Alberta Regional Professional Development Consortia

Adult learning for students' sake

ANNUAL REPORT

Submitted by ARPDC Directors

2022-23

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Preface

The ARPDC Annual Plan for 2022-23 was developed as a collaborative effort between the seven regional consortia. The plan aligned with the ARPDC Governance Manual and was approved by our governors, the College of Alberta School Superintendents (CASS). The plan addressed seven Priority Areas that Alberta Education approved in 2019: Inclusive Education, Curriculum & Pedagogical Practice, Literacy, Numeracy and Mathematics, First Nation Métis and Inuit, Instructional leadership and ''other'' priorities as identified. This year included significant support for piloting and implementation of New Curriculum. The following annual report presents a summary of the collective efforts at the provincial level, followed by the seven regional consortium reports and financial summaries.

Introduction

The **Alberta Regional Professional Development Consortia** (ARPDC) maintains six (6) regional and one (1) provincial office from north to south**; Northern Regional Learning Consortium** (NRLC) serving the northwest, **Learning Network Education Services** (LNES) serving the northeast, **Edmonton Regional Learning Consortium** (ERLC) serving greater Edmonton, Fort McMurray and HWY 16 corridor, **Central Alberta Regional Consortium** (CARC) offices in Ponoka serving the region between Edmonton and Calgary, **Calgary Regional Consortium** (CRC) serving the Calgary and surrounding area, and the **Southern Alberta Professional Development Consortium** (SAPDC) serving the south from Nanton on Hwy2 and Bassano on Hwy 1. The **Consortium provincial francophone** (CPFPP) is our seventh consortia member and provides province-wide support to the Francophone school systems and additional support to all French Language/French Immersion educators across the province.

In addition to seven directors, the work across the province in 2022-23 was supported by a newly appointed Provincial Executive Director, sixteen (16) office support positions, some shared between offices, and forty (40) contracted or seconded consultants working between 10 and 220 days in support of professional learning in their areas of expertise. In addition to our staff, the consortia work to contract with provincial, national, and international leaders in their fields to provide the training and support requested by our educational partners. All work of the consortia in support of educators, educational assistants, administrators, and parents targets the primary goal of excellence in education.

Data Summary

Learning Opportunities Offered and Attended

	Total Sessions	Total Participants	Total Learning Hours
Sept 1 - June 30 2021-2022	2,779	119,925	311,919
Sept 1 - June 30 2022-2023	**3,841**	**132,720**	**349,155**

Learning Opportunities by Major Priority Categories:

Priority	Total Sessions		Total Participants		Total Learning Hours	
	2021-22	**2022-23**	**2021-22**	**2022-23**	**2021-22**	**2022-23**
Curriculum and Pedagogy	804	**373**	27,972	**10,022**	86,265	**35,417**
New Curriculum	-	**1372**	-	**41,860**	-	**90,846**
First Nations, Métis and Inuit	203	**208**	10,569	**10,402**	43,151	**23,374**
Inclusive Education	607	**419**	42,240	**23,807**	79,061	**70,761**
Mental Health & Wellness	-	**351**	-	**15,156**	-	**22,092**
Instructional Leadership	179	**188**	10,901	**9,120**	44,114	**51,685**
Literacy	507	**623**	19,000	**13,839**	37,734	**34,500**
Numeracy & Mathematics	344	**266**	6,721	**7,145**	13,510	**16,052**
Other	101	**41**	1,523	**1,369**	5035	**4,428**

Learning Opportunities by Delivery Method:

Delivery	Total Sessions		Total Participants		Total Learning Hours	
	2021-22	**2022-23**	**2021-22**	**2022-23**	**2021-22**	**2022-23**
In Person/Face to Face	455	**1,552**	15,741	**49,586**	56,579.5	**176,566**
Virtual/On-Line	1,960	**2,136**	82,390	**76,145**	181,152	**141,031**
Blended/Hybrid	26	**85**	785	**4,669**	1,504	**22,767**
Asynchronous/On-Demand	25	**66**	3,316	**2,317**	17,602	**8,789**

Data Analysis

In 2022-23, there was a significant focus on the "New Curriculum" priority area, with a substantial increase in total sessions, participants, and learning hours compared to the absence of this priority area in 2021-22. However, across the remaining multiple priorities, there were fluctuations in the number of participants and learning hours between the two reporting years, indicating a dynamic engagement with different educational areas of focus.

Despite a technical decrease in sessions and participants in 2022-23 data, "Inclusive Education" remains a high priority in the province. Previously, engulfed in "Inclusive Education", "Mental Health & Wellness" emerged as a new priority in 2022-23, with a significant number of sessions, participants, and learning hours. This not only showcased an increased emphasis on mental

health support within education but portrays an emphasis on the consistently high number of “Inclusive Education” sessions and participants.

Several priorities such as "Curriculum and Pedagogy," "First Nations, Métis and Inuit," "Instructional Leadership", "Literacy", and "Numeracy & Mathematics" demonstrated marginal changes in sessions, participants, and learning hours, indicating a steady or slightly evolving emphasis on their focus. Additionally, many of the “Literacy” and "Numeracy & Mathematics" needs may have been categorized in the “New Curriculum” priority area in serving K-3 teacher learning opportunities. The "Other" priority category also exhibited a consistent number of sessions and participants across the two years, reflecting a sustained effort.

Overall, the trends suggest a dynamic approach in education, with a notable shift towards new curriculum initiatives and emerging emphasis on mental health and wellness. There is a continued focus on inclusive education within our programming. The variations in participation and learning hours underscore the evolving landscape of educational priorities and our continued efforts to address diverse needs with diverse approaches.

Annual Plan Update

The work of ARPDC provincially is supported and extended through the regional offices. The six goals of ARPDC guide all work, the strategies to achieve those goals, and the measures identified in the ARPDC Annual Plan for 2022-23.

Goal 1: *Facilitated professional development, which supports the effective implementation of components of the Alberta Education Business Plan, Jurisdiction and school education plans, and Education Partner Strategic Plans.*

On an annual basis, Directors engage in the review of the Alberta Education Business Plan. This serves as an integral part of planning and program discussions. Moreover, efforts are made to review division and partner strategic plans and ensure collaboration with regional and provincial partners.

Goal 2**:** *Facilitate professional development which supports the effective implementation of curricula, including instruction, assessment, and student learning outcomes.*

Through an annual, provincial gathering, ARPDC provided training for Designers of Professional Learning to enhance their skills in facilitating effective professional learning. The organization ensured that its staff remained up-to-date with the latest research on professional learning and development, including current trends in online, asynchronous, and hybrid professional learning. Training included a collective book study of Leading Powerful Professional Learning by Deidre Le Fevre, Helen S. Timperley, Kay Twyford, Fiona R. Ell to further refine the work we support across the province. ARPDC also facilitated provincial committees in each new curriculum priority area and promoted collaboration among educators to create learning opportunities and resources that supported both provincial priorities and regional areas of

focus. By fostering collaboration and incorporating research-based practices, ARPDC effectively met its objectives in promoting high-quality professional learning experiences for educators.

Goal 3: *Coordinate, broker, and act as a referral centre to assist partners to identify available professional development resources.*

ARPDC has greatly improved in the area of delivering economies of scale. Collectively updating websites and enhancing communication channels has ensured the effective and efficient utilization of resources and speakers across the province. This approach has maximized the impact of initiatives and allowed for broader access to valuable educational resources. Additionally, ARPDC updated its website to include comprehensive information about provincially available learning opportunities and added a significant number of resources to support new curriculum implementation, and professional learning. This enhanced website served as a valuable hub for educators seeking relevant and up-to-date materials. Furthermore, ARPDC strengthened its communication channels with the enhancement of regional and provincial newsletters fostering a sense of collaboration, shared success, and unity. Through these accomplishments, ARPDC has successfully expanded its reach and provided valuable support to educators throughout the province.

Goal 4: *Deliver professional development based on the identified and emerging needs of educational partners.*

ARPDC established dedicated working committees for each new curriculum subject area to support collaborative planning and shared stories of practice. This initiative resulted in the development of needed resources for teachers in a comprehensive and targeted manner. The committee work highlights effective approaches and current pedagogical practices in addressing emerging provincial needs and serves as valuable examples for educators as they implement innovative strategies in their own classrooms. ARPDC shared these resources through its website, curated resource banks, and the NLA Boards platform. Through these achievements, ARPDC successfully supported educators in meeting curriculum objectives and addressing emerging needs within the province.

Goal 5: *Promote and support the development of professional development leadership capacity.*

The objectives of targeting session development to enhance understanding of leadership standards, instructional coaching, and capacity building have been successfully met. ARPDC focused on providing targeted sessions that supported the implementation of school division authorities' goals and objectives, as well as the ongoing development of leadership standards such as the SLQS (School Leadership Quality Standard), LQS (Leadership Quality Standard), and TQS (Teacher Quality Standard). These sessions were aligned with the three-year plans of schools and divisions, ensuring a strategic approach to professional development. ARPDC also prioritized providing curriculum leaders with access to professional learning and networking opportunities, offering them valuable resources to enhance their leadership skills. Through these targeted sessions and networking opportunities, ARPDC effectively supported the growth

and development of educational leaders, fostering an environment of continuous improvement and capacity building.

Goal 6: *Provide educational partners with access to professional development at a reasonable cost.*

Qualitative and quantitative data support that ARPDC is highly efficient in providing learning opportunities at a reasonable cost and works to leverage resources and broker learning opportunities at significant savings to those we serve across the province. The new provincial collaborative approach has ensured financial efficiencies for both the delivery and creation of learning opportunities and resources.

Provincial Perspective Highlights

Support for New Curriculum Piloting and Implementation

ARPDC established five provincial committees to support New Curriculum piloting and implementation: Mathematics, English Language Arts and Literature (ELAL), Physical Education and Wellness, Science, French Immersion Language Arts and Literature (FILAL). The support for Français langue première et littérature was led by the Francophone Consortium and their Regional Advisory Committee.

Our organization is very proud of the support provided this past year to Alberta educators implementing new curriculum. The Final Curriculum Implementation Report was submitted to the Ministry of Education on March 31, 2023. The report highlighted 1440 sessions with 38873 participants.

Conditional Grant - Orange Shirt Day and Beyond

The work developed under this grant aimed to deepen the understanding and awareness of the ongoing impact of residential schools. Chief Vincent Yellow Old Woman's experience in a residential school was shared through a multidisciplinary performance called "New Blood" on the National Day of Truth and Reconciliation. The performance was live-streamed, and accompanying lesson plans were made available to schools. ARPDC also hosted a panel discussion with Chief Vincent Yellow Old Woman and other Elders and Knowledge Keepers.

Throughout the year, ARPDC provided learning opportunities for educators across the province to engage with the resources developed in the previous grant year. These resources were designed to be integrated into curriculum and classroom teaching. All resources, including professional development playlists for teachers and classroom materials such as lesson plans and videos, were made accessible on the Empowering the Spirit website.

A third year of grant funding has been approved, focusing on provincial events for K-12 schools that celebrate Indigenous language revitalization and showcase Indigenous culture through dance, sport, music, and language. Additional learning opportunities and resources will be offered to educators and students to deepen their appreciation and understanding of Indigenous language revitalization, culture, and their role in reconciliation.

Official Languages in Education Program

ARPDC was able to support a variety of initiatives across the province thanks to the financing granted under the Official Languages in Education Program (OLEP). French Immersion pedagogy with an emphasis on oral communication was a focus of much of the support offered in both virtual large group sessions and elbow to elbow coaching opportunities. ARPDC aims to build communities of practice within our regions and across the province in an effort to increase teacher retention and support instruction through OLEP supported programs.

Provincial Advisory Committee

The ARPDC Advisory Committee comprises representatives from educational partners and met three times during the 2022-2023 school year. This committee, known as PAC (Partner Advisory Committee), strives to provide feedback and direction to ARPDC in their work to prepare and assist educators through learning opportunities designed to support **adult learning for students' sake**.

In the October meeting, we had the opportunity to share a comprehensive Curriculum Implementation Update. Additionally, all members shared and emphasized their annual plans and upcoming projects. During the February meeting, the focus was on presenting and gathering feedback from the group regarding the Annual Report for 2021-2022, ongoing Curriculum Implementation initiatives, and proposed planning and reporting structures.

In the June meeting, attention shifted towards the rollout of the ARPDC Toolkits and Summer programming. Furthermore, we engaged in a constructive discussion aimed at establishing the ARPDC priority areas for the upcoming 2023-2024 period. During both the February and June meetings, all partners were encouraged to showcase new learning opportunities and initiatives within their organizations that contribute to professional growth within the education community.

Alberta Rural Education Symposium

The Central Alberta Regional Consortium (CARC) was honoured to once again host the Annual Rural Education Symposium (ARES) on March 5-7, 2023 in Edmonton. The theme of this year's conference was "The Three R's of Rural Education: Resilience, Reconciliation and Rejoicing". Speakers included Education Minister, Adriana LaGrange, Dr. Michael Ungar, and Dr. Clark Banack. All sessions focused on fostering well-being, resilience, and reconciliation in our rural schools. 249 registrants participated in this symposium.

AISCA Conference

For the 5th year, Calgary Regional Consortium, in collaboration with ERLC, led provincial support for the annual Association of Independent Schools and Colleges in Alberta (AISCA) Conference. Continuing this year, AISCA requested support for 3 conventions running simultaneously, one online, one in-person in Calgary, and one in-person in Edmonton. CRC supported 473 participants in Calgary and 397 participants online. ERLC supported 297 participants in Edmonton. The theme of the conference was "Better Together: Literacy and Numeracy", with, as indicative of the theme, a focus on the priority areas of Literacy and Numeracy and Mathematics.

ASCA Conference

For the 5th consecutive year the Edmonton Regional Learning Consortium led ARPDC provincial support for the Alberta School Councils' Association Annual Conference. In 2023 the conference was again hosted in person following the on-line versions through the COVID years. The 2023 Conference was held at the Marriott Delta Edmonton South and consisted of a pre-conference day, full day conference with keynote, plenary and workshop sessions, followed by their Annual General Meeting on the third day. ARPDC Staff partnered with the ASCA Executive Director and Staff to serve 346 registrants for the conference.

Literacy Institute

In May of 2023, ARPDC team members hosted our 4th annual Literacy institute. This full day "Literacy" focused day brings internationally recognized authors and leaders in literacy professional learning together with Alberta and international participants for an intense day of learning and reflection. Each year, in an attempt to support the growth of Alberta teachers, a timeslot in the day is dedicated to classroom teachers who would like to share some element of their practice for the consideration of their colleagues. Our Institute this year featured the award winning Canadian author and screenwriter of *Scarborough*, Catherine Hernandez.

Provincial Colony Educators:

The 2022-23 school year saw 89 colony schools in operation across the province of Alberta. Every region of ARPDC has at least one division with colony schools with just under 50% of the colonies in the Southern region of ARPDC. Colony schools face very specific challenges in preparing and delivering the curriculum; up to 8 grades in a classroom, frequently little to no technology access, and community expectations unique to the culture. These identified challenges and others often lead to a sense of isolation. To that end, ARPDC, in consultation with our divisions, was determined to offer support and a series of sessions for division colony leads and teachers. This has led to a strong relationship with the Alberta Colony Educators Association, whom we have supported in their conferences prior to this year. In collaboration with this association, ARPDC is now supporting the development of targeted professional learning and "colony friendly" resources.

Identified Provincial Challenges

The regional challenges across the province are common and impact various aspects of the work of ARPDC. The introduction of a new multi-subject curriculum has overwhelmed elementary teachers, necessitating simultaneous learning and training on multiple fronts. Minimal direction and a lack of French-language resources for this curriculum implementation has prompted resource exploration sessions to aid informed purchasing decisions and resource adaptation.

Another critical challenge is the severe shortage of substitute teachers, hindering teacher participation and access to professional learning. This scarcity necessitates alterations in the timing and structure of professional learning events, often shifting to after-school hours and

division-scheduled events. Despite being well-received by some teachers, these alterations increase the workload on educators and limit accessibility to professional learning.

Stakeholders also grapple with limited access to professional development funding, making creative solutions essential to meet the needs of adult learners effectively. The struggles to attract participants for French Immersion and French as a second language learning opportunities are notable, resulting in canceled sessions due to insufficient registration. This mirrors the wider issue of insufficient substitute teachers and the ensuing impacts on professional learning and curriculum implementation.

Additionally regions face challenges related to long-distance travel within the zone and preparing for continued support with curriculum implementation. The ongoing pandemic and its effects on multi-generational homes in certain areas necessitate adaptations to traditional teaching methods and a focus on remote interaction.

Overall, ARPDC is working collaboratively to navigate these challenges, seeking creative and adaptable approaches to support educators and students in the ever-evolving educational landscape. This includes prioritizing the provision of necessary resources and ensuring effective professional development amidst the complexities of new curriculum implementation and varying classroom needs. Across the province there is a need for continued support and collaboration to overcome these challenges and improve educational outcomes.

Emerging Trends / Opportunities

ARPDC Designers of Professional Learning are committing to provincial-level collaboration and support, aiming for equitable access to quality professional learning throughout the province. The increasing demand for on-demand and asynchronous learning options reflects a changing trend, offering educators the flexibility they need in a continuum of professional learning. Bite-sized training modules have emerged as a valuable method, enabling focused learning within tight schedules.

Across the educational landscape, there is a notable need for enhanced support for secondary school teachers. Cohorts have proven successful in facilitating resource sharing, strategy discussions, and networking, addressing this necessity effectively. Additionally, ARPDC is witnessing an inclination towards deeper, series-based learning sessions, addressing specific curriculum areas and pedagogical approaches. This is coupled with a push to develop asynchronous resources, aligning with series and or individual sessions.

Internally, ARPDC regions are seeing a growing emphasis on collaboration and support for First Nations Education Authorities. Two of seven regional consortia are under new leadership, and pursuing broader stakeholder engagement in our aim to improve curriculum implementation, teaching quality, and leadership.

These trends collectively underscore a dynamic and evolving landscape in education.

Conclusion

ARPDC is striving to navigate the evolving educational landscape creatively and collaboratively. Shifts to prioritizing the provision of resources and offering flexible learning options, such as on-demand learning, amidst the challenges of multi-subject new curriculum implementation and varying classroom needs, remains crucial in offering effective professional learning in the province. Ongoing collaboration and support are vital in addressing the emerging trends in education and enhance engagement across the province. We are devoted to supporting adult learning anytime, anywhere, to serve the education community in Alberta.

Please find the Regional reports in alphabetical order by region below.

