs ◦ Number of programs offered in the minority language ◦ Proportion/number of programs with enrichment activities ◦ Number of program enrichment activities and innovations (e.g., methods, technologies, partnerships)
Primary, secondary and postsecondary	
SUPPORT FOR EDUCATIONAL STAFF AND RESEARCH <ul style="list-style-type: none"> ◦ Development, provision and assessment of staff training (initial and continuous) and development programs adapted to the minority milieu ◦ Recruitment and retention of qualified and specialized staff ◦ Research with an impact on minority language education and dissemination of knowledge 	<ul style="list-style-type: none"> ◦ Proportion/number of postsecondary institutions providing initial training ◦ Graduation rate for students in teaching programs ◦ Proportion/number of continuous training and development programs and activities ◦ Proportion/number of schools providing continuous training and development activities for staff ◦ Vacancy and retention rates for teaching staff ◦ Number of research and knowledge dissemination activities

AREAS OF INTERVENTION	PERFORMANCE INDICATORS BASED ON TARGETS SET BY JURISDICTIONS
DEFINITIONS	EXAMPLES
SECOND LANGUAGE	
Primary and secondary	
STUDENT PARTICIPATION <ul style="list-style-type: none"> ◦ Recruitment and retention of students in second language education programs up to secondary school graduation 	<ul style="list-style-type: none"> ◦ Proportion of enrolled students ◦ Retention rate of students from one school level to the next
PROVISION OF PROGRAMS <ul style="list-style-type: none"> ◦ Maintenance, development, enrichment/or and evaluation of programs and innovative teaching approaches for second language learning 	<ul style="list-style-type: none"> ◦ Number of programs (core, intensive, immersion) ◦ Proportion/number of core, intensive and immersion programs with enrichment activities and innovations ◦ Number of learning enrichment activities and innovations (e.g., programs, innovative teaching approaches, methods, technologies)
STUDENT PERFORMANCE <ul style="list-style-type: none"> ◦ Acquisition of measurable second language skills by students 	<ul style="list-style-type: none"> ◦ Reference framework for assessing language skills ◦ Students' results compared with the desired language proficiency at the end of primary and secondary school (e.g., provincial tests) ◦ Proportion of students achieving the desired proficiency
ENRICHED SCHOOL ENVIRONMENT <ul style="list-style-type: none"> ◦ Enrichment of second language learning through curricular and extra-curricular initiatives 	<ul style="list-style-type: none"> ◦ Proportion/number of schools providing learning enrichment initiatives ◦ Proportion/number of schools providing extracurricular activities (e.g., cultural and sport activities) ◦ Number of interactions between language groups
Postsecondary	
ACCESS TO POSTSECONDARY EDUCATION <ul style="list-style-type: none"> ◦ Maintenance, development and/or enrichment of programs or provision of courses in the second language or supporting second language learning at the postsecondary level ◦ Improved access for a wide range of student and adult clients to second language postsecondary programs (e.g., technologies, language upgrading, partnerships between institutions, financial incentives and bursaries) 	<ul style="list-style-type: none"> ◦ Proportion of students enrolled in second language programs at the postsecondary level ◦ Number of postsecondary second language courses or programs ◦ Proportion/number of programs with enrichment activities and innovations ◦ Number of enrichment activities for postsecondary programs and innovations (e.g., methods, technologies)
Primary, secondary and postsecondary	
SUPPORT FOR EDUCATIONAL STAFF AND RESEARCH <ul style="list-style-type: none"> ◦ Development, provision and assessment of training (initial and continuous) and development programs for staff working in second language instruction ◦ Recruitment and retention of qualified staff ◦ Research with an impact on second language instruction and dissemination of knowledge 	<ul style="list-style-type: none"> ◦ Proportion/number of postsecondary institutions providing initial training ◦ Graduation rate for students in teaching programs ◦ Proportion/number of continuous training and development programs and activities ◦ Proportion/number of schools providing continuous training and development activities to staff ◦ Vacancy and retention rates for teaching staff ◦ Number of research and knowledge dissemination activities

MODELS
ACTION PLAN – ANNUAL REPORT (EXPENDITURES AND IMPLEMENTATION STATUS) AND PERIODIC REPORT
PROVINCE

LINGUISTIC OBJECTIVE [2 linguistic objectives]	Minority Language / Second Language
AREA OF INTERVENTION [6 areas of intervention per linguistic objective]	Student participation; Provision of programs; Student performance; Enriched school environment; Access to postsecondary education; and Support for educational staff and research.

Action Plan		Periodic Report (End of Years 2 and 5)	
Performance Indicator(s)	Performance Target(s)	Progress	Explanation of Variance
Examples Number of students enrolled in minority schools compared to desired number and % of progress.	Examples Increase by xx% the number of students enrolled in minority schools compared to xx% of students enrolled in 2012-2013.		

Action Plan				Annual Report			
Planned Investments by Area of Intervention				Actual Expenditures			
Years	Federal	Provincial/Territorial	Total	Year	Federal	Provincial/Territorial	Total
2013–2014							
2014–2015							
2015–2016							
2016–2017							
2017–2018							
Total							

Action Plan		Annual Report		
Planned Initiatives	Total Planned Contributions by Initiative (annual or breakdown by year if amounts vary)	Total Actual Contributions	Implementation Status (1, 2 or 3*)	Explanation of Variance
Initiative 1: (title and description)				
Initiative 2: (title and description)				

Legend for implementation status: 1 - Initiative completed or on schedule and on budget 2 - Initiative delayed or initiative has undergone significant revisions to the planned scope, schedule or budget 3 - Implementation compromised or cancelled
 * Explanation required if implementation status is at level 2 or 3.

Approved by: _____ (authorized provincial representative)

Date: March 26th, 2014

MODEL
INTERIM FINANCIAL STATEMENT
PROVINCE

Action Plan				Anticipated and Actual Expenditures						
Planned Investments by Area of Intervention					Federal		Provincial/Territorial		Total	
Years	Federal	Provincial/Territorial	Total	Year	Actual as of September 30	Anticipated from October 1 to March 31	Actual as of September 30	Anticipated from October 1 to March 31	Actual as of September 30	Anticipated from October 1 to March 31
2013–2014										
2014–2015										
2015–2016										
2016–2017										
2017–2018										
Total										

Action Plan		Anticipated and Actual Expenditures		
Planned Initiatives	Total Planned Contributions by Initiative (annual or breakdown by year if amounts vary)	Year	Total	
			Actual as of September 30	Anticipated from October 1 to March 31
Initiative 1: (title and description)				
Initiative 2: (title and description)				

Approved by: _____ (authorized provincial representative)

Date: March 26th, 2014