

All organizations and school authorities that received OLEP funding for FTE student funding and/or Project funding in 2019-20 are expected to fill out this report form.



# 2019-2020 Official Languages in Education Programs (OLEP) Report

Public (when completed)

Strategic Services and Governance

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## French Immersion Programs and French as a Second Language Instruction

**Due August 31, 2020**

This form is for organizations and school authorities that support or offer French Immersion and/or FSL programs, and receive OLEP funding. There is a different report form for minority-language education/Francophone education.

### Context

As outlined in Section 2 of the *Protocol for Agreements for Minority-Language Education and Second-Language Instruction 2013-2014 to 2017-2018*, the objective of Official Languages in Education funding for French as a second language instruction is to "provide the residents of each province/territory with the opportunity to learn... French as a second language along with the opportunity for cultural enrichment through knowledge of the cultures associated with the French-language... minority communities."

The purpose of this report is to collect feedback from OLEP funding recipients and to measure the impact of OLEP funding on French-language education and programs.

### Important

- School authorities received an initial OLEP payment in **March 2020**.
- In order to receive the remaining OLEP funding by **September 30, 2020**, school authorities must complete this OLEP Report by **August 31, 2020** to demonstrate that funds were spent according to the areas of intervention outlined in the *Canada-Alberta Agreement on Minority-Language Education and Second-Language Instruction 2019-2020 Amending Agreement*, which can be found on the [OLEP webpage](#).
- Please note that this agreement is an extension of the *Canada-Alberta Agreement on Minority-Language Education and Second-Language Instruction 2018-2019 Amending Agreement*, which can be found on the [OLEP webpage](#).
- **Funding recipients must comply with all requests for information to be eligible for future OLEP payments.**

[Click here to access the OLEP webpage](#)

### Connect with the Official Languages in Education Programs (OLEP)

Hours: 8:15 am to 4:30 pm (open Monday to Friday, closed statutory holidays)  
Phone: 780-415-0614  
Toll free: 310-0000 before the phone number (in Alberta)  
Email: [edc.officiallang@gov.ab.ca](mailto:edc.officiallang@gov.ab.ca)

Email the complete report form to this email address

## Part A

### Funding Recipient Information

#### School Authority/Organization Information

Name of School Authority/Organization

Sample School Division

Address	City or Town	Province	Postal Code
123 Fake St	Albertatown	AB	A1A 1A1

Phone	Email Address
5555555	email@alberta.ca

#### Main Contact Person Information

Last Name	First Name	Title
Contact	Main	Director

Address	City or Town	Province	Postal Code
456 Fake Ave	Albertatown	AB	B2B 2B2

Phone	Email Address
555-555-6666	email2@alberta.ca

Reset

Save

Print

Additional Contact Person Information (will be cc'd)

Last Name	First Name	Title		
<input type="text"/>	<input type="text"/>	<input type="text"/>		
Address	City or Town	Province	Postal Code	
<input type="text"/>	<input type="text"/>	<input type="text" value="AB"/>	<input type="text"/>	
Phone	Email Address			
<input type="text"/>	<input type="text"/>			

Partners (if applicable)

Part B is where the school authority indicated how they allocated their OLEP funds. Which areas of intervention did they focus on? What activities did they do?

**Part B**

OLEP Funding Amount (See the 2019-20 allocation amounts for each school authority on the [OLEP webpage](#))

\$150,000.00

Where applicable, this amount can be the total FTE funding amount + Project funding amount indicated on the Excel spreadsheet on the [OLEP webpage](#). Only one report form needs to be filled out for each