Respectfully Submitted,
Directors
Alberta Regional Professional Development Consortia

Regional Offices and Regional Reports

In the subsequent pages of the document, you will find in order as outlined below the regional reports

Calgary Regional Consortium (CRC) – Wilma Jamieson
Central Alberta Regional Consortium (CARC) – Diana White
Consortium provincial francophone (CPFPP) – Madeleine Lemire
Edmonton Regional Learning Consortium (ERLC) – John Waterhouse
Learning Network Education Services (LNES) – Brent Thomas
Northern Regional Learning Consortium (NRLC) – Sandra Ciurysek
Southern Alberta Professional Development Consortium (SAPDC) – Dr. Rick Gilson

Introduction

Central Alberta Regional Consortium (CARC) is proud to serve eight school jurisdictions (Battle River School Division, Chinook's Edge School Division, Clearview Public Schools, Red Deer Catholic Regional Schools, Red Deer Public Schools, Wetaskiwin Regional Public Schools, Wild Rose Public Schools, and Wolf Creek Public Schools), as well as five First Nations' education authorities (Kitaskinaw Education Authority, Mamawi Atosketan Native School, Maskwacîs Education Schools Commission, O'Chiese First Nation School & Education, and Sunchild First Nation School), and seventeen private and charter schools within Zone 4. Our team includes a Director, three operational office staff members, and two Designers of Professional Learning. During the 2022-2023 reporting period, CARC was invited to offer professional learning support for all eight of the school jurisdictions and two of the First Nations' education authorities in Zone 4.

Data Summary

Regional Learning Opportunities Offered and Attended

	Total Sessions	Total Participants	Total Learning Hours
Sept 1 - June 30 2021-2022	494	19018	56863
Sept 1 - June 30 2022-2023	**659**	**20401**	**56153**

Regional Learning Opportunities by Major Priority Categories:

Priority	Total Sessions		Total Participants		Total Learning Hours	
	2021-22	**2022-23**	**2021-22**	**2022-23**	**2021-22**	**2022-23**
Curriculum and Pedagogy*	82	**8**	1497	**56**	2271	**112**
First Nations, Métis and Inuit	14	**13**	775	**1021**	3982.5	**3502**
Inclusive Education	92	**46**	3219	**2488**	8600.75	**9892.5**
Instructional Leadership	23	**56**	790	**2045**	557.75	**10779**
Literacy	16	**56**	732	**1266**	907.50	**3095**
Numeracy & Mathematics	9	**39**	326	**704**	803	**1353**
Other	1	**4**	21	**574**	63	**3344**

**In 2021-22 New Curriculum was coded under Curriculum & Pedagogy ; in 2022-23 it was coded under New Curriculum separately*

Regional Learning Opportunities by Delivery Method:

Delivery	Total Sessions		Total Participants		Total Learning Hours	
	2021-22	**2022-23**	**2021-22**	**2022-23**	**2021-22**	**2022-23**
In Person/Face to Face	101	**221**	4149	**5800**	13770	**23017**
Virtual/On-Line	374	**423**	13347	**13376**	33231	**30493**
Blended/Hybrid	8	**10**	205	**311**	851	**1434.75**
Asynchronous/On-Demand	0	**5**	0	**914**	0	**1208**

Learning Plan Update

CARC facilitates professional development which supports the effective implementation of components of the Alberta Education Business Plan, jurisdiction and school education plans, and education partner strategic plans. We strive to provide partners with access to professional development at a reasonable cost with almost 300 sessions this year offered at no cost. Ongoing conversations with school authority leaders allow us to provide responsive learning opportunities for our education partners and respond to emerging needs. In 2022/23, CARC facilitated seven different regional advisory groups that brought together system leaders to share the work happening in their divisions and create spaces for collaboration and support.

CARC offers a variety of professional learning opportunities that support the effective implementation of curricula, including instruction and assessment. Much of the work this year focused around curriculum implementation for both new and piloting subject areas. Not only did we offer professional learning opportunities during school authority's PD Days, we were invited to develop a curriculum implementation series for K-3 (English and French Immersion) for several school authorities in our region who brought together grade level cohorts. Additionally, we partnered with the Northwest Regional Learning Consortium (NRLC) to develop comprehensive planning resources that are now accessible provincially to teachers through the ARPDC website.

CARC coordinates, brokers, and acts as a referral centre to assist partners in accessing external professional development resources. In 2022-2023, examples include: *Layers of Reading* and *Layers of Writing* with Dr. Miriam Ramzy and Michelle Bence, C*ollaborative Response Model* with Jigsaw Learning, *Advanced Cognitive Coaching* and *Adaptive Schools* with John Clarke, *Level B Assessment Training* with Dr. David Carter, as well as many others. We also supported the *Indigenous Perspectives Conference* and the *Alberta Rural Education Symposium*.

CARC coordinates an Annual *Support Staff/ Librarians' Conference* that runs in conjunction with the local Teachers' Convention. This past year we had 530 registrants participating in 34 sessions. This conference was designed with input from our support staff and librarian advisory groups and featured sessions on building foundational knowledge related to First Nations, Métis and Inuit history and perspectives, mental health and wellness, and anti-racism to name a few. CARC also organized the *Wild Rose Public Schools' Educational Assistants' Conference*. This one day event featured 16 sessions for 199 registrants.

Various methods are used to promote and support the development of leadership capacity across Zone 4. This year, we coordinated the *Zone 4 School Leadership Community of Practice,* ran the *Leadership for Inclusive Education* series Lana Nogue series offering supporting with leading with inclusion in mind, and hosted, in collaboration with the *Council of Catholic School Superintendents of Alberta* (CCSSA), the *'Marked by God' CCSSA Leadership Conference 2022* which welcomed 259 registrants over two days of professional learning.

Highlights from a Regional Consortium

Our work throughout this past year was driven by three goals: programming and resource development for new curriculum; programming across priority areas responding to emerging needs; and offering low cost, quality flexible learning opportunities. At times, this meant partnering with school authorities to bring in a learning series or speaker and at other times, this

was accomplished through school division specific learning days supported by our Designers of Professional Learning.

Identified Regional Challenges

There continues to be a trend of a lack of substitute teachers across school authorities in our Zone. This impacts how teachers can access professional learning and how systems can support curriculum implementation. We often hear from teachers that their workload is massive and that students in a 'post-COVID' environment are different from those they worked with before. These factors, and many more, challenge teachers' ability to access and engage with professional learning in a meaningful way. Our Designers of Professional Learning seek to strike a balance between supporting teachers' thinking through the work and doing some of that 'heavy lifting' for the teachers so they can run with the resources.

Partway through the year there was a change in leadership at the CARC office. While any change can cause challenges, thanks to the support of ARPDC staff and leadership from across the Zone, the transition went well. In June, Diana White was appointed the new Director for CARC. Additionally, our long-time consultant Cathy Coers stepped away from her role and we were able to welcome Charlie Kraig to the team.

Emerging Trends/Opportunities

With new leadership, CARC looks forward to deepening conversations with stakeholders throughout the region. A Regional Steering Committee, comprised of representation from each jurisdiction and authority in Zone 4, has been formed and charged with: illuminating the current "balcony view" needs of the Zone in the areas of Curriculum Implementation, High Quality Teaching, and High Quality Leadership, examining perspectives and feedback, co-creating goals/strategies for the CARC Strategic Plan, supporting ongoing monitoring and refinement of these goals, and offering recommendations on other topics such as equity in service, advocacy, reporting, etc. System leaders in Zone 4 are keen to collaborate with CARC and one another. We are expecting this to continue and grow in the coming year and we look forward to seeing how this synergistic approach will positively impact educators and stakeholders across central Alberta.

Our Designers of Professional Learning are committed to supporting work on a provincial level. This will only strengthen the support we can offer within our Zone while providing equity in access to quality professional learning across the province. We anticipate ongoing contributions to resources housed on the ARPDC website, as well as Boards development on New.LearnAlberta site.
We know that our primary work will continue to be around curriculum implementation, but also expect that requests will come in for other areas of support such as assessment, inclusion, mental health and wellness, etc.

Conclusion

CARC is privileged to be a member of the ARPDC team as we strive collectively to serve educators across the province. We have the skills, abilities, and passion needed to provide educators with the professional learning support they want and need. We are confident that our relationships with all of our regional educational stakeholders will help us to continue offering effective, high quality professional learning opportunities to support our Zone's jurisdictions and authorities in achieving their vision for student success.

Introduction

The Calgary Regional Consortium (CRC) provides professional learning for the Zone 5 education community, (772 schools) including: 8 Public Schools Divisions with a combined total of 555 schools, 24 Alberta Public Charter Schools, 177 Independent Schools and Colleges, 3 First Nations Education Authorities with a combined total of 12 schools, and 4 postsecondary institutions offering pre-service teacher programs.

The interweaving of 3 Key Mindsets, (Collaborate and Co-Create, Support Alignment, and Build Capacity in Context), and 3 Core Values, (Meaningful Relationships, Innovative Solutions, Shared Responsibility), continued to guide CRC's work with educators and the partners we served. These lenses ensured responsive, timely, and accessible professional learning that supported alignment between their emerging needs and the Business Plan for Education, Jurisdiction/School Education Plans, and Education Partner Strategic Plans.

Mindful of the current educational landscape with the implementation of a new curriculum, and the continued focus of the Zone 5 educational community on inclusive educational practices, 3 Focus Areas shaped our engagement with, and the professional learning offered, to our education community.

The three Focus Areas were:

1. ***Accessible Programming across Priority Areas*** *that responds to emerging jurisdictional and regional needs, applying the themes of SEL and Inclusive Education.*
2. ***Strong communication of our quality, flexible learning options*** *that provide a variety of access and delivery models for professional learning.*
3. ***Learning for the whole of the Education Community****, focusing on Zone 5 needs, including wellness, with increased opportunities for parents, EAs, pre-service teachers and other education partners to support student success.*

All work of the consortia in support of the Zone 5 education community was dedicated to the provision of learning opportunities rooted in educational research and promising practices, with the primary purpose being to enhance professional practice and improve student achievement.

Data Summary

The qualitative data illustrated in the following tables highlights the work within the Zone 5 region, and particularly the focus on supporting implementation of new curriculum. Although the number of

sessions has increased, participant numbers and total learning hours have decreased. This decrease is attributed to a return to in-person work with smaller cohorts of participants. With a lack of substitute teachers and the rollout of new curriculum, Zone 5 school divisions and schools sought more support with building the capacity of instructional leads, collaborating and co-creating professional learning sessions, that then would be shared out more widely to division teachers. This train-the-trainer model of in-person collaboration, coaching, and co-creation continues this school year, with school or district leaders attending sessions and then cascading the learning to their colleagues.

Regional Learning Opportunities Offered and Attended

	Total Sessions	Total Participants	Total Learning Hours
Sept 1 - June 30 2021-2022	588	43,289	75,430
Sept 1 - June 30 2022-2023	**647**	**27,406**	**58,747**

Regional Learning Opportunities by Major Priority Categories:

Priority	Total Sessions		Total Participants		Total Learning Hours	
	2021-22	**2022-23**	**2021-22**	**2022-23**	**2021-22**	**2022-23**
New Curriculum		**238**		**10,568**		**20,033**
Curriculum and Pedagogy	140*	**39**	11,062	**1,130**	21,257	**4,615**
First Nations, Métis and Inuit	54	**36**	2,326	**2,406**	5,708	**6,941**
Inclusive Education	160	**128**	19,657	**8,377**	30,471	**12,244**
Instructional Leadership	15	**22**	448	**550**	849	**1,392**
Literacy	117	**99**	6,987	**1,909**	12,674	**4,022**
Numeracy & Mathematics	87	**66**	2,531	**1,654**	3,942	**6,244**
Mental Health & Wellness		**19**		**812**		**1,256**
Other	15		278		529	

*****new curriculum sessions included within this priority area

Regional Learning Opportunities by Delivery Method:

Delivery Method	Total Sessions		Total Participants		Total Learning Hours	
	2021-22	**2022-23**	**2021-22**	**2022-23**	**2021-22**	**2022-23**
In Person/Face to Face	77	**313**	3,116	**9,119**	12,967	**30,016**
Virtual/On-Line	274	**321**	24,716	**17,927**	40,841	**25,745**
Blended/Hybrid	0	**2**	0	**30**	30	**65**
Asynchronous/On-Demand	10	**11**	651	**330**	2,935	**2,920**

Regional Conferences

Alberta Mentoring Partnership Summit: CRC supported AMP with the 3rd annual Teen Mentoring Summit, *Omanitewak: Giving Them Our Best,* with 59 participants attending on-line.

Learning Plan Update

Goal 1: *Facilitate professional development which supports the effective implementation of Alberta Education Business Plan, Jurisdiction/School education plans, & Education Partner Strategic Plans*

To better understand the emerging needs and collaborate on the design of learning opportunities,

regular formal and informal meetings were held with a variety of educational partners. In addition to the Committee of Regional Partners and Leadership Advisory Meetings hosted 3x a year by the Director of CRC, 38 Priority Area Think Tanks were facilitated by CRC Designers of Professional Learning. Two Instructional Leaders' Collaborative Circles, Circle 1 with membership from the metro boards, and Circle 2 encompassing members of rural boards and Charter Schools meet monthly to support instructional leaders in preparing the conditions for successful implementation and to promote regional collaboration and shared understandings in relation to the new curriculum. These leader collaborations led to the creation of six teacher sessions co-created with instructional leads from the metro boards. In addition, 429 meetings with partner organizations guided the work within this sector.

A Professional Learning Needs Survey, used to inform planning for the 2023/24 school year, was completed by 6 of 8 school divisions. Follow-up conversations with all school division curriculum and professional learning leaders added to the data obtained through the survey.

Goal 2: *Facilitate professional development which supports the effective implementation of curricula, including instruction, assessment, and student learning outcomes.*

In addition to New Curriculum, included within our areas of focus for 2022-23, was incorporating three themes identified as priorities by our Zone 5 education partners, social emotional learning, wellness, and inclusive education. As noted in the data tables above, the priority areas of 'Inclusive Education, 'Wellness', and 'New Curriculum' comprised approximately 60% of the sessions offered with 72% of all participants registered for sessions in these three areas. Although fewer sessions were offered in Indigenous Ways of Knowing, this priority area saw the third highest level of registration at 9%.

Attention this year was given to revamping the CRC website and creating intentional targeted marketing campaigns to better highlight and increase accessibility to learning options. The redesigned website, launched in December, focussed on improving the user experience. Our data showed users are exploring more pages per session and the average session duration has increased. One targeted campaign for the Educational Assistant Series, led to a registration increase of 93 people over 3 days.

With the third area of focus being *Learning for the whole of the Education Community*, the CRC increased learning opportunities for parents, Educational Assistants, pre-service teachers, and other education partners. Over the course of the year, 58 open registration learning opportunities were offered with over 8,600 registrants. Additionally, 19 Non-Registered Programs, specifically designed for pre-service teachers, were offered with 847 registrants. The Autism Learning Series, presented in partnership with the Sinneave Family Foundation, was one example well-received by a wide audience, with over 600 registrants.

Goal 3: *Coordinate, broker, and act as a referral centre to assist partners in identifying available professional development resources*.

In addition to our staff, contracts with provincial, national, and international leaders in their fields were brokered to provide the training and support requested by our educational partners. More than 20 Community Resources and Cultural Organizations such as Alberta Health Services, ARC Foundation, and Alberta Parks, partnered with CRC to enrich the learning opportunities offered. Furthermore, CRC increased awareness of resources and training offered by 8 educational associations and 6 educational

resources companies, through sessions offered.

The CRC continued to offer cost sharing opportunities to support jurisdictions in providing systemic learning from educational experts including Shelley Moore (inclusive education), Garfield Gini-Newman (assessment), Peter Lilijedahl (thinking classrooms), Michelle Bence & Dr. Miriam Ramzy (Layers of Reading) and Matt Stickls with Think Kids: Collaborative Problem Solving. In addition, Designers of Professional Learning partnered with instructional leads and school division experts in the priority areas of Literacy, Numeracy & Mathematics, Inclusive Education, and French Language Supports, to offer cross-jurisdictional professional learning opportunities.

Anecdotal comments from division leads reflect the value attributed to these cost sharing opportunities with educational experts. Comments include:"The ability to offer the Layers of Reading sessions at the school has been pivotal in moving teacher practice forward in our building…""The sessions with Shelley were great…She was very supportive, and I liked her practical templates and homework assignments."

Goal 4: *Deliver professional development based on the identified and emerging needs of educational partners.*

The CRC team prides itself on responding to the emerging needs of our region in a timely manner. Survey results gathered indicate 94% believe that the learning contributed to their understanding of the topic, and they gained practical strategies for applying learning to their practice. Anecdotal comments from educators included phrases such as, "great ideas shared for implementing the new fractions curriculum…had some really good tips around the language we use and shared good resources and where to find them," and "this was the most worthwhile PD I have attended in a while - it really helped me to better understand autistics and the way they think, may react, etc."

Goal 5: *Promote and support the development of professional development leadership capacity.*

Two opportunities for school-based leaders and instructional leaders supported the development of leadership capacity. In collaboration with supporting school divisions, Katie White's Assessment series, with 110 participants, offered two day-long sessions that took a deeper dive into leading assessment for learning. A leadership day with Warren Woytuck, from the Critical Thinking Consortium, explored the inner and outer workings of leadership empowering 42 participants to build confidence in their ability to lead within their assigned roles .

Goal 6: *Provide educational partners with access to professional development at a reasonable cost.*

Ease of access and equity to professional learning continues to be a focus, with 86% of the learning opportunities provided free of cost, with exception of travel and sustenance. To date, a mixture of program support funded (94%) and cost recovery (3%) learning opportunities maximized opportunities for all.

When taking a closer look at registrants, 97% of participants were from Zone 5 and further breaking this down, 58% identify as educators from the 8 school divisions within Zone 5, 27% from our Regional Partners, and 15% from the wider educational community including parents. Of the 3% of registrants from outside of Zone 5, it is noted that these registrants are from across the province with 72 different

school divisions and education authorities identified.

Highlights from a Regional Consortium

- The engagement of participants in the Circle 2 Instruction Leaders Network was the impetus for the Leadership Day with Warren Woytuck.
- Participants share that our drop-in Literacy Trickies and Math Leaders conversations have led to engaging conversations and safe spaces to work through challenges.
- With a focus on supporting ELAL curriculum implementation and increased EAL learners within the region, literacy sessions including Benchmarking 2.0 Sessions by Kathy Salmon and the Science of reading, shifting the balance, were well subscribed.
- As an extension of Shelley Moore's work, unpacking and modeling developing class support plans has led to numerous coaching opportunities with teachers.

Identified Regional Challenges

Regional challenges around accessibility to and timing of professional learning opportunities continued to be identified.

- A continued shortage of substitute teachers translated to limitations placed by school divisions on the numbers of teachers able to participate in sessions offered during the day.
- The additional pressures felt by teachers due to new curriculum implementation, gaps in student learning, and general mental wellbeing post covid, lead to decreased participation in sessions offered in the after-school hours of 4pm to 5:30 pm.

