

Hub Project Funding

Official Languages in Education Programs (OLEP)

Second-Language Learning Component

Applicant's Guide

Eligible K-12 French immersion and French as a second language OLEP funding recipients

2024-2025 to 2027-2028

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Guidance for Applicants

Overview of the Application form and Guide

Please read the Applicant's Guide for the 2023-2024 call for proposals before submitting your application. You must fulfill all eligibility requirements and submit a complete application for your project to be considered.

Do not hesitate to contact the OLEP team if you would like to discuss how to prepare your application or if you have any questions about this process.

Drop-in Q&A webinar

A webinar will be hosted on February 21, 2024 for OLEP funding recipients to ask questions related to this application process. Please register in advance [here](#).

Completed applications should be forwarded to the following email address no later than March 15, 2024: EDC.officiallang@gov.ab.ca

Contact us

For more information, please contact us at EDC.officiallang@gov.ab.ca

Guidelines – Hub Project Funding Model

1. Introduction

For the 2024/25 school year, it is anticipated that federal OLEP funding will remain stable. While there is not yet a protocol in place, Alberta Education is moving forward with planning for future funding allocations to school authorities. The current estimated amount that will be made available under the hub project funding envelope \$1.3 million is available for French immersion (FI) and/or French as a second language (FSL) hub projects per school year.

2. Objectives

This hub project funding aims to provide opportunities for collaboration leading to regional or provincial advancement and/or enrichment of French-language instruction.

3. Eligible Projects

Eligible projects:

- seek to advance and/or enhance French immersion and/or French as a second language instruction;
- extend beyond the regular operations of the school authority/organization;
- have an impact beyond the lead school authority/organization;
- include active input and collaboration from other school authorities; and
- occur between July 1, 2024 and June 30, 2028.

Please note: If funding is awarded, it should serve as leverage for the implementation of activities. The approval of funding for a project does not guarantee continued funding for activities following the end of the initial project.

4. Eligible Recipients

The hub project funding envelope is for eligible K-12 French immersion and/or French as a second language OLEP funding recipients.

5. Eligible Expenditures

Eligible expenditures include, but are not limited to:

- **Salaries and Professional Fees:** Includes all salaries and contract fees paid to resources persons and consultants for project activities and amount paid for professional services, such as a consultant who will develop a database for data collection.
- **Travel*:** Includes the cost of travel including meals and accommodation, such as costs related to meetings and overseas recruitment activities.
**Limits on eligible travel expenses:* Eligible travel expenses will be reimbursed up to a maximum of the amount (if specified) in the Budget and must not exceed the rates permitted in the Government of Canada's Travel Directive. The recipient must maintain appropriate original verifiable travel documentation on file.
(Reference: [Travel on government business - Canada.ca](https://www.canada.ca/en/government/department/departmental-services/travel-on-government-business))
- **Training and Professional Development:** Includes costs related to professional development programs for teachers, such as linguistic training.
- **Promotion and Communication:** Includes costs related to promotional tools, such as brochures, ads, poster, etc.
- **Equipment Expenses:** Includes the purchase of equipment such as servers, routers, etc. for the development of databases.
- **Administrative Expenses:** Administrative expenses are limited to a maximum of 15% of the total requested amount.

Alberta Education is not responsible for any contractual commitments entered into by the applicant before the funding request is approved.

6. Non-Eligible Expenditures

Activities with an international scope, such as travel costs, are not eligible expenditures for OLEP or matching contributions, except for activities related to the recruitment and retention of teachers for FI and/or FSL programming.

7. Cost Sharing

OLEP funding will cover up to 50% of total expenses. Any payment is conditional upon a Protocol agreement being in effect. Payments to funding recipients are on condition they meet reporting requirements, as outlined in section 13.

8. Schedule for 2024/25 to 2025/26

The deadline to submit funding applications for projects occurring between 2024/25 and 2027/28 is **Friday, March 15, 2024**. Decisions will be communicated to applicants by April 30, 2024.