Area of intervention	Alberta Early Childhood Services (ECS) to Grade 12 Performance Target	Actual Contribution by School Authority* (\$)	Actual OLEP Fund Contribution (\$)	Summary of Actual Activities	Performance Indicator	Performance Indicator Outcome	Comments
Student Participation	Maintain or increase the number of students enrolled in French Immersion programs	\$90,000.00	\$90,000.00	- Offered French immersion programming to 1162 students from Kindergarten to Grade 12 - Promoted the benefits of second language learning, especially that of an official language - Offered late French immersion starting in Grade 7	Number of students enrolled in French Immersion	Number of students enrolled in French immersion increased from 980 in 2018-19 to 1162 in 2019-20	
	Maintain or increase the number of students enrolled in French as a Second Language courses	\$20,000.00	\$20,000.00	- Offered French as a second language programming to 198 students from Grade 4 to Grade 12 - Promoted the benefits of second language learning, especially that of an official language - Maintained the division's policy whereby, with few exceptions, all students in grades	Number of students enrolled in French as a Second Language	Number of students enrolled in French as a second language courses decreased slightly from 252 in 2018-19 to 198 in 2019-20	The addition of late entry French immersion resulted in some FSL students transferring to this program. It is worth celebrating that more students will have increased language proficiency as a result of their experience in later entry French immersion.

Recruitment and retention of students in second-language education programs up to secondary-school graduation

The school authority's contribution may not be equal to or greater than the OLEP fund contribution for each performance target, as long as the total contribution by the school authority is equal to or greater than the total OLEP fund contribution.

The summary of actual activities is an overview of activities that were funded by your school authority's contribution and the OLEP fund contribution.

The performance indicator outcome is the measurement of the result obtained from your school authority's activities at the end of the 2019-20 school year.

Comments are not mandatory, but are encouraged. They may include reasoning for why the performance indicator was not met, why it was exceeded, celebrations worth noting, etc. Any relevant information related to the initiative is welcome.

- Maintenance, development, enrichment and/or evaluation of programs and innovative teaching approaches for second-language learning.
- Includes the cost of offering the program—could include salary, space, resources, equipment, etc. Could related to sustaining/improving an existing program or offering a new program.

				4-9 study a second language			
<b>Provision of Programs</b>	Maintain or increase number of French Immersion classes				Number of French Immersion classes		
<b>Student Performance</b>	Maintain or increase French Immersion students' results in Grade 12 French Language Arts	\$25,000.00	\$25,000.00	<ul style="list-style-type: none"> <li>- Provided opportunities for students to receive quality second language classroom literacy supports and intensive, focused literacy supports (i.e. literacy intervention) in French</li> <li>- Developed teacher and student capacity to use language competency tools and frameworks to assess and improve student language and literacy achievement</li> <li>- Develop professional resources for teachers that demonstrate the integration of literacy instruction into subject areas and grade levels in the French Immersion program and French as a second language</li> </ul>	Number of students that met or exceeded the Acceptable Standard	In 2018-19, 65% of students met or exceeded the Acceptable Standard on the FLA 30 diploma exam. Our division will compare these results to the diploma exam results in 2020-21.	Due to the COVID-19 pandemic and diploma exams being cancelled, it was not possible to obtain a performance indicator outcome for 2019-20.

Acquisition of measurable second-language skills by students.

				courses			
					Number of students that met the Standard of Excellence		
<b>Enriched School Environment</b>	Maintain or increase the number of French Language Credentialing Centres				Number of Diplôme d'Études de Langue Française (D.E.L.F.) and Diplôme Approfondi de Langue Française (D.A.L.F.) Exam Centres		
Enrichment of second-language learning through curricular and extracurricular initiatives.	Maintain or increase the number of cultural and enrichment events	\$5,000.00	\$5,000.00	- Covered student fees to attend CinéMagine French film festival - Hosted cultural performances in schools - Collaborated with and hosted members of the French-speaking community	Number of cultural and enrichment events	Offered 12 cultural and enrichment events	Our division offered a many cultural and enrichment events in the fall and winter, however a number of events planned for the spring were canceled due to COVID-19.
	Maintain or increase the number of students involved yearly in the Quebec Student Exchange Program				Number of students involved in Quebec Student Exchange Program		
<b>Support for Educational Staff and Research</b>	Maintain or increase the number of continuous training activities	\$10,000.00	\$10,000.00	- Offered/ supported professional development activities for French immersion and FSL related to using technology to support language learning, supporting French literacy development across subject areas, Universal	Number of continuous training activities	2019-20: Offered/ supported 36 PD activities for French immersion and FSL teachers	

- 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.