Emerging Trends/Opportunities

Emerging trends and opportunities that are being noted and explored by CRC are:

- Greater interest in series of sessions for enhanced impact & effectiveness
- Opportunities for deeper dives into new curriculum subject areas in the second year of implementation, including pedagogy and assessment practices, addressing gaps in skills and knowledge, and multi grade classrooms
- Development of asynchronous resources to augment and align with the in-person sessions offered; On-Demand resources to be made readily accessible on curriculum websites and New Learn Alberta Boards
- Increased opportunity for collaboration and support of our 3 First Nations Education Authorities

Conclusion

It continues to be a privilege to serve the educators in our region. As CRC moves into the 2023-2024 school year, we will continue to work closely with our Zone 5 school authorities and with our provincial consortia colleagues, to provide a robust selection of high-quality learning, with the primary purpose being to enhance professional practice and improve student achievement.

Consortium provincial francophone

Introduction

Le CPFPP joue un rôle important afin d'augmenter la capacité de ses intervenants à réaliser la mission et la vision de l'éducation francophone et à répondre aux objectifs des Consortiums.

La programmation de l'année scolaire 2022-23 a été élaborée en collaboration avec les conseils scolaires francophones pour répondre non seulement aux priorités ministérielles mais aussi aux besoins spécifiquement régionaux.

Sous le thème de : Faire rayonner nos élèves nous avons ciblé trois principaux sujets : **Éducation inclusive**, **Éducation pour la réconciliation** et le **nouveau Curriculum**. Ces trois sujets englobent eux-mêmes les 8 priorités (Nouveau curriculum; Programme d'études et pédagogie; Premières Nations, Métis et Inuits; Éducation inclusive; Leadership pédagogique; Littératie; Numératie et mathématiques; Santé mentale) de ARPDC. Nous avons consulté les conseils scolaires francophones et nos parties prenantes de façon régulière tout au long de l'année scolaire afin de poursuivre et ajuster nos offres de formations et les ressources à découvrir ou à développer pour les appuyer de la façon la plus efficace possible.

Synthèse des données

Occasions d'apprentissage régionales

	Nombre de formations	Nombre de Participants	Nombre d'heures d'apprentissage
Sept 1 - Juin 30 2021-2022	218	4687	11071
Sept 1 - Juin 30 2022-2023	**219**	**3664**	**9528**

Occasions d'apprentissage régionales par principales catégories de priorité :

Priorité	Nombre de formations		Nombre de participants		Nombre d'heures d'apprentissage	
	2021-22	**2022-23**	**2021-22**	**2022-23**	**2021-22**	**2022-23**
Nouveau curriculum	N/A	**138**	N/A	**632**	N/A	**2225**
Programme d'études et pédagogie	89	**35**	1401	**422**	2920	**1555.25**
Premières Nations, Métis et Inuits	12	**10**	247	**815**	1148	**1872**
Éducation inclusive	32	**11**	1191	**842**	2386.5	**1581**
Leadership pédagogique	6	**5**	184	**150**	1288	**1050**
Littératie	37	**18**	1222	**570**	2299.5	**895**
Numératie et mathématiques	18	**0**	101	**0**	188.5	**0**
Santé mentale	N/A	**2**	N/A	**233**	N/A	**349.5**
Autre	24	**0**	341	**0**	840.5	**0**

Regional Learning Opportunities by Delivery Method:

Delivery	Total Sessions		Total Participants		Total Learning Hours	
	2021-22	**2022-23**	**2021-22**	**2022-23**	**2021-22**	**2022-23**
In Person/Face to Face	7	**49**	81	**815**	164.5	**2951.75**
Virtual/On-Line	205	**160**	4545	**2769**	9697	**5421.5**
Blended/Hybrid	4	**8**	25	**50**	350	**350**
Asynchronous/On-Demand	2	**2**	36	**30**	860	**805**

Mise à jour du plan d'action

La programmation de l'année scolaire 2022-23 a été élaborée en collaboration avec les conseils scolaires francophones pour répondre non seulement aux priorités ministérielles mais aussi aux besoins spécifiquement régionaux. Sous le thème de : Faire rayonner nos élèves nous avons ciblé trois principaux sujets : **Éducation inclusive, Éducation pour la réconciliation et les nouveau Curriculum**. Ces trois sujets englobent eux-mêmes 6 priorités (inclusion, leadership pédagogique, littératie, numératie-mathématiques, pratiques pédagogiques, Premières Nations, Métis et Inuits) de ARPDC.. Nous avons consulté les conseils scolaires francophones et nos parties prenantes de façon régulière tout au long de l'année scolaire afin de poursuivre et ajuster nos offres de formations et les ressources à découvrir ou à développer pour les appuyer de la façon la plus efficace possible.

Éducation inclusive

De nombreux sujets ont été explorés sous ce thème: **l'approche collaborative**, **les troubles d'apprentissage**, **la gestion des comportements**, **la francisation**, **l'apprentissage collaboratif**, **la littératie culturelle** et **le bien-être**. Nous avons renouvelé notre partenariat avec l'Institut des troubles d'apprentissage permettant ainsi aux intervenants et employés des 4 conseils scolaires de l'Alberta de participer aux conférences, d'avoir un accès illimité aux formations en ligne de l'Institut TA et d'avoir un accès à des ressources clés en main pour leurs équipes et parents de leurs élèves.

À la suite d'une formation sur l'autisme avec Édith Jolicoeur de UQAR qui a été offerte lors de la Journée ÉducAides le 24 novembre 2022 et pour répondre à un besoin identifié, une série de deux formations a été organisée et offerte, *Stratégies spécifiques pour les élèves autistes*, les 24 avril et 15 mai .

L'intervention non-violente en situation de crise représente toujours un défi et un besoin considérable pour les conseils scolaires. **Nous avons offert 7 formations en présentiel pour nos 4 conseils.**

Nous avons poursuivi des accompagnements en présentiel auprès des conseils et des écoles adeptes de l'approche collaborative et créé plusieurs capsules vidéos pour permettre aux personnes qui travaillent dans le domaine de l'éducation francophone de s'approprier des composantes de l'approche collaborative… une petite bouchée à la fois!

Éducation pour la réconciliation

Le CPFPP a joué un rôle de leader en collaboration avec NRLC dans l'organisation des formations, la traduction et le développement de ressources et activités pouvant être utilisées sur une période de temps, culminant à la Journée du chandail orange.

Deux cours en ligne ont été offerts, *Tisser les liens* du 22 août au 20 janvier et *À la croisée des apprentissages* du 13 février au 26 mai ; **30 personnes inscrites.**

Pour un apprentissage plus approfondi et pour vivre une expérience authentique de la culture autochtone, **trois journées d'apprentissage lié à la terre** ont été organisées à Painted Warriors Ranch, à Métis Crossing et à Writing on Stones Provincial Park.

Une formation offerte aux stagiaires du Campus St-Jean et leur enseignant d'accueil a mis l'accent sur l'intégration des savoirs et perspectives autochtones. L'intégration des savoirs et perspectives autochtones a aussi fait l'objet d'une série de formations élaborée en collaboration entre Éva Lemaire et Barbra Deskin pour les consultants francophones ARPDC. Enfin, une nouvelle série de capsules présentées par Barbra Deskin ont été créées avec pour objectif de répondre aux questions les plus fréquentes et apporter des ressources pour appuyer l'Éducation à la réconciliation.

Nouveau curriculum

Des séries de formations et des accompagnements individualisés ont été offerts pour appuyer la mise en œuvre et la mise à l'essai des nouveaux curriculums en mathématiques, education physique et bien-être, ELAL, français, et science. Des efforts ont été déployés pour assurer de la collaboration et le partage avec nos partenaires en immersion. **Au total 138 formations ont été données qui ont rejoint 632 participants pour un total de 2225 heures d'apprentissage**.

Afin d'appuyer nos conseils scolaires à cibler des ressources répondant au et appuyant le nouveau curriculum, **des journées d'exploration de ressources pour le français et pour les mathématiques** ont été organisées. Des maisons d'édition ont été contactées et leurs représentants sont venus présenter leurs ressources. Des démonstrations d'exploitation ont été présentées et les intervenants ont pu consulter ces ressources pour prendre des décisions informées. La journée d'exploration de ressources pour les mathématiques a eu lieu le 20 avril et pour le français le 11 mai 2023 en présentiel à Calgary, Edmonton et Bonnyville. 37 administrateurs et conseillers pédagogiques y ont participé.

Nos formations sont enregistrées permettant ainsi aux personnes inscrites de réécouter la formation ou de la suivre ultérieurement s'ils ont eu un empêchement le jour de la formation. Notre site eFormation ainsi que notre chaîne YouTube assurent à nos intervenants un accès à une multitude de ressources synchrones et asynchrones. De plus, nous avons participé à la mise en ligne du nouveau site Web ARPDC regroupant des ressources pour appuyer la mise en œuvre du nouveau curriculum.

Points saillants

JOURNÉES ÉDUCAIDES - COMMENCER L'ANNÉE BIEN FORMÉ.E

Les conseils scolaires ont proposé pour des raisons de logistique mais surtout pour des raisons pédagogiques que la Journée ÉducAides soit déplacée et offerte lors de la première moitié de l'année scolaire. C'est donc en partenariat avec les conseils scolaires que la Journée ÉducAides s'est déroulée le 25 novembre où un éventail de formations a été offert couvrant principalement les domaines suivants : **éducation inclusive, littératie, santé mentale, francisation et éducation pour la réconciliation.**

CÉDÉFA

Le Consortium provincial francophone travaille en partenariat avec le CÉDÉFA en matière de leadership pédagogique et appuie l'organisation et le déroulement des journées de perfectionnement professionnel pour les directions d'école et les directions adjointes des quatre conseils scolaires francophones (150 participants). Ainsi deux formations en présentiel et 3 formations en webinaire ont été offertes mettant l'accent sur **le leadership de qualité**, l**e perfectionnement**, **la supervision** et **l'évaluation des enseignants**, **la santé mentale** et **l'éducation pour la réconciliation**. Parmi les animateurs on a compté des intervenants de l'ATA, Lise Nepton, Joël Monzée et Francine Bélair.

COHORTES COLLABORATIVES AU SECONDAIRE

Des cohortes d'enseignants du secondaire en Mathématiques, Sciences, Français et en Études sociales ont été créées afin de permettre aux enseignants de se sentir moins isolés et de travailler collaborativement , d'échanger et de réseauter.

Parmi les sujets couverts : *L'évaluation dans le cours d'études sociales, Une introduction aux ressources de mathématiques et sciences, L'écriture en français au secondaire, L'analyse et l'interprétation des sources en Études sociales, Création d'activités interactives pour approfondir la compréhension des concepts clés en sciences.*

ACCOMPAGNEMENT EN TECHNOLOGIE

Notre consultant a créé plusieurs capsules vidéos d'apprentissage, a offert de nombreux accompagnements pédagogiques individualisés, a exploré de nouvelles plateformes et a appuyé en présentiel des écoles du Conseil scolaire Centre Nord et du Conseil scolaire du Nord-Ouest en coding et Microbit.

Défis régionaux identifiés

La mise en œuvre du **nouveau curriculum englobant plusieurs matières** à la fois a créé une atmosphère d'assaut himalayen ; les enseignants à l'élémentaire devant s'informer et se former sur plusieurs fronts à la fois.

L'absence de direction et d'identification de **ressources en français** pour appuyer cette mise en œuvre nous a amené à organiser des sessions d'exploration de ressources pour aider les conseils scolaires à prendre des décisions d'achat informées et combler la brèche. Une autre façon dont nous avons compensé la lacune de ressources en français a été de traduire et d'adapter une multitude de

documents provenant de sources variées de la province. L**'absence de suppléants** a sérieusement entravé la participation des enseignants à nos formations. N'ayant pas accès à un remplacement assuré, les enseignants préfèrent renoncer à leur propre apprentissage professionnel pour ne pas perturber l'apprentissage immédiat de leurs élèves et imposer un surplus de tâches au sein de l'école.

Tendances émergentes/opportunités

Nous avons détecté un grand besoin pour les enseignants du secondaire de se sentir appuyés. Des cohortes permettant à ces enseignants d'échanger des ressources, des stratégies et de réseauter ont été organisées avec beaucoup de succès et d'appréciation. Nous avons également organisé avec succès d'autres cohortes selon les intérêts et les besoins exprimés. Ainsi nous avons permis à une cohorte d'approfondir son apprentissage pour pouvoir mieux comprendre et appuyer l'élève autiste dans la classe.

Les formations asynchrones ont assuré un continuum d'apprentissage professionnel. Ce service a permis aux participants de réécouter la formation ou si la participation en temps réel n'a pas été possible d'écouter la formation ultérieurement.

De la formation en petites bouchées semble avoir sa place dans la façon dont nous délivrons l'apprentissage. Sachant combien les heures au sein d'une journée sont précieuses, pouvoir se perfectionner sur un aspect particulier d'un sujet en peu de temps, sur le vif, peut vraiment aider l'intervenant à répondre à un besoin spécifique.

Conclusion

L'énormité de la mise en œuvre et à l'essai du nouveau curriculum s'appliquant à plusieurs sujets à la fois a causé beaucoup de tension et d'incertitude au sein des écoles. Nous avons redoublé d'efforts pour appuyer les conseils scolaires francophones et leurs personnels dans une variété de façons incluant formations en ligne, en présentiel, accompagnements pédagogiques individualisés, développement de ressources pédagogiques sous divers formats, recherche de ressources pédagogiques, occasions authentiques d'apprentissage. Nous sommes restés à l'écoute de leurs besoins en organisant de façon régulière des rencontres d'échange et de mises à jour.

Nous avons travaillé en proche collaboration avec ARPDC à l'organisation de formations sur le plan provincial pour les francophones et les enseignants de l'immersion française, la traduction de nouvelles ressources et la création de ressources et d'activités en éducation pour la réconciliation et la Journée du chandail orange. Notre travail avec nos partenaires est essentiel à notre avancement et nous remercions nos collègues ARPDC, nos partenaires en éducation francophone, les animateurs qui nous ont apporté leur expertise et la petite équipe du Consortium provincial francophone pour son dévouement et son désir de toujours rechercher à faire mieux.

Introduction

The Edmonton Regional Learning Consortium provides services and professional learning opportunities to eighteen public school jurisdictions with over 600 schools, five Charter Schools, Five First Nations Educational Authorities and Seventeen Alberta Accredited International Schools totalling over 15,000 teachers and over 5,000 Educational Support Staff. ERLC also partners with numerous education stakeholder partner organizations including the Alberta School Councils' Association (ASCA), Alberta Independent Schools and Colleges Association (AISCA), University of Alberta (U of A), Canadian Parents for French (CPF), ATLE, Rupertsland Institute, Children's Autism Services of Edmonton, GRIT, Parkland Library Systems, Aboriginal Head Start and the College of Alberta School Superintendents (CASS).

The Edmonton Regional Learning Consortium is one of seven regional consortiums which function collaboratively and interdependently under the umbrella of the Alberta Regional Learning Consortium. The transition from seven separately governed Regional Consortiums to that of one Alberta Regional Professional Development Consortium governed by the Board of Directors of the College of Alberta School Superintendents has resulted in increased access by all teachers and education stakeholders in Alberta to ARPDC professional learning opportunities while maintaining the duality of the regional offices in also meeting the requests with customized supports for regional needs.

Data Summary

The Edmonton Regional Learning Consortium is a proud member of the Alberta Regional Professional Learning Consortium and committed to the success of this provincial network of offices serving all teachers and education stakeholders in Alberta. In the 2022-2023 year, ERLC contributed **881 provincially open accessible** professional learning opportunities to our ARPDC collective efforts of enhancing accessibility to high quality professional learning to everyone from anywhere in the province and beyond. The remaining sessions were provided to meet specific requests from our region. It is also worth noting that ERLC provided Professional Learning support to **100% of our regional School Systems**.

The quantitative data illustrated in the following table shows a significant increase in the number of sessions, breadth of programming, number of participants and number of learning hours provided by the ERLC over the past year.

Table of Quantitative Measurement Data

Regional Learning Opportunities Offered and Attended

	Total Sessions	Total Participants	Total Learning Hours
Sept 1 - June 30 2021-2022	641	30531	68841
July 1 - June 30 2022-2023	**1287**	**50178**	**111209.75**

Regional Learning Opportunities by Major Priority Categories:

Priority	Total Sessions		Total Participants		Total Learning Hours	
	2021-22	**2022-23**	**2021-22**	**2022-23**	**2021-22**	**2022-23**
Curriculum and Pedagogy*	231	**602**	7811	**17399**	26,018	**32353.75**
First Nations, Métis and Inuit	57	**79**	3771	**2431**	15,022.00	**2897.25**
Inclusive Education**	95	**222**	9175	**15530**	6,002.00	**35405.25**
Instructional Leadership	26	**51**	2531	**5035**	7,990.00	**18328.5**
Literacy	142	**264**	5767	**7070**	10,735.00	**18113**
Numeracy & Mathematics	90	**69**	1476	**2713**	3,074.00	**4112**
Other	0	**0**	0	**0**	0	**0**

*New Curriculum included in Curriculum & Pedagogy
**Mental Health included in Inclusive Education

Regional Learning Opportunities by Delivery Method:

Delivery	Total Sessions		Total Participants		Total Learning Hours	
	2021-22	**2022-23**	**2021-22**	**2022-23**	**2021-22**	**2022-23**
In Person/Face to Face	76	**362**	2208	**18763**	12966.75	**59728.25**
Virtual/On-Line	530	**923**	26334	**31313**	43514.25	**51379.5**
Blended/Hybrid	0	**0**	0	**0**	0	**0**
Asynchronous/On-Demand	35	**2**	1989	**102**	12360	**102**

The increased demand and mandated expectation in the area of New Curriculum implementation and resource development required accessing surplus funds to meet these immediate needs and provided the resources to support the almost doubling of sessions provided in the 2022-2023 year. The impact on programming was acutely needed in the current circumstances and the impact was extremely positive. However, given ongoing annual funding levels, it is not expected that this increased level of service can be sustained in the same manner going forward.

As part of the collaborative approach to session development and customization, ERLC engages with leaders multiple times during the preparation of the learning opportunities that are provided. We also hosted 4 ERLC Stakeholder Partner Advisory Committee meetings and 3-4 Collaborative Learning Community meetings for system leads in the following curriculum areas: CLC, Math, ELAL, EAL, Mental Health, Early Years Education, Inclusive Education, Technology Integration, French Immersion, and First Nations, Metis and Inuit in our ongoing partnerships.