9. Project Duration

Applications may be submitted for one-, two-, three- or four-year projects beginning and ending any time between July 1, 2024 and June 30, 2028. There will be another opportunity to apply for hub project funding in January 2026 for one- or two-year projects occurring between July 1, 2026 and June 30, 2028.

10. Number of Applications

Eligible applicants may submit a maximum of one application as the lead school authority/organization. School authorities and/or organizations may be key collaborators on more than one project.

11. Evaluation of Applications

Projects funded must have clear objectives and measurable results. Funding applications are evaluated according to the evaluation criteria below.

The evaluation will be based on the information provided in your application form. Applicants may be asked for additional information during the application evaluation process and will be given **10 business days** to submit the information.

12. Evaluation Criteria

The information in the application must demonstrate how the project will respond to issues associated with FI and FSL instruction. Funding application will be prioritized according to the evaluation criteria details as assessed in the Hub Project Application Scoring Rubric ([Appendix B](#)). Criteria is as follows:

- The extent to which the project meets the eligibility criteria;
- **Innovation** – the extent to which the project enriches the French language learning experience of students;
- **Project description** – the level of detail and evidence of careful planning, thought and research;
- **Extension beyond regular operations** – the extent to which the project extends beyond the school authority/organization's regular operations;
- **Impact** – the scope of the project (regional or provincial). Priority will be given to larger scope projects;
- **Active collaboration** – the extent to which active collaboration from partnering school authorities is incorporated into decision-making;
- **Evaluation of project** – the extent to which the project has a measurable performance framework that supports the expected results;
- **Budget** – the level of detail and clarity of how funds will be spent and how expenditures relate to project activities;
- **Cost effectiveness** – the level of perceived benefit for cost,
- Completeness of applications; and
- Availability of funds.

13. Funding Decisions

Funding decisions are based on the evaluation criteria and available funds. All funding decisions are made by the Alberta Education departmental review committee. Decisions will be communicated to applicants by April 30, 2024. Please note that any decision concerning the eligibility and funding provided is final.

14. Reporting Requirements

The lead school authority or organization is responsible for yearly reporting requirements as outlined in the [Reporting section](#) of the OLEP webpage.

15. Request of Access to Information

The Government of Alberta is subject to the [Access to Information Act](#) and the [Privacy Act](#). The information included in your request may be disclosed under these laws.

16. Disclosure of Information

By submitting a funding application, you authorize Alberta Education to disclose any information included in this application within the Government of Alberta or with the entities outside of the government for the following reasons:

- Making a decision;
- Evaluating project results; and
- Fostering citizen transparency, empowerment and commitment

Appendix A – Funding Application

Please consult the information below to complete your funding application.

Please consult the information below to complete your funding application.

1. Contact Information

Please include the following information:

- a) Name of the school authority who will act as the administrative and financial agent; receiving all funding for the project.
- b) Name of the organization (if applicable). If applicable, the organization will lead the regional initiative while the school authority above will act as the administrative and financial agent.
- c) Key collaborators, listing all partnering school authorities involved in the collaboration. Multiple school authorities are required, other organizations are optional.
- d) Names and contact information for individuals who will act as project contact person(s).

2. Project Title

The title should clearly describe the project and the concrete result targeted.

3. Target Area(s) of Intervention

Please indicate which area(s) of intervention this project mainly targets. Please see an explanation of each target below, as outlined in the [Protocol for Agreements for Minority-Language Education and Second-Language Instruction](#).

LEARNER PARTICIPATION

- Recruitment and retention of learners in second-language instruction programs and promotion of these programs.

PROVISION OF PROGRAMS

- Access, maintenance, development, and/or enrichment of a variety of programs, approaches and pedagogical resources for second-language learning and instruction.

ACADEMIC ACHIEVEMENT OF LEARNERS

- Demonstration of a positive impact on second-language competencies of learners.

ENRICHED LEARNING ENVIRONMENTS

- Cultural enrichment of second-language learning programs.