				Design for Learning, and the Accelerative Integrated Method (AIM) - Covered substitute teacher costs teachers to attend PD activities			
<b>Total</b>		\$150,000.00	\$150,000.00				

\*School authorities must match the total amount of OLEP funding provided within each area of intervention.

The total on the left (actual contribution by school authority) must be **equal to or greater than** the total on the right (actual OLEP fund contribution).

**Tip:** The combined total of these two figures will be the total revenue at the bottom of Part C.

**Part C**  
Statement of Revenue

Part C describes where the funds in Part B come from

Click to add another line item

Click to remove a line item

Category	Value (\$)	
<b>1. Contribution from school jurisdiction – direct or indirect revenue (registration fees, sales, membership dues, funds raised, etc.)</b>		
Revenue from school division	\$148,000.00	+ -
Subtotal	\$148,000.00	
<b>2. Contribution in-kind (value of volunteer work, donation of services, supplies and equipment to be used)</b>		
Volunteer French-speaking community members	\$2,000.00	+ -
Subtotal	\$2,000.00	
<b>3. Other (funding from foundations or donations)</b>		
		+ -
Subtotal	\$0.00	
<b>4. Official Languages in Education Programs (OLEP) Funding</b>		
FTE Student Funding	\$120,000.00	+ -
Project Funding: NAME OF PROJECT	\$30,000.00	+ -
Subtotal	\$150,000.00	
<b>Total Revenue</b>	<b>\$300,000.00</b>	
#1 to #3 must be equivalent to or greater than #4 OLEP Funding		

This can include provincial education funding. The school authority decides the portion of this funding that will match the OLEP funding.

An in-kind contribution is revenue that is not cash, but has an indirect value.

This total amount is the same amount that is at the top of Part B and the total on the allocation Excel spreadsheet on the OLEP webpage.

The total revenue should be at least double the OLEP funding amount, and equal to the combined totals in Part B.

**Part D**  
Statement of Expenditure

Part D is the itemized breakdown of individual expenses from the amounts in Part B. It shows the expenses resulting from the cost of the activities in Part B.

Category	Actual Expenditures (\$)	
<b>5. Personnel (professional, support, contract)</b>		
Language consultant salary and benefits	\$140,000.00	+ -
Contractor honorariums for the development of teaching and learning resources	\$20,000.00	+ -
Part time literacy specialist salary and benefits	\$64,000.00	+ -
Performer/Facilitator fees for cultural events	\$5,000.00	+ -
Subtotal	\$229,000.00	

Personnel can include teacher salaries, educational assistants, administrative support, consultants, contract employees, etc.

6. Material and Resource Purchases

Language and literacy competency resources	\$40,000.00	+ -
Posters, postcards, digital ads for promotion and marketing of programs	\$3,000.00	+ -
<b>Subtotal</b>	<b>\$43,000.00</b>	

7. Administration Costs (office supplies, facilities, operational costs, exam administration, etc.)

Office supplies	\$2,000.00	+ -
Office facility	\$15,000.00	+ -
Communication costs	\$1,000.00	+ -
<b>Subtotal</b>	<b>\$18,000.00</b>	

8. Other

Release time for 15 teachers to attend PD	\$5,000.00	+ -
PD registration fees	\$5,000.00	+ -
<b>Subtotal</b>	<b>\$10,000.00</b>	
<b>Total Expenditures</b> Total expenditures must be equal to or greater than total revenues		
	<b>\$300,000.00</b>	

The total expenditures in Part D are equal to the total revenue in Part C and the combined total in Part B.

Combined totals of Part B = Total revenues in Part C = Total expenditures in Part D

**Part E**

**Certification**

I hereby certify that the information provided in this OLEP Report is complete and accurately represents the financial results of the OLEP activities for the 2019-2020 school year.

Superintendent/Authorized Signatory

Name	Title
Mme Superintendent	Superintendent

2020-08-31	
Date yyyy-mm-dd	Signature