Learning Plan Update: ERLC Achievement of the Six Goals of Consortia

Goal 1: ***Effective Implementation of support for Stakeholder Professional Learning Plans***
• Feedback and direction from Alberta Education (Business Plan) and CASS and the Provincial Advisory Committee through the ARPD Executive Director relative to ARPDC Provincial Priorities • ERLC Regional Stakeholder Advisory Committee advice from 3 meetings a year • Ongoing conversations and formal meetings with System leaders - Review 3 Year Plans • Collaborative Learning Community Discussions with System Curriculum Leaders (CLC'c) • Ongoing individual meetings with system Leads during collaborative planning for system • Worked with Partners to identify and meet professional learning opportunities • Shared and collaborated with provincial ARPDC Directors
Goal 2: ***High Quality Presenters and Effective support for Implementation***
• Staffing model revised to result in enhanced specialized expertise in both depth and breadth • Have excellence in both content area knowledge and best practices in adult learning - ongoing training and capacity building opportunities and expectations • designed and achieved provincially collaborative development of resources and sessions
Goal 3: ***Deliver, Develop, Broker and Refer in support of accessing Professional Learning***
• Professional and personal attention given to engaging with individuals to support their needs • Communicate ERLC DPL profiles, expertise, capacity and customizable supports • Utilize Websites, Newsletters, Social Media, networking and personal service to stakeholders • Work in close collaboration with stakeholders to support and serve them successfully
Goal 4: ***Deliver customized Professional Learning to meet the needs of partners***
• Assigned ERLC DPL's to ARPDC Provincial New Curriculum Implementation Committees • Supported the collaborative development of Science, Math, French Immersion, Assessment and Physical Education and Wellness resources and sessions in special projects and shared these provincially to support implementation • Worked closely with multiple stakeholder partners in supporting their ongoing needs and annual conferences
Goal 5: ***Promote and support the development of Professional Learning Leadership Capacity***
• Collaborative Leadership Communities in 9 areas met 4 to 8 times year with role-alike leaders • ERLC provided a targeted strand of Professional Learning supporting Leadership Capacity
Goal 6: ***Provide Educational Partners with access to Professional Learning at a reasonable cost***
• All New Curriculum Implementations Support is provided at no cost • Feedback and data indicate a very high degree of satisfaction in ERLC financial effectiveness

Highlights from Edmonton Regional Learning Consortium

- Significant impact of increased “in-house” expertise in targeted curriculum areas
- Offered specialized strands of programming (Sessions) in French Immersion, EAL/ELL, First Nations, Metis and Inuit, Secondary Math, Secondary ELA, Technology Integration, Mental Health, and sessions for parents throughout the year.
- Support given for conferences in partnership with AISCA, ASCA, ATLE, Edmonton Autism Society, GRIT Program, Parkland Library System, Aboriginal Head Start, and the CTS/CTF Conference in partnership with Edmonton Public and Edmonton Catholic Schools
- Leadership Series with AISCA, Edmonton Public Schools, Jasper Place, and ME Lazerte Catchment areas
- Ongoing partnership with the U of A diploma courses for “Technology in Schools”
- Multiple full PD Conference days with School systems for both teachers and EA’s
- Multiple System partnerships supporting ongoing PL series of sessions on PD Days
- Partnership in supporting a French Immersion Symposium
- Partnership with two school systems in New Curriculum Summer Symposium weeks

Identified Regional Challenges

- Increasing number of requests being received by ERLC for PL support in the region and the corresponding budget pressures are challenging the capacity to provide the support requested.
- An increase in the diversity of needs being identified as needing PL support
- Preparing for continued support of already mandated new curriculum and for future curriculum at subsequent grade levels and additional subjects

Emerging Trends/Opportunities

- Increasing need for in-person/on site PL Opportunities at school and system locations following COVID is a noted trend
- The more entities become aware of and access professional Learning Support from ERLC - requests for support rise immediately
- A hybrid approach of in-person followed by a series of virtual sessions is being adopted successfully
- Continued transition to teachers being able to benefit from asynchronous resources

Conclusion

It continues to be an honour and a pleasure to work with all education partners in supporting our shared vision and aspirations to provide the very best educational opportunities for all of the students/children in Alberta. Where this report is submitted on behalf of the ERLC Staff, Designers of Professional Learning, and Leadership, as representing our best efforts in this past year, we sincerely look forward to continued growth in our individual and collective capacity to have an even greater impact in the next and future years. We thank you for your ongoing partnership, collaboration and support.

Learning Network
Educational Services

Introduction

Learning Network Educational Services is proud to serve five Alberta school authorities (Buffalo Trail Public Schools, East Central Catholic Schools, Northern Lights Public Schools, Lakeland Catholic School Division, St. Paul Education Regional Division) two Saskatchewan school authorities (Lloydminster Public School Division, Lloydminster Catholic School Division), one francophone school authority (Conseil Scolaire Centre-Est), and two education authorities (Tribal Chiefs Education Foundation, Saddle Lake Cree Nation) including seven member Nations. Our team includes a Director, one operational office staff member and four Designers of Professional Learning. We support over 3100 teachers and support staff who share and lead learning with nearly 28 000 students. Our regional and provincial support is very much driven by the identified and expressed needs of the educators we are privileged to serve.

Data Summary

The Learning Network Educational Services' Designers of Professional Learning, in addition to external experts from around the globe, provided 20,445 hours of learning to support educators in our region. In total, 7,506 regional participants, representing all seven school authorities and two education authorities, chose to participate in professional learning support encompassing all Curriculum Priority Areas. Although the number of sessions was down, there were a number of large scale professional learning events that were offered in 2022-23. As well, the increased demand and mandated expectation in the area of New Curriculum implementation and resource development increased the number of participants and learning hours this year. Another item of note was the increase in offering face to face professional learning opportunities. These were in higher demand than in the 2021-22 as professionals continued to transition post-pandemic to in-person offerings by LNES.

Regional Learning Opportunities Offered and Attended

	Total Sessions	Total Participants	Total Learning Hours
Sept 1 - June 30 2021-2022	275	5632	11533
July 1 - June 30 2022-2023	**228**	**7506**	**20445**

Regional Learning Opportunities by Major Priority Categories:

Priority	Total Sessions		Total Participants		Total Learning Hours	
	2021-22	**2022-23**	**2021-22**	**2022-23**	**2021-22**	**2022-23**
Curriculum and Pedagogy*	63	**72**	1164	**3327**	3200	**7863**
First Nations, Métis and Inuit	16	**9**	498	**639**	1092	**2689**
Inclusive Education**	65	**10**	1482	**366**	2477	**2066**
Instructional Leadership	40	**2**	822	**23**	2124	**69**
Literacy	26	**53**	533	**1083**	801	**2968**
Numeracy & Mathematics	62	**48**	1065	**1156**	1748	**2656**
Other	3	**34**	68	**912**	91	**2134**

**New Curriculum included in Curriculum & Pedagogy*

***Mental Health included in Inclusive Education*

Regional Learning Opportunities by Delivery Method:

Delivery	Total Sessions		Total Participants		Total Learning Hours	
	2021-22	**2022-23**	**2021-22**	**2022-23**	**2021-22**	**2022-23**
In Person/Face to Face	42	**118**	552	**2793**	2091	**11925**
Virtual/On-Line	233	**107**	5008	**4461**	9334	**8165**
Blended/Hybrid	0	**0**	0	**0**	0	**0**
Asynchronous/On-Demand	1	**3**	72	**252**	108	**355**

Learning Plan Update

Our work throughout this past year was driven by the focus areas outlined in our Strategic Plan: Curriculum Implementation, Literacy, FNMI Education, Numeracy and Mathematics, Assessment, Mental Health and Wellness, and School Leadership. At times, this meant partnering with school authorities to bring in a learning series or speaker and at other times, this was accomplished through regional professional learning supported by our Designers of Professional Learning. Ongoing conversations with school authority leaders allow us to provide responsive learning opportunities for our education partners. Additionally, we hosted *Regional Stakeholder Meetings* three times per year which brought together system leaders to share work happening in their districts, creating opportunity for collaboration and support.

LNES facilitated professional learning opportunities that support the effective implementation of curricula, including instruction, assessment, and student learning outcomes. Much of the work this year focused around curriculum implementation for both new and piloting subject areas. LNES prides itself on engaging “elbow to elbow” with educators in our region. Our team functions with our core values at the forefront of our work: relationship – connection before content; collaboration – finding a way together; and maximizing opportunity – targeted learning to build capacity. The LNES Designers of Professional Learning have ongoing collaborative relationships with educators in our region and throughout the province, and are often asked to return time and time again to continue to work with educators with schools and districts. This philosophical approach increased the number of face to face sessions that were offered in our region, as well as total learning hours in this method of delivery.

We were proud to support each of the ATA Professional Development committees in our region with their professional learning days in October and November 2022. Sessions were offered by our Designers of Professional Learning and LNES also assisted these committees in securing presenters that met each group's specific learning needs. The planning committees have shared that they value LNES involvement in planning and delivering professional learning sessions in these events. The strong relationships LNES has with the school authorities is evident at these events.

LNES coordinates, brokers, and acts as a referral centre to assist partners to identify available professional development resources. During the 2022-2023 year examples of this include *SIVA Training* with Dr. Don Castaldi*, Focus on the 90% with Darci Lang, VTRA Level 1 Training* through Centre for Trauma Informed Practices, *Classroom Assessment* with Anne Davies and as well as others. Bringing these learning opportunities to the region, based on the expressed needs of our school jurisdictions, is something LNES continues to support.

We also coordinated the South Support Staff Conference with planning and professional learning. In 2022, this conference had 192 registrants participating in 21 sessions. The themes and sessions were developed based on survey feedback from their staff. Sessions featured topics of First Nations, Métis and Inuit history and perspectives, mental health and wellness, implementing technology and others. LNES gathered feedback from all participants and will work with the planning committee to ensure this information guides future session development.

Highlights from a Regional Consortium

There were many highlights throughout the 2022-23 year. LNES engaged with regional stakeholders in a multifaceted manner. There were large group meetings that brought together regional leaders and partners together to discuss and collaborate regarding the current regional context. These, coupled with 1:1 meetings and conversations through the year, provided information that guided the development of the strategic plan and set the direction for the organization.

LNES provided significant regional professional development support to school jurisdictions, large scale external events that met regional needs, programming and resource development for new curriculum, and collaborated with local partners to ensure jurisdictional professional development days met their staff needs and expectations. Feedback from participants in these professional learning opportunities has been overwhelmingly positive and has highlighted the importance of providing diverse and responsive learning opportunities for our region.

Identified Regional Challenges

Through conversation with our school authorities, it has been identified that there is a lack of substitute teachers within our region. This impacts how teachers can access professional learning and how systems can support curriculum implementation. Other factors that are impacting access to professional learning include teacher workload, and classroom complexity. These factors challenge teachers' ability to access and engage with professional learning in a consistent and purposeful way. As such, LNES Designers of Professional Learning have had to be creative and mindful of ways to

support teachers in their learning. This will continue to be a challenge moving forward as we support teachers with new curriculum implementation.

Emerging Trends/Opportunities

In June of 2023, Brent Thomas was appointed Director of LNES. The new Director looks forward to engaging in conversations throughout the region and working collaboratively with stakeholders to strengthen the strong relationships that already exist. With enhanced ARPDC alignment and collaboration, Designers of Professional Learning are able to work at a provincial level together. This collaboration and alignment will enhance the support we can offer within our region while providing equity in access to quality professional learning across the province. We anticipate ongoing contributions to resources housed on the ARPDC website, and more awareness from our school authorities regarding provincial learning opportunities that can benefit their teachers.

LNES will continue to support curriculum implementation, but also expect that Designers of Professional Learning will be asked to support a variety of areas. We are looking forward to exploring the development of asynchronous sessions, to help teachers access this learning.

Conclusion

Learning Network Educational Services is proud of the work accomplished this past year. It continues to be a privilege to serve the educators in our region and province. As part of the ARPDC team, we are able to support and collaborate with fellow Designers of Professional Learning and educators across the province. This collaboration brings additional resources to an already skillful and passionate team. We are confident that our relationships with all of our regional educational stakeholders, including teachers and school and system leaders, will help us to continue to thrive in the offering of effective professional learning opportunities which contribute to improved student learning.

Northwest Regional Learning Consortia

Introduction

NRLC serves 8 public education school divisions, 8 First Nation school authorities, as well as private and charter schools in Zone 1. Some of these schools include French Immersion schools/programs as well as Colony schools, and many of the schools we serve have a high percentage of Indigenous students. Approximately 2,400 teachers and 1,250 educational assistants are employed within these schools.

NRLC celebrates that 80% of our total learning opportunities were offered in collaboration with these stakeholder partners in 2022-23.

Data Summary

Regional Learning Opportunities Offered and Attended

	Total Sessions	Total Participants	Total Learning Hours
Sept 1 - June 30 2021-2022	305	10,812	55,899
Sept 1 - June 30 2022-2023	**570**	**19,652**	**50,269**

**Data includes all sessions held within conferences*

NRLC hosted 6 conferences throughout the program year. Each session's participants and the hours of learning from each conference has been categorized into an appropriate priority area and included in the total number of each category of data going forward.

Regional Learning Opportunities by Major Priority Categories:

Priority	Total Sessions		Total Participants		Total Learning Hours	
	2021-22	**2022-23**	**2021-22**	**2022-23**	**2021-22**	**2022-23**
Curriculum and Pedagogy	47	**47**	1001	**2534**	17,323	**8839.5**
First Nations, Métis and Inuit	35	**56**	658	**3047**	6619	**5390**
Inclusive Education	102	**82**	6456	**2579**	20,309	**6528**
Instructional Leadership	16	**31**	241	**1125**	3357.5	**4771**
Literacy	64	**63**	1273	**1340**	4712.5	**2642**
Numeracy & Mathematics	22	**28**	632	**666**	1580	**917**
Mental Health & Wellness	*in IE*	**160**	-	**4600**	-	**5318**
New Curriculum	*in C&P*	**77**	-	**3118**	-	**15,128**
Other	19	**26**	551	**643**	1999	**735.5**

Regional Learning Opportunities by Delivery Method:

Delivery	Total Sessions		Total Participants		Total Learning Hours	
	2021-22	**2022-23**	**2021-22**	**2022-23**	**2021-22**	**2022-23**
*In Person/Face to Face	95	**348**	5005	**10,072**	9,990	**22,575**
Virtual/On-Line	196	**130**	5213	**5024**	44,401	**7082.5**
Blended/Hybrid	2	**50**	26	**3997**	169	**19,788**
Asynchronous/On-Demand	12	**42**	568	**559**	1339	**823.5**

Learning Plan Update

In 2022-23 NRLC set out to accomplish the six (6) goals of consortia through the lenses of:

- **Collaboration,** measured by partnerships programs/sessions, and stakeholder satisfaction
- **Communication,** measured by newsletter/social media subscribers, website views as well as participation rates, and
- **Leadership Capacity** measured by the number of learning opportunities and participants engaged in instructional leadership opportunities and stakeholder satisfaction in leadership capacity building in Zone 1.

Collaboration

NRLC received 39 responses from our regional partners to our annual stakeholder's survey. **98% of our stakeholders responded that they were satisfied** with the services provided by the consortium throughout the program year, with the remaining 2% being undecided. Maximizing opportunities for connection and collaboration with our stakeholder partners for each Zone 1 learning opportunity offered is a continuous goal for NRLC. In 2022-23, 82% of our total learning opportunities were offered in collaboration with our partners.

Communications

As part of our focused strategies, NRLC employed a half-time marketing and communications program assistant in February of 2023. Promotions of both NRLC and ARPDC were targeted with a goal of improving connection with our partners and participants. NRLC saw an **82% increase in participants** during the 2022-23 program year, from 10,812 to 19,652. An improvement in the traffic to our social media accounts and website(s) has also been noted.

	Subscribers 21-22	**Subscribers 22-23**	
Newsletter	2300	**2979**	**+30%**
Facebook	433	**489**	**+13%**
Twitter/X	401	**402**	**+.2%**
	Views 21-22	**Views 22-23**	
NRLC Website	35,823	**52,288**	**+46%**

Leadership Capacity

Multiple, collaborative planning meetings with Zone 1 CASS members was key in understanding leadership needs of both current and aspiring leaders in our partner school divisions/authorities. The subsequent plan of action developed, saw the offering of 31 learning opportunity sessions with 4,771 learning hours, building leadership capacity across the zone.

With a 20% increase in satisfaction from the previous year, **92% of stakeholders agreed that NRLC contributed to the development of PD leadership capacity** within their organization in 2022-23, with the remaining 8% of stakeholders being undecided/not-applicable.

CONSORTIUM GOAL ONE
Facilitate professional development, which supports the effective implementation of 1. The Alberta Education Business Plan 2. Jurisdiction and school educational plans 3. Regional School Council priorities

In response to specific division needs, **95% of stakeholders felt that NRLC was effective** in helping their school division/authority address PD needs in our education plans, an increase from 82% in the previous year.

CONSORTIUM GOAL TWO
Facilitate professional development, which supports the effective implementation of curricula, including instruction, assessment, resources, and student learner outcomes.

90% of Zone 1 stakeholders agreed that NRLC facilitated effective implementation of provincial curricula; an increase from 76% in the previous year.

With the implementation of New K-3 Curriculum in the province, NRLC saw an overall increase in both learning opportunities/sessions and participation rates throughout the program year. However, though the New Curriculum Implementation priority area held the highest rate of NRLC's total learning hours, at 30%, with 15% of total participants, it was not the highest overall. The highest number of total sessions, at 28%, as well as highest participation rate, with 23%, was in the Mental Health and Wellness priority area. Inclusive Education also maintains its favor as a high priority in Zone 1 drawing 14% of NRLC's total learning opportunities and 13% of learning hours and participants.

NRLC's participant learning opportunity reflection surveys continue to boast satisfaction with **95% of participants being satisfied** that learning opportunities contributed to their awareness and/or a deeper understanding of the topic as well as **95% satisfaction** that learning opportunities provided information and/or specific strategies for integration of this learning into their current practice.

CONSORTIUM GOAL THREE
Coordinate, broker, and act as a referral center to assist stakeholders to identify available professional development resources.

NRLC worked to both develop and promote ARPDC support and resources over the program year, and **92% of stakeholders responded that they were satisfied with the effectiveness of our coordinating, brokering and/or referral services**, with 8% undecided/not applicable.

NRLC updated our www.nrlc.net website over the year and saw a total of 44,288 **unique visitors**, a 24% increase in visitors from the 35,823 visitors reached in 2021-22,

Improvements to the Infusing Indigenous Knowledge into Curriculum website, to reflect the new K-3 English Language Arts and Literature and Math curriculum as well as the additions of resources for Grades 7-9 curriculum, were made throughout the year. The resources on this site were created in partnership with Kee Tas Kee Now Tribal Council Education Authority (KTCEA) and in consultation with the KTCEA elders circle. This site is being well used with a **110% increase in visitors,** having 5,656 views in comparison to 2,670 views in 2021-22.

CONSORTIUM GOAL FOUR

Deliver professional development based on the identified and emerging needs of educational stakeholders.

The NRLC team prides itself on responding to the emerging needs of our region in a timely manner. Over the program year, collaboration with Zone 1 stakeholders represents **82% of NRLC's total learning opportunities and 87% of total program hours**.

95% of stakeholders were satisfied that NRLC was effective in **helping meet emerging PD needs, outside of those identified in education plans**, up from 76% in the previous year.