SUPPORT FOR EDUCATIONAL STAFF

- Development, provision and assessment of training (initial and continuous) and professional development programs for staff working in second-language instruction.
- Recruitment and retention of qualified or specialized staff.

RESEARCH

- Research related to second-language learning and instruction, and dissemination of knowledge in Canada.

4. Current Situation

Explain why the school authority or the organization is undertaking the project (describe the problem that needs to be solved, the situation to be changed or improved, the need to answer to and the challenge to surmount.) If possible, support information with research results and statistics.

Explain why the applicant is undertaking and prioritizing the project. Indicate if any work has been undertaken to date to address the need or resolve the issue.

Please ensure to highlight the timeliness or emerging priority of the project or situation.

5. Active Involvement of Collaborators

Explain concrete steps as to how the lead school authority/organization will ensure active involvement, input, and collaboration from partnering school authorities. Indicate any discussions and decisions made to date with key collaborators.

6. Project Description

Please provide a brief description (approx. 500 words) of the project, including:

- a) Main objectives, limiting to one or two per area of intervention identified in section 3
- b) The way in which the proposed project addresses the issues/needs described in section 4; and
- c) an overview of the concrete activities that will be undertaken through the collaboration, and the desired outcome.

7. Project Activities

Provide a detailed description of the activities under each component of your project: the development/implementation/dissemination plan. If the project includes more than one initiative, please present this information by initiative (e.g. "Initiative A: Title", "Initiative B: Title", etc.).

Budget section: Please indicate the total applicant contribution and the OLEP contribution. Any other funding sources, including contributions from partnering school authorities, can be indicated in the application contribution. The applicant amount must match or exceed the

OLEP amount. Descriptions of activities and deliverables must allow a clear assessment of the rationale for the proposed costs.

8. Overall Target(s) and Performance Indicator(s)

Please identify at least one performance target per performance indicator. *Baseline data* can also be integrated directly into the description of the target, see the examples below.

Performance Target: A performance target is the desired change or consequence attributable to the planned initiatives.

Identify a target date for achievement: The performance target includes the year in which the target is expected to be completed. At the end of the project term, the successful applicant will report on the achievement of the performance target in their annual report.

Performance targets should be:

1. CLEAR - Uses plain language (avoids technical jargon) and its meaning is not open for interpretation (avoid terms that need to be further defined).
2. ACHIEVABLE - Reflects the level of investment, the planned initiatives for the area of intervention, and is achievable within the timeframe of the project.
 - a. Targets can also be part of a broader milestone.
 - b. For example, if the objective is to improve second-language literacy by 4% over 10 years, the target for the duration of the agreement could be 1%.
3. MEANINGFUL - The target is clearly linked to ongoing initiatives/activities/milestones and is intended to maintain or improve them.
 - a. Targets that reflect mandatory policies should be avoided. For example, "provide 100% academic support to students with disabilities" is not meaningful if the support is mandatory.
4. MEASURABLE - The target provides a concrete, quantitative measure of the progress achieved through the implementation of the project.
 - a. This measure can be comparative, for example, "the number of workshops offered is increased from 10 to 15 in 2024-2025."
 - b. The unit of measurement for the target should be defined according to the unit of the performance indicator to which the target relates.

Performance Indicator: The performance indicator is a factor or variable that provides a reliable means to measure progress on your desired targets. It identifies the unit of measure (in which the indicator will be reported) followed by an object of measurement.

Indicators should be:

1. CLEAR - Use specific and plain language so that it is easy to understand what is measured.
2. VALID - Reference data that links directly with the established target.
3. BASED ON AVAILABLE DATA - Data that is already available or data collection systems that will be established by the reporting deadline.

Baseline Data: The starting measurement on which progress will be reported for each target. The baseline describes the current situation by presenting the starting point for change using the most recent data available.

Examples:

The following are examples of targets, performance indicators and baseline data.