As part of our focused strategies of meeting the emerging needs of our partners, NRLC committed to continuing to offer synchronous, virtual learning opportunities, as well as to increasing the number of on-demand learning options for our participants. Despite a return to offering in-person learning after COVID-19, virtual learning remains a popular method of learning, with 32% of sessions and 53% of learning hours offered through virtual or blended *(in-person & virtual sessions in a series)* learning methods.

CONSORTIUM GOAL FIVE

Promote and support the development of professional development leadership capacity.

NRLC hosted 31 Instructional Leadership learning opportunity sessions with 4,771 learning hours for both current and aspiring leaders across the zone, including a two year-long series "Refocusing on Instructional Leadership and Becoming an Instructional Leader", with Dr. Pam Adams and Dr. Carmen Mombourquette.

With a 94% increase in learning opportunities, a 42% increase in learning hours and over 300% increase in instructional leadership participation rates, it is not surprising that **92% of stakeholders agreed that NRLC contributed to the development of PD leadership capacity** within their organization.

	2017-18	2019-2020	2020-21	**2022-23**
Strongly Agree	46.7	30.8	32.6	51.3
Agree	33.3	38.5	39.1	41
Undecided	0	7.7	10.9	7.7
Disagree	6.7	15.4	6.5	0
N/A	13.3	7.7	10.9	0

CONSORTIUM GOAL SIX
Provide educational stakeholders with access to professional development at a reasonable cost.

As previously stated, NRLC continuously seeks to maximize opportunities for Zone 1. Through partnership and collaboration on each learning opportunity offered, NRC strived to not only meet the learning needs of our partners, but to also find financial efficiencies and subsidize program expenditures for stakeholders.

100% of NRLC stakeholders were satisfied that services provided by NRLC **were provided at a reasonable cost** and **87% agreed that NRLC provided good value** for the grant dollars provided to support implementation of provincial curricula.

Highlights from NRLC

NRLC is proud to share that we had engagement from **every school division and First Nation authority in Zone 1** this year, with registered participants from each division/authority.

NRLC accepted the leadership of the provincial ARPDC Orange Shirt Day and Beyond grant from Alberta Education in the fall of 2022. As part of coordinating provincial and regional learning, NRLC hosted 2 successful events on behalf of ARPDC, including a live stream event of New Blood and supported development of lesson plans and resources for classrooms around the province.

NRLC Identified Regional Challenges

Zone 1 is working collaboratively to meet the needs of adult learners with creative solutions for effective professional development while considering the evolving challenges of:

- simultaneously implementing multiple new curriculum subjects in multiple grades,
- accessing limited professional development funding,
- substitute teacher shortages, and
- long distance travel within our zone.

NRLC continues to struggle in drawing French Immersion and French as a second language participants. Of our 7 learning opportunities, 3 were canceled due to no registration. DELF Training remains most popular

NRLC Emerging Trends/Opportunities

While synchronous, in-person, online and blended learning opportunities remain our most popular method of learning for participants, we continue to have requests for on-demand learning that can be accessed anywhere, at any time. NRLC increased the number of asynchronous/on-demand learning opportunities this program year offering 42 on-demand sessions, in comparison to 12 opportunities in the previous year. We offered our very first On-Demand Conference, in partnership with Big Stone

Education Authority, which featured a selection of 10 on-demand or pre-recorded sessions, including opportunities for reflection and follow-up.

Conclusion

Building and sustaining relationships with Zone 1 school division/authority administrative teams, collaborating with CASS Zone 1, and hosting meetings of the NRLC Regional Stakeholders Advisory and Priority Area Advisory Committees, including Literacy, Numeracy/Math, First Nations, Metis and Inuit, as well as Inclusive Education, remain at the heart of the success and progress of NRLC and the learners we serve. NRLC values our collaboration with our Zone 1 partners, with our ARPDC colleagues and Designers of Professional Learning, in developing learning opportunities and resources to support curriculum implementation, and meeting the emerging needs of our partners across the province.

Southern Alberta Professional Development Consortia

Introduction: A Regional Office on the Move

Having been directed to move from 3 classrooms at LCI into one large learning space with a smaller conference room and two office spaces in June of 2022, the SAPDC team worked out of the home office space through to mid-September as the new space was renovated. We were determined to design the large learning space to have the capability to present live with multiple monitors, mounted cameras, state of the art microphones for presenters and participants, and the ability to take the presenter's video, the video from the room camera, a mix of audio sources, and stream it all to online participants. The set-up also allowed for participants in the room, including the presenter, to have the presentation material on one monitor and the online participants on another large monitor to facilitate interaction. Covid continued to impact the work through the first half of the year as supply lines for some of the technology would see the suite finally fully operational and complete in March of 2023. One week after the first fully hybrid learning opportunity was successfully hosted at the new facility, the Superintendent of Lethbridge Public School Board indicated that increased population in the system would require our host school, LCI, to expand by an additional approximately 300 students and regrettably the Southern Alberta Professional Development Consortia would have to move out of the school.

June of 2023 closed with the SAPDC team loading all that we could take into a C-Can for the summer as we once again moved, this time under the roof of Holy Spirit School Division in a two-portable, semi-attached space, at Our Lady Of Assumption School in South East Lethbridge. The reconstruction of the Hybrid learning space will be concluded by November of 2023, and we look forward to continuing our service regionally and provincially from our new location.

While moving and the disruptions associated with moving, were certainly a significant part of the story for our office, the work was rewarding. Our support of our region and the province throughout the year was well received, diversified and provided both learning opportunities and resources developed by the SAPDC team, co-developed by team and regional educators, and co-developed with our fellow ARPDC partners, all in the service of educators across our region and the province.

Data Summary

SAPDC experienced a modest increase in the total number of sessions and total number of participants and a significant increase in the total number of learning hours in the 2022-23 school year. These increases are attributed to a focus on our face-to-face learning opportunities with an increase in involvement in regional professional learning days, some curriculum implementation projects, and instructional leadership initiatives. The instructional leadership initiatives focused on cohorts that

could be supported in spite of limited substitute availability (a challenge all year). These cohorts could then return and share their learning with colleagues. Thus overall, a small increase in total participants, but a much more significant increase in the number of learning hours with an anticipated ripple effect of learning, as those leaders returned and shared their learning in the schools.

Regional Learning Opportunities Offered and Attended:

	Total Sessions	Total Participants	Total Learning Hours
Sept 1 - June 30 2021-2022	217	4,280	17,678
Sept 1 - June 30 2022-2023	**233**	**6,187**	**43,095**

Regional Learning Opportunities by Major Priority Categories:

Priority	Total Sessions		Total Participants		Total Learning Hours	
	2021-22	**2022-23**	**2021-22**	**2022-23**	**2021-22**	**2022-23**
Curriculum and Pedagogy*	47	**68**	1,477	**1,660**	5,856	**7,713**
First Nations, Métis and Inuit	5	**6**	47	**53**	169	**97**
Inclusive Education**	39	**26**	787	**1,187**	2,324	**8,650**
Instructional Leadership	29	**21**	584	**603**	4,541	**15,519**
Literacy	43	**31**	839	**1,105**	1,956	**2,452**
Numeracy & Mathematics	32	**20**	344	**321**	1,447	**952**
Other	22	**61**	202	**1,258**	1,385	**7,712**

*New Curriculum included in Curriculum & Pedagogy
**Mental Health included in Inclusive Education

Regional Learning Opportunities by Delivery Method:

Delivery	Total Sessions		Total Participants		Total Learning Hours	
	2021-22	**2022-23**	**2021-22**	**2022-23**	**2021-22**	**2022-23**
In Person/Face to Face	57	**141**	630	**2,745**	4,630	**26,353**
Virtual/On-Line	148	**73**	3,227	**2,875**	12,914	**12,761**
Blended/Hybrid	12	**15**	423	**374**	134	**1,482**
Asynchronous/On-Demand	0	**3**	0	**264**	0	**2,499**

Learning Plan Update

SAPDC successfully met each of the six goals of the ARPDC, and our targets as outlined in the 2022-23 learning plan, in its work within the southern region of ARPDC, and in support of the work across the province.

Goal 1: *Facilitate professional development which supports the effective implementation of Alberta Education Business Plan, Jurisdiction/School education plans, & Education Partner Strategic Plans*

Our consultation with our regional advisory and each division guided our work in support of the Ministry directions and jurisdiction and school plans. SAPDC team members supported every division in our region in planning and presenting at professional learning days and other learning opportunities.

Goal 2: *Facilitate professional development which supports the effective implementation of curricula, including instruction, assessment, and student learning outcomes.*

Our regional curriculum implementation initiative, which leveraged our hybrid learning suite as it came online, engaged representatives from all divisions in our region as they planned for and supported curriculum implementation. Generally, literacy and numeracy learning opportunities were most often requested.

Goal 3: *Coordinate, broker, and act as a referral centre to assist partners in identifying available professional development resources*.

In addition to our own team of presenters, SAPDC worked on behalf of our divisions to bring in national and international presenters and develop regional initiatives for resource and learning opportunities. We specifically leveraged this work by hosting sessions at division days which were rebroadcast or simulcast into more than one division.

Goal 4: *Deliver professional development based on the identified and emerging needs of educational partners.*

Our system leads in Inclusive Education shared a concern and request for better professional learning support for education assistants and teachers who work with education assistants. In response to this emerging need, SAPDC collaborated with international leaders in this field to build a Southern Alberta Dashboard of shared resources, which continues to expand, at considerable savings to all districts. This model has been shared with, and subsequently followed by a number of other regions across the province.

Goal 5: *Promote and support the development of professional development leadership capacity.*

SAPDC provided a leadership and facilitation role in establishing a leadership development cohort in the south, facilitating targeted professional leadership learning. In addition, targeted activities for teachers in our region were offered, supporting teachers to share their expertise with their peers through co-creating learning and resource development opportunities.

Goal 6: *Provide educational partners with access to professional development at a reasonable cost.*

All of the work regionally and provincially is undertaken to maximize the use of the financial resources at our disposal to provide learning opportunities and resources at the lowest, and often at no cost possible to teachers and divisions.

Identified Regional Challenges

The shortage of substitute teachers continues to be the greatest challenge in the region. This results in positioning some of the learning opportunities in after school hours or concentrating the work in division scheduled professional learning events. The after school learning, while well received for

those who attend, does place the burden of time on the shoulders of educators. “Will the recording be available and for how long?” are questions pointing again to teachers finding the time for their learning largely on top of the rest of their work.

During the 2022-2023 school year, our partners on Kainai and Piikani largely remained in isolation by direction of their band health leaders. As the 2023-2024 year has started, we have renewed interaction and had meaningful conversations about returning to work with both First Nations Education Authorities. SAPDC has noted that both authorities are still experiencing controls, masking, and temperature taking at the door, in response to the multi-generational homes and their unique situation. SAPDC provides what we can and the leaders know we stand ready to help as requested.

Conclusion

New facilities, new team members, and a strong relationship with all of our Divisions and School Authorities allows the SAPDC team in the southern office of ARPDC to be confident that we have served our region and the province well. We look forward to the 2023-2024 school year with optimism.

Regional Office Financial Summaries Appendix

Calgary Regional Consortium (CRC) – Wilma Jamieson
Central Alberta Regional Consortium (CARC) – Diana Smith
Consortium provincial francophone (CPFPP) – Madeleine Lemire
Edmonton Regional Learning Consortium (ERLC) – John Waterhouse
Learning Network Education Services (LNES) – Brent Thomas
Northern Regional Learning Consortium (NRLC) – Sandra Ciurysek
Southern Alberta Professional Development Consortium (SAPDC) – Dr. Rick Gilson

Alberta Government

Regional Consortium
Statement of Revenues and Expenses
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Calgary Regional Consortium - CRC -

	Budget 2022/23	Actual 2022/23	Actual 2021/22
REVENUES			
Alberta Education:			
Management & Infrastructure **(Note 1)***	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs **(Schedule 1)**	717,441	721,641	773,073
Regional Programs **(Schedule 1)**		-	
Fee For Service Contracts **(Note 2)**			
Other Alberta Education			
Total Alberta Education	**909,428**	**913,628**	**965,060**
Other Revenue:			
Conditional Program Registration Fees:			
Provincial Programs **(Schedule 1)**	35,000	52,999	65,132
Regional Programs **(Schedule 1)**		-	
Grants - Non government sources **(Note 3)**			
Cost Recovery Programs: **(Note 5)**			
Registration Fees **(Schedule 4)**		35,898	47,594
Other fees **(Schedule 4)**		-	
Other **(Note 4)**:			
Interest income	8,000	11,058	2,328
Furniture sale and other			3,770
Coordination fees (Fee for Services)	23,000	22,630	39,800
TOTAL REVENUES	975,428	1,036,213	1,123,684
EXPENSES			
Management & Infrastructure (Note 6):			
Salaries, Wages, Benefits, Contracts and other fixed overheads **(Note 7)**	565,376	463,668	507,876
Board expenses **(Note 8)**			
Less: Program Cost Allocations **(Note 9)**	181,068	213,683	185,903
Net Management & Infrastructure expenses **(Note 9)**	384,308	249,985	321,973
Program Delivery Costs (Note 10):			
Conditional programs:			
Provincial Programs **(Schedule 1)**	752,441	774,640	838,205
Regional Programs **(Schedule 1)**		-	
Cost Recovery Programs **(Schedule 4)**		33,736	52,359
Other:			
Fee for Service Contracts		1,717	13,006
Accounting and Audit Fees		1,274	7,391
(Specify)			
(Specify)			
(Specify)			
TOTAL EXPENSES	***1,136,748***	***1,061,352***	***1,232,934***
ANNUAL SURPLUS (DEFICIT)	***(161,320)***	***(25,139)***	***(109,250)***
Accumulated Surplus at beginning of year	272,747	272,747	381,997
Accumulated Surplus at end of year	***111,427***	***247,608***	***272,747***

* See notes to Forms 1 and 2 on page 7 and 8.

Classification: Protected A

Alberta Government

Regional Consortium
Statement of Financial Position
As at June 30, 2023 (in dollars)

CONSORTIUM NAME:	Calgary Regional Consortium - CRC -	
	June 30, 2023	August 30, 2022
ASSETS		
Cash in Bank and Temporary Investments	377,119	286,419
Accounts Receivable **(Note 11)**:		
Province of Alberta		
Alberta school jurisdictions	2,054	18,801
Other	23,117	28,871
Prepaid Expenses (e.g. deposits for future programming)	11,717	32,084
Other assets		
TOTAL ASSETS	***414,007***	***366,174***
LIABILITIES		
Accounts payable **(Note 12)**	13,626	57,425
Accrued liabilities **(Note 12)**	98,203	
Deferred Revenue:		
Conditional Grants:		
Provincial Programs **(Schedule 3)**	-	
Regional Programs **(Schedule 3)**	-	
Prepaid registration **(Note 13)**	54,570	36,003
Other:		
(Specify)		
(Specify)		
Total Deferred Revenue	54,570	36,003
TOTAL LIABILITIES	***166,399***	***93,427***
ACCUMULATED SURPLUS		
Unrestricted Funds **(Note 14)**	272,747	225,689
Operating Reserves **(Note 15)**	(25,139)	(109,250)
Capital Reserves **(Note 16)**		156,308
TOTAL ACCUMULATED SURPLUS (Note 17)	***247,608***	***272,747***
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	**414,007**	**366,174**

Alberta Government

Schedule 1 (Note 5, Note 10)
Conditional Grant Program Costs and Net Grants Revenue
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Calgary Regional Consortium - CRC -

	2022/23					
	Cost of Delivering Programs (Note 7) Allocated (Note 18)	+	Cost of Delivering Programs (Note 7) Incremental (Note 19)	=	Total Cost of Delivering Programs	DEDUCT: Program Registration Fees	= Net Conditional Grant Revenue
Conditional Grant Programs:							
Provincial Programs							
Provincial Support Funding	731,899				731,899	52,999	678,900
Orange Shirt Day	8,800				8,800		8,800
OLEP	33,941				33,941		33,941
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
Total:	774,640		-		774,640	52,999	721,641
Regional Programs							
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
Total:	-		-		-	-	-

Notes to Schedule 1:

a. Registration Fees are to be applied to the costs of delivering conditional programs and must be net of registration refunds.

Alberta Government

Schedule 2

Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9

For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Calgary Regional Consortium - CRC -

		Amount Transferred 2022/23 Note (b)
(Specify Program)		
	(Specify Consortium)	
	(Specify Consortium)	
	(Specify Consortium)	
	(Specify Consortium)	
	(Specify Consortium)	
	(Specify Consortium)	
	(Specify Consortium)	
Program Total	**(Specify Program)**	-
(Specify Program)		
	(Specify Consortium)	
	(Specify Consortium)	
	(Specify Consortium)	
	(Specify Consortium)	
Program Total	**(Specify Program)**	-
(Specify Program)		
	(Specify Consortium)	
	(Specify Consortium)	
	(Specify Consortium)	
	(Specify Consortium)	
Program Total	**(Specify Program)**	-
(Specify Program)		
	(Specify Consortium)	
	(Specify Consortium)	
	(Specify Consortium)	
	(Specify Consortium)	
Program Total	**(Specify Program)**	-
(Specify Program)		
	(Specify Consortium)	
	(Specify Consortium)	
Program Total	**(Specify Program)**	-
Total transfers to Other Consortia		-

Notes to Schedule 2:

a. Excluding payments for cost recoveries. Include cost recoveries in *Program Delivery Costs* on page 1.

b. Program Totals are reported in Schedule 3 and are deducted in arriving at *Deferred Revenue: Conditional Grants* on page 2 and Schedule 3.

Alberta Government

Schedule 3
Conditional Grant Program Deferred Revenue
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: **Calgary Regional Consortium - CRC -**

	2022/23						
	Deferred Revenue from Previous Year Note (a)	+ ADD: Conditional funds invoiced to other Consortia	+ ADD: Current Year Receipts and Transfers-In Note (b)	- DEDUCT: Conditional Grant Transfers to Other Consortia (Schedule 2)	- DEDUCT: Net Conditional Grant Revenue Note (c) (Schedule 1 and Page 1)	= Deferred Revenue: Conditional Grants Note (d) (Page 2)
Conditional Grant Programs: Note (e)						
Provincial Programs						
Provincial Support Funding			678,900		678,900	-
Orange Shirt Day			8,800		8,800	-
OLEP			33,941		33,941	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
Total:	-	-	721,641	-	721,641	-
Regional Programs						
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
Total:	-	-	-	-	-	-

Notes to Schedule 3:

a. Total will agree to Page 2 *Deferred Revenue: Conditional Grants* for the previous year and the previous year's Deferred Revenue Schedule.
b. Where necessary, the Alberta Education conditional grant manager should be contacted for approval to transfer deferred revenue from the original approved program to another program. The transfer in (and out-a negative number) should be recorded in this column on the appropriate program lines. Current year receipts include conditional program amounts transferred in from other Consortia.
c. Net Conditional Grant Revenue will correspond to Schedule 1 and Page 1.
d. Deferred revenue represents unexpended funds that will be expended on programs or transferred to other consortia next year.
e. Conditional Grant Program names should match Schedule 1.

Classification: Protected A

Alberta Government

Schedule 4
Cost Recovery Programs - Revenues and Costs: Note 3
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Calgary Regional Consortium - CRC -

	Registration Fees		Other Fees		Costs (Note 18, Note 19)	=	Annual Surplus
	2022/23	+	2022/23	-	2022/23		2022/23
Program:							
Katie White Leadership series	35,898				33,736		2,162
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
Program Total	35,898		-		33,736		2,162

Notes to Schedule 4:

a. Includes payments for grants held by other Consortia. Cost Recovery Expenses are included in the Cost of Delivering Conditional Programs in schedule 1.

Alberta Government

Certification of Regional Consortium Financial Statements For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Calgary Regional Consortium - CRC -

I certify that to the best of my knowledge, the information provided in the attached statements, notes and schedules is correct.

W Jamieson
Chair of Consortium (Signature)

Oct 6/2023
Date

Financial Officer (Signature)

Oct 6, 2023.
Date

NOTES TO FORMS 1, 2 AND SCHEDULES

Note 1 Management and Infrastructure grant from Alberta Education (total amount received for the year).

Note 2 Alberta Education pays consortia for services provided under certain contracts/agreements.

Note 3 E.g. grants and subsidies from private partnerships (e.g. Shaw).

Note 4 Funding from other provincial government departments or the Federal government; bank interest, conference and cost recovery program registration and other cost recovery revenue, and operational fees recovered from other consortia.

Note 5 Cost Recovery Programs are Programs that are not supported through Conditional Grants. Such programs are funded through provincial or regional registration fees and other fees.

Note 6 Costs of operating and maintaining the consortium office.

Note 7 Including Office Staff (Executive Director, Executive Assistant and other office staff). Fixed overheads include office space, utilities, and office supplies. These are indirect costs that benefit all programs. Where Office Staff work on a particular program or, for example where leased space is used to deliver programs, these costs should be allocated to programs. Purchases for equipment used primarily for office overhead (e.g. photocopiers), some of which should be allocated to programs (See Note 18), should also be charged to management and infrastructure expense.

Note 8 Including meeting fees, supplies, travel and subsistence and board development.

Note 9 ENTER AS POSITIVE: Program cost allocations are M&I (Head Office) expenses that have been charged to conditional grant or cost recovery programs because the program benefited directly from M&I employee time or other overheads. (Where M&I expenses benefit all or many programs equally (indirect benefit) these costs should not be allocated to programs). The entry to charge M&I expenses to programs is Dr. Program costs (by program); Cr. Program cost allocations. This method will leave all M&I expenses, whether allocated or not, on the Note 7 expense line. It is hoped that "Net Management & Infrastructure" expenses (i.e. net of program cost allocations) will be less than or approximately equal to the M&I grant from Education.

Note 10 Program delivery costs include part-time staff and contracted coordinators or consultants (e.g. program host, presenters, registration staff), and other direct costs including materials, site, audio-visual, catering, leased space, equipment used primarily for conditional programs, etc. Equipment costs attributed to more the one program (e.g. video conferencing) should be allocated to programs proportionate to other program costs. These are direct costs that can be attributed to programs. These costs do not include amounts transferred to other consortia, but do include costs invoiced to other consortia.

Note 11 Amounts owed to the consortium at the end of the year.

Note 12 Unpaid balances pertaining to the year. E.g. Unpaid wages, vacation pay.

Note 13 Pertaining to programming planned for subsequent year(s).

Note 14 Unrestricted Funds represent the net assets (total assets minus total liabilities) less any operating or capital reserves for earmarked programming.

Note 15 Funds earmarked for future operations or programming.

Note 16 Capital Reserves represents the net assets restricted for future capital expenditures.

Note 17 Total Accumulated Surplus is the total of operating and capital reserves and unrestricted funds.

Note 18 Allocated costs are M&I costs that directly benefit a specific conditional grant or cost recovery program controlled by the consortium and that have been credited to Program Cost Allocations (see Note 9). Allocated costs are funded by registration fees, conditional grants, or other cost recovery fees.

Note 19 Incremental costs are out-of-pocket expenses attributable to specific programs controlled by the consortium, also funded by registration fees, conditional grants or other cost recovery fees. They include costs incurred by participating consortia and reimbursed to them. These other consortia net their reimbursement against their initial expense, thereby zeroing out the expense. This eliminates the duplication of expenses. Where other consortia bill an administration fee in addition to their out-of-pocket costs, miscellaneous revenue should be credited with that portion of the reimbursement.

Alberta Government

Regional Consortium
Statement of Revenues and Expenses
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Central Alberta Regional Consortium

	Budget 2022/23	Actual 2022/23	Actual 2021/22
REVENUES			
Alberta Education:			
Management & Infrastructure **(Note 1)***	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs **(Schedule 1)**	457,599	-	20,913
Regional Programs **(Schedule 1)**		430,282	493,301
Fee For Service Contracts **(Note 2)**			
Other Alberta Education	17,835		
Total Alberta Education	667,421	622,269	706,201
Other Revenue:			
Conditional Program Registration Fees:			
Provincial Programs **(Schedule 1)**		-	
Regional Programs **(Schedule 1)**	125,000	103,754	88,691
Grants - Non government sources **(Note 3)**			
Cost Recovery Programs: **(Note 5)**			
Registration Fees **(Schedule 4)**		86,781	106,280
Other fees **(Schedule 4)**		-	
Other **(Note 4)**:			
Interest		30	24
Transfer from Surplus	12,000	12,000	
Transfer from Other Consortia		43,536	
TOTAL REVENUES	804,421	868,370	901,196
EXPENSES			
Management & Infrastructure (Note 6):			
Salaries, Wages, Benefits, Contracts and other fixed overheads **(Note 7)**	308,077	397,059	479,146
Board expenses **(Note 8)**	10,000	5,327	4,762
Less: Program Cost Allocations **(Note 9)**	126,090	190,398	291,921
Net Management & Infrastructure expenses **(Note 9)**	191,987	211,988	191,987
Program Delivery Costs (Note 10):			
Conditional programs:			
Provincial Programs **(Schedule 1)**	574,510	-	20,913
Regional Programs **(Schedule 1)**		534,035	581,992
Cost Recovery Programs **(Schedule 4)**		85,916	104,280
Other:			
Fee for Service Contracts			
Accounting and Audit Fees			
Adminstration	35,000	24,308	
(Specify)			
(Specify)			
TOTAL EXPENSES	***801,497***	***856,247***	***899,172***
ANNUAL SURPLUS (DEFICIT)	***2,924***	***12,123***	***2,024***
Accumulated Surplus at beginning of year	20,722	20,722	30,768
Accumulated Surplus at end of year	***23,646***	***32,845***	***32,792***

** See notes to Forms 1 and 2 on page 7 and 8.*

Alberta Government

Regional Consortium
Statement of Financial Position
As at June 30, 2023 (in dollars)

CONSORTIUM NAME: **Central Alberta Regional Consortium**

	June 30, 2023	June 30, 2022
ASSETS		
Cash in Bank and Temporary Investments	113,115	202,342
Accounts Receivable **(Note 11)**:		
Province of Alberta		
Alberta school jurisdictions		
Other	26,662	9,589
Prepaid Expenses (e.g. deposits for future programming)	2,581	9,497
Other assets		3,035
TOTAL ASSETS	***142,358***	***224,463***
LIABILITIES		
Accounts payable **(Note 12)**	24,298	20,676
Accrued liabilities **(Note 12)**		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs **(Schedule 3)**	-	30,062
Regional Programs **(Schedule 3)**	76,248	78,174
Prepaid registration **(Note 13)**	8,965	62,760
Other:		
(Specify)		
(Specify)		
Total Deferred Revenue	85,213	170,996
TOTAL LIABILITIES	***109,511***	***191,672***
ACCUMULATED SURPLUS		
Unrestricted Funds **(Note 14)**	12,123	2,023
Operating Reserves **(Note 15)**	20,722	30,768
Capital Reserves **(Note 16)**		
TOTAL ACCUMULATED SURPLUS (Note 17)	***32,845***	***32,791***
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	**142,356**	**224,463**

Alberta Government

Regional Consortium
Statement of Revenues and Expenses
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Central Alberta Regional Consortium

	Budget 2022/23	Actual 2022/23	Actual 2021/22
REVENUES			
Alberta Education:			
Management & Infrastructure **(Note 1)***	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs **(Schedule 1)**	457,599	-	20,913
Regional Programs **(Schedule 1)**		430,282	493,301
Fee For Service Contracts **(Note 2)**			
Other Alberta Education	17,835		
Total Alberta Education	**667,421**	**622,269**	**706,201**
Other Revenue:			
Conditional Program Registration Fees:			
Provincial Programs **(Schedule 1)**		-	
Regional Programs **(Schedule 1)**	125,000	103,754	88,691
Grants - Non government sources **(Note 3)**			
Cost Recovery Programs: **(Note 5)**			
Registration Fees **(Schedule 4)**		86,781	106,280
Other fees **(Schedule 4)**		-	
Other **(Note 4)**:			
Interest		30	24
Transfer from Surplus	12,000	12,000	
Transfer from Other Consortia		43,536	
TOTAL REVENUES	804,421	868,370	901,196
EXPENSES			
Management & Infrastructure (Note 6):			
Salaries, Wages, Benefits, Contracts and other fixed overheads **(Note 7)**	308,077	397,059	479,146
Board expenses **(Note 8)**	10,000	5,327	4,762
Less: Program Cost Allocations **(Note 9)**	126,090	190,398	291,921
Net Management & Infrastructure expenses **(Note 9)**	191,987	211,988	191,987
Program Delivery Costs (Note 10):			
Conditional programs:			
Provincial Programs **(Schedule 1)**	574,510	-	20,913
Regional Programs **(Schedule 1)**		534,035	581,992
Cost Recovery Programs **(Schedule 4)**		85,916	104,280
Other:			
Fee for Service Contracts			
Accounting and Audit Fees			
Adminstration	35,000	24,308	
(Specify)			
(Specify)			
TOTAL EXPENSES	***801,497***	***856,247***	***899,172***
ANNUAL SURPLUS (DEFICIT)	***2,924***	***12,123***	***2,024***
Accumulated Surplus at beginning of year	20,722	20,722	30,768
Accumulated Surplus at end of year	***23,646***	***32,845***	***32,792***

* *See notes to Forms 1 and 2 on page 7 and 8.*

Alberta Government

Schedule 1 (Note 5, Note 10)
Conditional Grant Program Costs and Net Grants Revenue
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Central Alberta Regional Consortium

	2022/23				DEDUCT:	
	Cost of Delivering Programs (Note 7) Allocated (Note 18)	+ Cost of Delivering Programs (Note 7) Incremental (Note 19)	= Total Cost of Delivering Programs	-	Program Registration Fees Note (a)	= Net Conditional Grant Revenue
Conditional Grant Programs:						
Provincial Programs						
(Specify)			-			-
(Specify)			-			-
(Specify)			-			-
(Specify)			-			-
(Specify)			-			-
(Specify)			-			-
(Specify)			-			-
(Specify)			-			-
(Specify)			-			-
(Specify)			-			-
(Specify)			-			-
(Specify)			-			-
(Specify)			-			-
(Specify)			-			-
(Specify)			-			-
(Specify)			-			-
(Specify)			-			-
(Specify)			-			-
Total:	-	-	-		-	-
Regional Programs						
Alberta Education funding		501,988	501,988		100,187	401,801
FNMI Orange Shirt Da		4,600	4,600		-	4,600
French Language in Education (OLEP)		27,448	27,448		3,567	23,881
Transfer from Other Consortia (Framework Funding)						
Transfer from Surplus						
(Specify)			-			-
(Specify)			-			-
(Specify)			-			-
(Specify)			-			-
Total:	-	534,035	534,035		103,754	430,282

Notes to Schedule 1:

a. Registration Fees are to be applied to the costs of delivering conditional programs and must be net of registration refunds

Alberta Government

Schedule 2
Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Central Alberta Regional Consortium

		Amount Transferred 2022/23 Note (b)
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
Total transfers to Other Consortia		-

Notes to Schedule 2:

a. Excluding payments for cost recoveries. Include cost recoveries in *Program Delivery Costs* on page 1.

b. Program Totals are reported in Schedule 3 and are deducted in arriving at *Deferred Revenue: Conditional Grants* on page 2 and Schedule 3.

Alberta Government

Schedule 3
Conditional Grant Program Deferred Revenue
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Central Alberta Regional Consortium

	2022/23					
	Deferred Revenue from Previous Year Note (a)	+ ADD: Conditional funds invoiced to other Consortia	+ ADD: Current Year Receipts and Transfers-In Note (b)	- DEDUCT: Conditional Grant Transfers to Other Consortia (Schedule 2)	- DEDUCT: Net Conditional Grant Revenue Note (c) (Schedule 1 and Page 1)	= Deferred Revenue: Conditional Grants Note (d) (Page 2)
Conditional Grant Programs: Note (e)						
Provincial Programs						
					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
Total:	-	-	-	-	-	-
Regional Programs						
Alberta Education Funding	78,174		379,425		401,801	55,798
FNMI Orange Shirt Day			4,600		4,600	-
French Languages in Education (OLEP)	30,063		14,268		23,881	20,450
					-	-
					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
Total:	108,237	-	398,293	-	430,282	76,248

Notes to Schedule 3:

a. Total will agree to Page 2 *Deferred Revenue: Conditional Grants* for the previous year and the previous year's Deferred Revenue Schedule.

b. Where necessary, the Alberta Education conditional grant manager should be contacted for approval to transfer deferred revenue from the original approved program to another program. The transfer in (and out-a negative number) should be recorded in this column on the appropriate program lines. Current year receipts include conditional program amounts transferred in from other Consortia.

c. Net Conditional Grant Revenue will correspond to Schedule 1 and Page 1.

d. Deferred revenue represents unexpended funds that will be expended on programs or transferred to other consortia next year.

e. Conditional Grant Program names should match Schedule 1.

Alberta Government

Schedule 4
Cost Recovery Programs - Revenues and Costs: Note 3
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Central Alberta Regional Consortium

	Registration Fees		Other Fees		Costs (Note 18, Note 19)		Annual Surplus
	2022/23	+	2022/23	-	2022/23	=	2022/23
Program:							
Cost Recovery Programming	86,781				85,916		865
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
Program Total	86,781		-		85,916		865

Notes to Schedule 4:

a. Includes payments for grants held by other Consortia. Cost Recovery Expenses are included in the Cost of Delivering Conditional Programs in schedule 1.

Alberta Government

Certification of Regional Consortium Financial Statements For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Central Alberta Regional Consortium

I certify that to the best of my knowledge, the information provided in the attached statements, notes and schedules is correct.

Director of Consortium (Signature)	Financial Coordinator (Signature)
Nov 2 2023	Nov 2 2023
Date	Date

NOTES TO FORMS 1, 2 AND SCHEDULES

Note 1 Management and Infrastructure grant from Alberta Education (total amount received for the year).

Note 2 Alberta Education pays consortia for services provided under certain contracts/agreements.

Note 3 E.g. grants and subsidies from private partnerships (e.g. Shaw).

Note 4 Funding from other provincial government departments or the Federal government; bank interest, conference and cost recovery program registration and other cost recovery revenue, and operational fees recovered from other consortia.

Note 5 Cost Recovery Programs are Programs that are not supported through Conditional Grants. Such programs are funded through provincial or regional registration fees and other fees.

Note 6 Costs of operating and maintaining the consortium office.

Note 7 Including Office Staff (Executive Director, Executive Assistant and other office staff). Fixed overheads include office space, utilities, and office supplies. These are indirect costs that benefit all programs. Where Office Staff work on a particular program or, for example where leased space is used to deliver programs, these costs should be allocated to programs. Purchases for equipment used primarily for office overhead (e.g. photocopiers), some of which should be allocated to programs (See Note 18), should also be charged to management and infrastructure expense.

Note 8 Including meeting fees, supplies, travel and subsistence and board development.

Note 9 ENTER AS POSITIVE: Program cost allocations are M&I (Head Office) expenses that have been charged to conditional grant or cost recovery programs because the program benefited directly from M&I employee time or other overheads. (Where M&I expenses benefit all or many programs equally (indirect benefit) these costs should not be allocated to programs). The entry to charge M&I expenses to programs is Dr. Program costs (by program); Cr. Program cost allocations. This method will leave all M&I expenses, whether allocated or not, on the Note 7 expense line. It is hoped that "Net Management & Infrastructure" expenses (i.e. net of program cost allocations) will be less than or approximately equal to the M&I grant from Education.

Note 10 Program delivery costs include part-time staff and contracted coordinators or consultants (e.g. program host, presenters, registration staff), and other direct costs including materials, site, audio-visual, catering, leased space, equipment used primarily for conditional programs, etc. Equipment costs attributed to more the one program (e.g. video conferencing) should be allocated to programs proportionate to other program costs. These are direct costs that can be attributed to programs. These costs do not include amounts transferred to other consortia, but do include costs invoiced to other consortia.

Note 11 Amounts owed to the consortium at the end of the year.

Note 12 Unpaid balances pertaining to the year. E.g. Unpaid wages, vacation pay.

Note 13 Pertaining to programming planned for subsequent year(s).

Note 14 Unrestricted Funds represent the net assets (total assets minus total liabilities) less any operating or capital reserves for earmarked programming.

Note 15 Funds earmarked for future operations or programming.

Note 16 Capital Reserves represents the net assets restricted for future capital expenditures.

Note 17 Total Accumulated Surplus is the total of operating and capital reserves and unrestricted funds.

Note 18 Allocated costs are M&I costs that directly benefit a specific conditional grant or cost recovery program controlled by the consortium and that have been credited to Program Cost Allocations (see Note 9). Allocated costs are funded by registration fees, conditional grants, or other cost recovery fees.

Note 19 Incremental costs are out-of-pocket expenses attributable to specific programs controlled by the consortium, also funded by registration fees, conditional grants or other cost recovery fees. They include costs incurred by participating consortia and reimbursed to them. These other consortia net their reimbursement against their initial expense, thereby zeroing out the expense. This eliminates the duplication of expenses. Where other consortia bill an administration fee in addition to their out-of-pocket costs, miscellaneous revenue should be credited with that portion of the reimbursement.