Targets	Performance Indicators	Baseline data (with date of reference)
Increased sense of self-efficacy among teachers in French Immersion and French as a second language programs, in both rural and urban settings	Level of confidence of French Immersion and second-language teachers regarding their ability to teach in these programs	2022-2023: 60% of French Immersion and second-language teachers are confident of their ability to teach in these programs*
	Level of satisfaction among French Immersion and second-language teachers with the teaching resources available	2022-2023: 60% of French Immersion and second-language teachers are satisfied with the teaching resources available*
	Number of French Immersion and second-language teachers who have completed courses to maintain their language skills	2022-2023: 100 French immersion and second-language teachers have completed courses to maintain their language skills*
50% of courses are offered online	Proportion of courses offered online	2022-2023: 10% of courses are offered online*
500 workshop attendees	Number of workshop attendees	2023-2024: 456 workshop attendees*

*Examples used for illustrative purposes and do not contain current data

9. Budget Summary

Provide all expenditures by project component and school year (July 1st to June 30th) in the budget sheet in the application form.

The budget summary provides a breakdown by school year of the total OLEP contributions and the other sources of revenues for each expenditure category. If the project includes more than one initiative, please present a separate budget summary for each initiative. It is **not** necessary to allocate funding to each year.

10. Authorized signature

The request form must be signed by a person or persons duly authorized by the school authority. Please print or type name of the title of the authorized person.

Appendix B – Scoring Rubric

Project application: is complete aligns with one or more area of intervention

If either of the above criteria is not met, the project is ineligible.

TOTAL SCORE

0 /32

SCORE CATEGORY	4 - Excellent	3 - Good	2 - Adequate	1 - Limited
INNOVATION	Idea is innovative and original , demonstrates a new way of thinking and would deeply enrich the French language learning experience of students	Idea is effective and interesting and would enrich the French language learning experience of students	Idea is workable and would somewhat enrich the French language learning experience of students	Idea is ineffective and would not enrich the French language learning experience of students
PROJECT DESCRIPTION	Project description is concrete and detailed with strong evidence of careful planning, thought and research	Project description is specific with some evidence of planning, thought and research	Project description is general and simplistic , with little evidence of planning, thought and research	Project description is undeveloped and/or incomplete , with no evidence of planning, thought and/or research
EXTENSION BEYOND REGULAR OPERATIONS	Project extends far beyond the school authority/ organization's regular operations	Project generally extends beyond the school authority/ organization's regular operations	Project somewhat extends beyond the school authority/ organization's regular operations	Project does not extend beyond the school authority/ organization's regular operations and is therefore ineligible
IMPACT	Project directly impacts all school authorities in the province	Project directly impacts most school authorities in the province	Project directly impacts some school authorities in the province	Project does not directly impact other school authorities and is therefore ineligible

ACTIVE COLLABORATION	Active collaboration from partnering school authorities is central to project activities	There is significant active collaboration from partnering school authorities	There is some active collaboration from partnering school authorities	Does not involve active collaboration from partnering school authorities and is therefore ineligible
EVALUATION OF PROJECT	There is a detailed and comprehensive plan for documenting and evaluating the success of the project	There is a specific and complete plan for documenting and evaluating the success of the project	There is a simplistic and cursory plan for documenting and evaluating the success of the project	There is a undeveloped and/or superficial plan for documenting and evaluating the success of the project
BUDGET	Budget outlines in detail how money will be spent and expenditures are clearly related to the project activities	Budget outlines sufficient information about how money will be spent and expenditures are generally related to the project activities	Budget outlines general information about how money will be spent and expenditures are somewhat related to the project activities	Budget outlines vague information about how money will be spent and expenditures are rarely related to the project activities
COST EFFECTIVENESS	Demonstrates an exceedingly high benefit for cost and seems like an excellent financial investment	Demonstrates a high benefit for cost and seems like a good financial investment	Demonstrates a moderate benefit for cost and seems like an OK financial investment	Demonstrates a low benefit for cost and seems like a poor financial investment