Alberta Government

Regional Consortium
Statement of Financial Position
As at June 30, 2023 (in dollars)

CONSORTIUM NAME: Consortium Provincial Francophone pour le Perfectionnement Professionnel

	June 30, 2023	August 30, 2022
ASSETS		
Cash in Bank and Temporary Investments	156,276	150,745
Accounts Receivable **(Note 11)**:		
Province of Alberta		
Alberta school jurisdictions	2,213	1,985
Other	37,036	11,117
Prepaid Expenses (e.g. deposits for future programming)	9,000	1,722
Other assets	155	924
TOTAL ASSETS	***204,681***	***166,494***
LIABILITIES		
Accounts payable **(Note 12)**	22,154	60,595
Accrued liabilities **(Note 12)**	33,113	
Deferred Revenue:		
Conditional Grants:		
Provincial Programs **(Schedule 3)**	16,840	16,840
Regional Programs **(Schedule 3)**	-	
Prepaid registration **(Note 13)**	2,750	
Other:		
Resource Committee - Federation	30,056	
(Specify)		
Total Deferred Revenue	49,646	16,840
TOTAL LIABILITIES	***104,913***	***77,435***
ACCUMULATED SURPLUS		
Unrestricted Funds **(Note 14)**	89,059	33,664
Operating Reserves **(Note 15)**	10,709	(16,437)
Capital Reserves **(Note 16)**		71,832
TOTAL ACCUMULATED SURPLUS (Note 17)	***99,768***	***89,059***
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	**204,681**	**166,494**

Alberta Government

Schedule 1 (Note 5, Note 10)
Conditional Grant Program Costs and Net Grants Revenue
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Consortium Provincial Francophone pour le Perfectionnement Professionnel

	2022/23								
	Cost of Delivering Programs (Note 7) Allocated (Note 18)	+	Cost of Delivering Programs (Note 7) Incremental (Note 19)	=	Total Cost of Delivering Programs	-	DEDUCT: Program Registration Fees	=	Net Conditional Grant Revenue
Conditional Grant Programs:									
Provincial Programs									
FPPP	242,215				242,215		1,390		240,825
Funding for development French resources					-				-
OLEP	15,000				15,000				15,000
Orange Shirt Day	13,750				13,750				13,750
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
Total:	270,965		-		270,965		1,390		269,575
Regional Programs									
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
Total:	-		-		-		-		-

Notes to Schedule 1:

a. Registration Fees are to be applied to the costs of delivering conditional programs and must be net of registration refunds.

Alberta Government

Schedule 2
Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: **Consortium Provincial Francophone pour le Perfectionnement Professionnel**

		Amount Transferred 2022/23 Note (b)
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
Total transfers to Other Consortia		-

Notes to Schedule 2:

a. Excluding payments for cost recoveries. Include cost recoveries in *Program Delivery Costs* on page 1.

b. Program Totals are reported in Schedule 3 and are deducted in arriving at *Deferred Revenue: Conditional Grants* on page 2 and Schedule 3.

Classification: Protected A

Alberta Government

Schedule 3
Conditional Grant Program Deferred Revenue
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Consortium Provincial Francophone pour le Perfectionnement Professionnel

2022/23

	Deferred Revenue from Previous Year Note (a)	+ ADD: Conditional funds invoiced to other Consortia	+ ADD: Current Year Receipts and Transfers-In Note (b)	- DEDUCT: Conditional Grant Transfers to Other Consortia (Schedule 2)	- DEDUCT: Net Conditional Grant Revenue Note (c) (Schedule 1 and Page 1)	= Deferred Revenue: Conditional Grants Note (d) (Page 2)
Conditional Grant Programs: Note (e)						
Provincial Programs						
FPPP			240,825		240,825	-
Funding for development French resources	16,840				-	16,840
OLEP			15,000		15,000	-
Orange Shirt Day			13,750		13,750	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
Total:	16,840	-	269,575	-	269,575	16,840
Regional Programs						
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
Total:	-	-	-	-	-	-

Notes to Schedule 3:

a. Total will agree to Page 2 *Deferred Revenue: Conditional Grants* for the previous year and the previous year's Deferred Revenue Schedule.

b. Where necessary, the Alberta Education conditional grant manager should be contacted for approval to transfer deferred revenue from the original approved program to another program. The transfer in (and out-a negative number) should be recorded in this column on the appropriate program lines. Current year receipts include conditional program amounts transferred in from other Consortia.

c. Net Conditional Grant Revenue will correspond to Schedule 1 and Page 1.

d. Deferred revenue represents unexpended funds that will be expended on programs or transferred to other consortia next year.

e. Conditional Grant Program names should match Schedule 1.

Classification: Protected A

Alberta Government

Schedule 4
Cost Recovery Programs - Revenues and Costs: Note 3
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Consortium Provincial Francophone pour le Perfectionnement Professionnel

	Registration Fees		Other Fees		Costs (Note 18, Note 19)	=	Annual Surplus
	2022/23	+	2022/23	-	2022/23		2022/23
Program:							
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
Program Total	-		-		-		-

Notes to Schedule 4:

a. Includes payments for grants held by other Consortia. Cost Recovery Expenses are included in the Cost of Delivering Conditional Programs in schedule 1.

Alberta Government

Certification of Regional Consortium Financial Statements For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: **Consortium Provincial Francophone pour le Perfectionnement Professionnel**

I certify that to the best of my knowledge, the information provided in the attached statements, notes and schedules is correct.

Madeleine Lemire
Chair of Consortium (Signature)

October 5th, 2023
Date

Financial Officer (Signature)

October 5th, 2023
Date

NOTES TO FORMS 1, 2 AND SCHEDULES

Note 1 Management and Infrastructure grant from Alberta Education (total amount received for the year).

Note 2 Alberta Education pays consortia for services provided under certain contracts/agreements.

Note 3 E.g. grants and subsidies from private partnerships (e.g. Shaw).

Note 4 Funding from other provincial government departments or the Federal government; bank interest, conference and cost recovery program registration and other cost recovery revenue, and operational fees recovered from other consortia.

Note 5 Cost Recovery Programs are Programs that are not supported through Conditional Grants. Such programs are funded through provincial or regional registration fees and other fees.

Note 6 Costs of operating and maintaining the consortium office.

Note 7 Including Office Staff (Executive Director, Executive Assistant and other office staff). Fixed overheads include office space, utilities, and office supplies. These are indirect costs that benefit all programs. Where Office Staff work on a particular program or, for example where leased space is used to deliver programs, these costs should be allocated to programs. Purchases for equipment used primarily for office overhead (e.g. photocopiers), some of which should be allocated to programs (See Note 18), should also be charged to management and infrastructure expense.

Note 8 Including meeting fees, supplies, travel and subsistence and board development.

Note 9 ENTER AS POSITIVE: Program cost allocations are M&I (Head Office) expenses that have been charged to conditional grant or cost recovery programs because the program benefited directly from M&I employee time or other overheads. (Where M&I expenses benefit all or many programs equally (indirect benefit) these costs should not be allocated to programs). The entry to charge M&I expenses to programs is Dr. Program costs (by program); Cr. Program cost allocations. This method will leave all M&I expenses, whether allocated or not, on the Note 7 expense line. It is hoped that "Net Management & Infrastructure" expenses (i.e. net of program cost allocations) will be less than or approximately equal to the M&I grant from Education.

Note 10 Program delivery costs include part-time staff and contracted coordinators or consultants (e.g. program host, presenters, registration staff), and other direct costs including materials, site, audio-visual, catering, leased space, equipment used primarily for conditional programs, etc. Equipment costs attributed to more the one program (e.g. video conferencing) should be allocated to programs proportionate to other program costs. These are direct costs that can be attributed to programs. These costs do not include amounts transferred to other consortia, but do include costs invoiced to other consortia.

Note 11 Amounts owed to the consortium at the end of the year.

Note 12 Unpaid balances pertaining to the year. E.g. Unpaid wages, vacation pay.

Note 13 Pertaining to programming planned for subsequent year(s).

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Note 19 Incremental costs are out-of-pocket expenses attributable to specific programs controlled by the consortium, also funded by registration fees, conditional grants or other cost recovery fees. They include costs incurred by participating consortia and reimbursed to them. These other consortia net their reimbursement against their initial expense, thereby zeroing out the expense. This eliminates the duplication of expenses. Where other consortia bill an administration fee in addition to their out-of-pocket costs, miscellaneous revenue should be credited with that portion of the reimbursement.

Alberta Government

Regional Consortium
Statement of Revenues and Expenses
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Edmonton Regional Learning Consortium

	Budget 2022/23	Actual 2022/23	Actual 2021/22
REVENUES			
Alberta Education:			
Management & Infrastructure **(Note 1)***	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs **(Schedule 1)**	725,925	-	152,922
Regional Programs **(Schedule 1)**		766,495	779,379
Fee For Service Contracts **(Note 2)**			
Other Alberta Education			
Total Alberta Education	**917,912**	**958,482**	**1,124,288**
Other Revenue:			
Conditional Program Registration Fees:			
Provincial Programs **(Schedule 1)**		-	
Regional Programs **(Schedule 1)**	48,269	136,871	
Grants - Non government sources **(Note 3)**			157,926
Cost Recovery Programs: **(Note 5)**			
Registration Fees **(Schedule 4)**	150,000	68,661	38,985
Other fees **(Schedule 4)**		-	
Other **(Note 4)**:			
Transfer of funds from Surplus	142,000	142,000	
Interest	35	10	32
ARPDC Shared costs			1,714
TOTAL REVENUES	1,258,216	1,306,024	1,322,945
EXPENSES			
Management & Infrastructure (Note 6):			
Salaries, Wages, Benefits, Contracts and other fixed overheads **(Note 7)**	321,987	269,022	445,194
Board expenses **(Note 8)**	10,000	6,306	4,762
Less: Program Cost Allocations **(Note 9)**		6,500	125,776
Net Management & Infrastructure expenses **(Note 9)**	331,987	268,828	324,180
Program Delivery Costs (Note 10):			
Conditional programs:			
Provincial Programs **(Schedule 1)**		-	152,922
Regional Programs **(Schedule 1)**	846,229	903,366	848,853
Cost Recovery Programs **(Schedule 4)**		71,132	58,289
Other:			
Fee for Service Contracts			
Accounting and Audit Fees	3,500		
Administration Costs	76,500	95,461	
Shared ARPDC costs			1,490
(Specify)			
TOTAL EXPENSES	***1,258,216***	***1,338,787***	***1,385,734***
ANNUAL SURPLUS (DEFICIT)	***-***	***(32,763)***	***(62,789)***
Accumulated Surplus at beginning of year	209,153	67,153	271,942
Accumulated Surplus at end of year	***209,153***	***34,390***	***209,153***

** See notes to Forms 1 and 2 on page 7 and 8.*

Alberta Government

Regional Consortium
Statement of Financial Position
As at June 30, 2023 (in dollars)

CONSORTIUM NAME:	Edmonton Regional Learning Consortium	
	June 30, 2023	June 30, 2022
ASSETS		
Cash in Bank and Temporary Investments	124,624	222,785
Accounts Receivable **(Note 11)**:		
Province of Alberta		62,520
Alberta school jurisdictions	945	
Other	22,518	28
Prepaid Expenses (e.g. deposits for future programming)	10,227	17,425
Other assets	5,863	3,832
TOTAL ASSETS	***164,177***	***306,590***
LIABILITIES		
Accounts payable **(Note 12)**	32,904	51,464
Accrued liabilities **(Note 12)**		20,940
Deferred Revenue:		
Conditional Grants:		
Provincial Programs **(Schedule 3)**	70,000	
Regional Programs **(Schedule 3)**	-	7,500
Prepaid registration **(Note 13)**	26,885	16,465
Other:		
(Specify)		
(Specify)		
Total Deferred Revenue	96,885	23,965
TOTAL LIABILITIES	***129,789***	***96,369***
ACCUMULATED SURPLUS		
Unrestricted Funds **(Note 14)**	34,389	209,221
Operating Reserves **(Note 15)**		
Capital Reserves **(Note 16)**		
TOTAL ACCUMULATED SURPLUS (Note 17)	***34,389***	***209,221***
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	**164,178**	**305,590**

Alberta Government

Schedule 1 (Note 5, Note 10)
Conditional Grant Program Costs and Net Grants Revenue
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Edmonton Regional Learning Consortium

	2022/23								
	Cost of Delivering Programs (Note 7) Allocated (Note 18)	+	Cost of Delivering Programs (Note 7) Incremental (Note 19)	=	Total Cost of Delivering Programs	- DEDUCT:	Program Registration Fees Note (a)	=	Net Conditional Grant Revenue
Conditional Grant Programs:									
Provincial Programs									
					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
Total:	-		-		-		-		-
Regional Programs									
Alberta Education Funding			854,396		854,396		128,471		725,925
FMNI Orange Shirt Day			4,600		4,600				4,600
Official Language in Education OLEP			44,370		44,370		8,400		35,970
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
Total:	-		903,366		903,366		136,871		766,495

Notes to Schedule 1:

a. Registration Fees are to be applied to the costs of delivering conditional programs and must be net of registration refunds.

Alberta Government

Schedule 2
Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Edmonton Regional Learning Consortium

		Amount Transferred 2022/23 Note (b)
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
Total transfers to Other Consortia		-

Notes to Schedule 2:

a. Excluding payments for cost recoveries. Include cost recoveries in *Program Delivery Costs* on page 1.

b. Program Totals are reported in Schedule 3 and are deducted in arriving at *Deferred Revenue: Conditional Grants* on page 2 and Schedule 3.

Alberta Government

Schedule 3
Conditional Grant Program Deferred Revenue
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Edmonton Regional Learning Consortium

	2022/23					
	Deferred Revenue from Previous Year Note (a)	+ ADD: Conditional funds invoiced to other Consortia	+ ADD: Current Year Receipts and Transfers-In Note (b)	- DEDUCT: Conditional Grant Transfers to Other Consortia (Schedule 2)	- DEDUCT: Net Conditional Grant Revenue Note (c) (Schedule 1 and Page 1)	= Deferred Revenue: Conditional Grants Note (d) (Page 2)
Conditional Grant Programs: Note (e)						
Provincial Programs						
Indigenous Languages Education			70,000		-	70,000
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
Total:	-	-	70,000	-	-	70,000
Regional Programs						
Alberta Education Funding			725,925		725,925	
FNMI Orange Shirt Day			4,600		4,600	-
Official Language in Education			35,970		35,970	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
Total:	-	-	766,495	-	766,495	-

Notes to Schedule 3:

a. Total will agree to Page 2 *Deferred Revenue: Conditional Grants* for the previous year and the previous year's Deferred Revenue Schedule.

b. Where necessary, the Alberta Education conditional grant manager should be contacted for approval to transfer deferred revenue from the original approved program to another program. The transfer in (and out-a negative number) should be recorded in this column on the appropriate program lines. Current year receipts include conditional program amounts transferred in from other Consortia.

c. Net Conditional Grant Revenue will correspond to Schedule 1 and Page 1.

d. Deferred revenue represents unexpended funds that will be expended on programs or transferred to other consortia next year.

e. Conditional Grant Program names should match Schedule 1.

Alberta Government

Schedule 4
Cost Recovery Programs - Revenues and Costs: Note 3
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: **Edmonton Regional Learning Consortium**

	Registration Fees		Other Fees		Costs (Note 18, Note 19)		Annual Surplus
	2022/23	+	2022/23	-	2022/23	=	2022/23
Program:							
Cost Recovery Programming	68,661				71,132		(2,471)
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
Program Total	68,661		-		71,132		(2,471)

Notes to Schedule 4:

a. Includes payments for grants held by other Consortia. Cost Recovery Expenses are included in the Cost of Delivering Conditional Programs in schedule 1.

Alberta Government

Certification of
Regional Consortium Financial Statements
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: **Edmonton Regional Learning Consortium**

I certify that to the best of my knowledge, the information provided in the attached statements, notes and schedules is correct.

Director of Consortium (Signature)

2023-11-01

Date

Financial Coordinator (Signature)

2023-11-01

Date

NOTES TO FORMS 1, 2 AND SCHEDULES

Note 1 Management and Infrastructure grant from Alberta Education (total amount received for the year).

Note 2 Alberta Education pays consortia for services provided under certain contracts/agreements.

Note 3 E.g. grants and subsidies from private partnerships (e.g. Shaw).

Note 4 Funding from other provincial government departments or the Federal government; bank interest, conference and cost recovery program registration and other cost recovery revenue, and operational fees recovered from other consortia.

Note 5 Cost Recovery Programs are Programs that are not supported through Conditional Grants. Such programs are funded through provincial or regional registration fees and other fees.

Note 6 Costs of operating and maintaining the consortium office.

Note 7 Including Office Staff (Executive Director, Executive Assistant and other office staff). Fixed overheads include office space, utilities, and office supplies. These are indirect costs that benefit all programs. Where Office Staff work on a particular program or, for example where leased space is used to deliver programs, these costs should be allocated to programs. Purchases for equipment used primarily for office overhead (e.g. photocopiers), some of which should be allocated to programs (See Note 18), should also be charged to management and infrastructure expense.

Note 8 Including meeting fees, supplies, travel and subsistence and board development.

Note 9 ENTER AS POSITIVE: Program cost allocations are M&I (Head Office) expenses that have been charged to conditional grant or cost recovery programs because the program benefited directly from M&I employee time or other overheads. (Where M&I expenses benefit all or many programs equally (indirect benefit) these costs should not be allocated to programs). The entry to charge M&I expenses to programs is Dr. Program costs (by program); Cr. Program cost allocations. This method will leave all M&I expenses, whether allocated or not, on the Note 7 expense line. It is hoped that "Net Management & Infrastructure" expenses (i.e. net of program cost allocations) will be less than or approximately equal to the M&I grant from Education.

Note 10 Program delivery costs include part-time staff and contracted coordinators or consultants (e.g. program host, presenters, registration staff), and other direct costs including materials, site, audio-visual, catering, leased space, equipment used primarily for conditional programs, etc. Equipment costs attributed to more the one program (e.g. video conferencing) should be allocated to programs proportionate to other program costs. These are direct costs that can be attributed to programs. These costs do not include amounts transferred to other consortia, but do include costs invoiced to other consortia.

Note 11 Amounts owed to the consortium at the end of the year.

Note 12 Unpaid balances pertaining to the year. E.g. Unpaid wages, vacation pay.

Note 13 Pertaining to programming planned for subsequent year(s).

Note 14 Unrestricted Funds represent the net assets (total assets minus total liabilities) less any operating or capital reserves for earmarked programming.

Note 15 Funds earmarked for future operations or programming.

Note 16 Capital Reserves represents the net assets restricted for future capital expenditures.

Note 17 Total Accumulated Surplus is the total of operating and capital reserves and unrestricted funds.

Note 18 Allocated costs are M&I costs that directly benefit a specific conditional grant or cost recovery program controlled by the consortium and that have been credited to Program Cost Allocations (see Note 9). Allocated costs are funded by registration fees, conditional grants, or other cost recovery fees.

Note 19 Incremental costs are out-of-pocket expenses attributable to specific programs controlled by the consortium, also funded by registration fees, conditional grants or other cost recovery fees. They include costs incurred by participating consortia and reimbursed to them. These other consortia net their reimbursement against their initial expense, thereby zeroing out the expense. This eliminates the duplication of expenses. Where other consortia bill an administration fee in addition to their out-of-pocket costs, miscellaneous revenue should be credited with that portion of the reimbursement.

Alberta Government

Regional Consortium
Statement of Revenues and Expenses
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: LEARNING NETWORK

	Budget 2022/23	Actual 2022/23 (10 MONTHS)	Actual 2021/22 (12 MONTHS)
REVENUES			
Alberta Education:			
Management & Infrastructure **(Note 1)***	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs **(Schedule 1)**	349,850	302,700	303,600
Regional Programs **(Schedule 1)**		-	
Fee For Service Contracts **(Note 2)**			
Other Alberta Education			
Total Alberta Education	**541,837**	**494,687**	**495,587**
Other Revenue:			
Conditional Program Registration Fees:			
Provincial Programs **(Schedule 1)**	30,000	94,582	35,315
Regional Programs **(Schedule 1)**		-	
Grants - Non government sources **(Note 3)**			
Cost Recovery Programs: **(Note 5)**			
Registration Fees **(Schedule 4)**		-	
Other fees **(Schedule 4)**		-	
Other **(Note 4)**:			
Other Cost Recovery Registration Fees	15,000	14,400	9,250
Other Cost Recovery Revenue	44,692	24,898	25,674
Interest	300	3,662	773
TOTAL REVENUES	631,829	632,229	566,599
EXPENSES			
Management & Infrastructure (Note 6):			
Salaries, Wages, Benefits, Contracts and other fixed overheads **(Note 7)**	298,470	243,449	301,126
Board expenses **(Note 8)**	10,000	9,643	6,143
Less: Program Cost Allocations **(Note 9)**		74,132	76,956
Net Management & Infrastructure expenses **(Note 9)**	308,470	178,960	230,313
Program Delivery Costs (Note 10):			
Conditional programs:			
Provincial Programs **(Schedule 1)**	379,092	397,282	338,915
Regional Programs **(Schedule 1)**		-	
Cost Recovery Programs **(Schedule 4)**		-	
Other:			
Fee for Service Contracts			
Accounting and Audit Fees	10,000	8,411	4,892
Other Cost Recovery Expenses		38,850	24,557
(Specify)			
(Specify)			
TOTAL EXPENSES	***697,562***	***623,503***	***598,677***
ANNUAL SURPLUS (DEFICIT)	***(65,733)***	***8,726***	***(32,078)***
Accumulated Surplus at beginning of year	238,003	238,003	270,081
Accumulated Surplus at end of year	***172,270***	***246,729***	***238,003***

** See notes to Forms 1 and 2 on page 7 and 8.*

Alberta Government

Regional Consortium
Statement of Financial Position
As at June 30, 2023 (in dollars)

CONSORTIUM NAME: LEARNING NETWORK

	June 30, 2023	Aug 31, 2022
ASSETS		
Cash in Bank and Temporary Investments	269,333	353,232
Accounts Receivable **(Note 11)**:		
Province of Alberta		6,043
Alberta school jurisdictions	44,856	19,043
Other	9,361	
Prepaid Expenses (e.g. deposits for future programming)	29,025	15,906
Other assets	9,142	5,980
TOTAL ASSETS	***361,717***	***400,204***
LIABILITIES		
Accounts payable **(Note 12)**	8,714	55,927
Accrued liabilities **(Note 12)**		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs **(Schedule 3)**	47,150	47,150
Regional Programs **(Schedule 3)**	-	
Prepaid registration **(Note 13)**	14,000	14,000
Other:		
(Specify)		
(Specify)		
Total Deferred Revenue	61,150	61,150
TOTAL LIABILITIES	***69,864***	***117,077***
ACCUMULATED SURPLUS		
Unrestricted Funds **(Note 14)**	246,729	238,003
Operating Reserves **(Note 15)**	45,124	45,124
Capital Reserves **(Note 16)**		
TOTAL ACCUMULATED SURPLUS (Note 17)	***291,853***	***283,127***
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	**361,717**	**400,204**

Alberta Government

Schedule 1 (Note 5, Note 10)
Conditional Grant Program Costs and Net Grants Revenue
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: LEARNING NETWORK

	2022/23					
	Cost of Delivering Programs (Note 7) Allocated (Note 18)	+ Cost of Delivering Programs (Note 7) Incremental (Note 19)	= Total Cost of Delivering Programs	- DEDUCT: Program Registration Fees Note (a)	= Net Conditional Grant Revenue
ıditional Grant Programs:					
Provincial Programs					
Implementation	69,058	328,224	397,282	94,582	302,700
Creating Pathways of Hope	-	-	-	-	-
(Specify)			-		-
(Specify)			-		-
(Specify)			-		-
(Specify)			-		-
(Specify)			-		-
(Specify)			-		-
(Specify)			-		-
(Specify)			-		-
(Specify)			-		-
(Specify)			-		-
(Specify)			-		-
(Specify)			-		-
(Specify)			-		-
(Specify)			-		-
(Specify)			-		-
(Specify)			-		-
Total:	69,058	328,224	397,282	94,582	302,700
Regional Programs					
(Specify)					
(Specify)			-		-
(Specify)			-		-
(Specify)			-		-
(Specify)			-		-
(Specify)			-		-
(Specify)			-		-
(Specify)			-		-
(Specify)			-		-
(Specify)			-		-
Total:	-	-	-	-	-

tes to Schedule 1:
Registration Fees are to be applied to the costs of delivering conditional programs and must be net of registration refunds.

Alberta Government

Schedule 2
Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: (Consortium Name)

	Amount Transferred 2022/23 Note (b)
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
Total transfers to Other Consortia	-

Notes to Schedule 2:

a. Excluding payments for cost recoveries. Include cost recoveries in *Program Delivery Costs* on page 1.

b. Program Totals are reported in Schedule 3 and are deducted in arriving at *Deferred Revenue: Conditional Grants* on page 2 and Schedule 3.

Alberta Government

Schedule 3
Conditional Grant Program Deferred Revenue
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: LEARNING NETWORK

Conditional Grant Programs: Note (e)	2022/23 Deferred Revenue from Previous Year Note (a)	+ ADD: Conditional funds invoiced to other Consortia	+ ADD: Current Year Receipts and Transfers-In Note (b)	- DEDUCT: Conditional Grant Transfers to Other Consortia (Schedule 2)	- DEDUCT: Net Conditional Grant Revenue Note (c) (Schedule 1 and Page 1)	= Deferred Revenue: Conditional Grants Note (d) (Page 2)
Provincial Programs						
Implementation	-	-	302,700	-	302,700	-
Creating Pathways of Hope	47,150	-	-	-	-	47,150
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
Total:	47,150	-	302,700	-	302,700	47,150
Regional Programs						
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
Total:	-	-	-	-	-	-

Notes to Schedule 3:

a. Total will agree to Page 2 *Deferred Revenue: Conditional Grants* for the previous year and the previous year's Deferred Revenue Schedule.

b. Where necessary, the Alberta Education conditional grant manager should be contacted for approval to transfer deferred revenue from the original approved program to another program. The transfer in (and out-a negative number) should be recorded in this column on the appropriate program lines. Current year receipts include conditional program amounts transferred in from other Consortia.

c. Net Conditional Grant Revenue will correspond to Schedule 1 and Page 1.

d. Deferred revenue represents unexpended funds that will be expended on programs or transferred to other consortia next year.

e. Conditional Grant Program names should match Schedule 1.

Alberta Government

Schedule 4
Cost Recovery Programs - Revenues and Costs: Note 3
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: LEARNING NETWORK

Program:	Registration Fees 2022/23	+	Other Fees 2022/23	-	Costs (Note 18, Note 19) 2022/23	=	Annual Surplus 2022/23
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
Program Total	-		-		-		-

Notes to Schedule 4:

a. Includes payments for grants held by other Consortia. Cost Recovery Expenses are included in the Cost of Delivering Conditional Programs in schedule 1.

Alberta Government

Certification of Regional Consortium Financial Statements For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Learning Network Educational Services

I certify that to the best of my knowledge, the information provided in the attached statements, notes and schedules is correct.

Chair of Consortium (Signature)

Oct. 16, 2023
Date

Natasha Giammarini
Financial Officer (Signature)

Oct. 17, 2023
Date

NOTES TO FORMS 1, 2 AND SCHEDULES

Note 1 Management and Infrastructure grant from Alberta Education (total amount received for the year).

Note 2 Alberta Education pays consortia for services provided under certain contracts/agreements.

Note 3 E.g. grants and subsidies from private partnerships (e.g. Shaw).

Note 4 Funding from other provincial government departments or the Federal government; bank interest, conference and cost recovery program registration and other cost recovery revenue, and operational fees recovered from other consortia.

Note 5 Cost Recovery Programs are Programs that are not supported through Conditional Grants. Such programs are funded through provincial or regional registration fees and other fees.

Note 6 Costs of operating and maintaining the consortium office.

Note 7 Including Office Staff (Executive Director, Executive Assistant and other office staff). Fixed overheads include office space, utilities, and office supplies. These are indirect costs that benefit all programs. Where Office Staff work on a particular program or, for example where leased space is used to deliver programs, these costs should be allocated to programs. Purchases for equipment used primarily for office overhead (e.g. photocopiers), some of which should be allocated to programs (See Note 18), should also be charged to management and infrastructure expense.

Note 8 Including meeting fees, supplies, travel and subsistence and board development.

Note 9 ENTER AS POSITIVE: Program cost allocations are M&I (Head Office) expenses that have been charged to conditional grant or cost recovery programs because the program benefited directly from M&I employee time or other overheads. (Where M&I expenses benefit all or many programs equally (indirect benefit) these costs should not be allocated to programs). The entry to charge M&I expenses to programs is Dr. Program costs (by program); Cr. Program cost allocations. This method will leave all M&I expenses, whether allocated or not, on the Note 7 expense line. It is hoped that "Net Management & Infrastructure" expenses (i.e. net of program cost allocations) will be less than or approximately equal to the M&I grant from Education.

Note 10 Program delivery costs include part-time staff and contracted coordinators or consultants (e.g. program host, presenters, registration staff), and other direct costs including materials, site, audio-visual, catering, leased space, equipment used primarily for conditional programs, etc. Equipment costs attributed to more the one program (e.g. video conferencing) should be allocated to programs proportionate to other program costs. These are direct costs that can be attributed to programs. These costs do not include amounts transferred to other consortia, but do include costs invoiced to other consortia.

Note 11 Amounts owed to the consortium at the end of the year.

Note 12 Unpaid balances pertaining to the year. E.g. Unpaid wages, vacation pay.

Note 13 Pertaining to programming planned for subsequent year(s).

Note 14 Unrestricted Funds represent the net assets (total assets minus total liabilities) less any operating or capital reserves for earmarked programming.

Note 15 Funds earmarked for future operations or programming.

Note 16 Capital Reserves represents the net assets restricted for future capital expenditures.

Note 17 Total Accumulated Surplus is the total of operating and capital reserves and unrestricted funds.

Note 18 Allocated costs are M&I costs that directly benefit a specific conditional grant or cost recovery program controlled by the consortium and that have been credited to Program Cost Allocations (see Note 9). Allocated costs are funded by registration fees, conditional grants, or other cost recovery fees.

Note 19 Incremental costs are out-of-pocket expenses attributable to specific programs controlled by the consortium, also funded by registration fees, conditional grants or other cost recovery fees. They include costs incurred by participating consortia and reimbursed to them. These other consortia net their reimbursement against their initial expense, thereby zeroing out the expense. This eliminates the duplication of expenses. Where other consortia bill an administration fee in addition to their out-of-pocket costs, miscellaneous revenue should be credited with that portion of the reimbursement.

Alberta Government

Regional Consortium
Statement of Revenues and Expenses
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Northwest Regional Learning Consortium

	Budget 2022/23	Actual 2022/23	Actual 2021/22
REVENUES			
Alberta Education:			
Management & Infrastructure **(Note 1)***	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs **(Schedule 1)**	350,000	452,837	274,638
Regional Programs **(Schedule 1)**	10,000	13,665	8,916
Fee For Service Contracts **(Note 2)**			
Other Alberta Education			
Total Alberta Education	**551,987**	**658,489**	**475,541**
Other Revenue:			
Conditional Program Registration Fees:			
Provincial Programs **(Schedule 1)**	75,000	61,823	91,884
Regional Programs **(Schedule 1)**	500	370	184
Grants - Non government sources **(Note 3)**			
Cost Recovery Programs: **(Note 5)**			
Registration Fees **(Schedule 4)**	2,500	2,774	2,779
Other fees **(Schedule 4)**		-	
Other **(Note 4)**:			
Interest	100	665	53
(Specify)			
(Specify)			
TOTAL REVENUES	630,087	724,121	570,441
EXPENSES			
Management & Infrastructure (Note 6):			
Salaries, Wages, Benefits, Contracts and other fixed overheads **(Note 7)**	230,000	229,999	228,413
Board expenses **(Note 8)**			
Less: Program Cost Allocations **(Note 9)**			80,650
Net Management & Infrastructure expenses **(Note 9)**	230,000	229,999	147,763
Program Delivery Costs (Note 10):			
Conditional programs:			
Provincial Programs **(Schedule 1)**	400,000	514,660	366,522
Regional Programs **(Schedule 1)**	10,000	14,035	9,100
Cost Recovery Programs **(Schedule 4)**		-	1,930
Other:			
Fee for Service Contracts			
Accounting and Audit Fees	3,000	3,000	3,000
(Specify)			
(Specify)			
(Specify)			
TOTAL EXPENSES	***643,000***	***761,694***	***528,315***
ANNUAL SURPLUS (DEFICIT)	***(12,913)***	***(37,573)***	***42,126***
Accumulated Surplus at beginning of year	65,607	65,607	23,481
Accumulated Surplus at end of year	***52,694***	***28,034***	***65,607***

** See notes to Forms 1 and 2 on page 7 and 8.*

Alberta Government

Regional Consortium
Statement of Financial Position
As at June 30, 2023 (in dollars)

CONSORTIUM NAME: **Northwest Regional Learning Consortium**

	June 30, 2023	June 30, 2022
ASSETS		
Cash in Bank and Temporary Investments	387,610	482,571
Accounts Receivable **(Note 11)**:		
Province of Alberta		2,940
Alberta school jurisdictions	51,385	32,702
Other	17,447	12,622
Prepaid Expenses (e.g. deposits for future programming)	12,323	
Other assets		
TOTAL ASSETS	***468,765***	***530,835***
LIABILITIES		
Accounts payable **(Note 12)**	31,921	18,301
Accrued liabilities **(Note 12)**		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs **(Schedule 3)**	379,846	412,758
Regional Programs **(Schedule 3)**	11,572	6,601
Prepaid registration **(Note 13)**	17,392	27,567
Other:		
(Specify)		
(Specify)		
Total Deferred Revenue	408,810	446,926
TOTAL LIABILITIES	***440,731***	***465,227***
ACCUMULATED SURPLUS		
Unrestricted Funds **(Note 14)**	28,034	65,608
Operating Reserves **(Note 15)**		
Capital Reserves **(Note 16)**		
TOTAL ACCUMULATED SURPLUS (Note 17)	***28,034***	***65,608***
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	**468,765**	**530,835**

Alberta Government

Schedule 1 (Note 5, Note 10)
Conditional Grant Program Costs and Net Grants Revenue
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Northwest Regional Learning Consortium

	2022/23						
	Cost of Delivering Programs (Note 7) Allocated (Note 18)	+	Cost of Delivering Programs (Note 7) Incremental (Note 19)	=	Total Cost of Delivering Programs	- DEDUCT: Program Registration Fees Note (a)	= Net Conditional Grant Revenue
Conditional Grant Programs:							
Provincial Programs							
Curriculum Implementation	514,660				514,660	61,823	452,837
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
Total:	514,660		-		514,660	61,823	452,837
Regional Programs							
OLEP Grant	14,035				14,035	370	13,665
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
Total:	14,035		-		14,035	370	13,665

Notes to Schedule 1:

a. Registration Fees are to be applied to the costs of delivering conditional programs and must be net of registration refunds.

Alberta Government

Schedule 2
Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Northwest Regional Learning Consortium

		Amount Transferred 2022/23 Note (b)
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
Total transfers to Other Consortia		-

Notes to Schedule 2:

a. Excluding payments for cost recoveries. Include cost recoveries in *Program Delivery Costs* on page 1.

b. Program Totals are reported in Schedule 3 and are deducted in arriving at *Deferred Revenue: Conditional Grants* on page 2 and Schedule 3.

Alberta Government

Schedule 3
Conditional Grant Program Deferred Revenue
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Northwest Regional Learning Consortium

	2022/23					
	Deferred Revenue from Previous Year Note (a)	+ ADD: Conditional funds invoiced to other Consortia	+ ADD: Current Year Receipts and Transfers-In Note (b)	- DEDUCT: Conditional Grant Transfers to Other Consortia (Schedule 2)	- DEDUCT: Net Conditional Grant Revenue Note (c) (Schedule 1 and Page 1)	= Deferred Revenue: Conditional Grants Note (d) (Page 2)
Conditional Grant Programs: Note (e)						
Provincial Programs						
Curriculum Implementation	405,558		329,925		452,837	282,646
Specialty Grant	7,200		90,000		-	97,200
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
Total:	412,758	-	419,925	-	452,837	379,846
Regional Programs						
OLEP Grant	6,601		18,636		13,665	11,572
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
Total:	6,601	-	18,636	-	13,665	11,572

Notes to Schedule 3:

a. Total will agree to Page 2 *Deferred Revenue: Conditional Grants* for the previous year and the previous year's Deferred Revenue Schedule.

b. Where necessary, the Alberta Education conditional grant manager should be contacted for approval to transfer deferred revenue from the original approved program to another program. The transfer in (and out-a negative number) should be recorded in this column on the appropriate program lines. Current year receipts include conditional program amounts transferred in from other Consortia.

c. Net Conditional Grant Revenue will correspond to Schedule 1 and Page 1.

d. Deferred revenue represents unexpended funds that will be expended on programs or transferred to other consortia next year.

e. Conditional Grant Program names should match Schedule 1.

Alberta Government

Schedule 4
Cost Recovery Programs - Revenues and Costs: Note 3
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Northwest Regional Learning Consortium

	Registration Fees		Other Fees		Costs (Note 18, Note 19)		Annual Surplus
	2022/23	+	2022/23	-	2022/23	=	2022/23
Program:							
GPATA#13	2,774						2,774
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
Program Total	2,774		-		-		2,774

Notes to Schedule 4:

a. Includes payments for grants held by other Consortia. Cost Recovery Expenses are included in the Cost of Delivering Conditional Programs in schedule 1.

Alberta Government

Certification of Regional Consortium Financial Statements Northwest Regional Learning Consortium

CONSORTIUM NAME: Northwest Regional Learning Consortium

I certify that to the best of my knowledge, the information provided in the attached statements, notes and schedules is correct.

Chair of Consortium (Signature)	Financial Officer (Signature)
13-Oct-23	13-Oct-23
Date	Date

NOTES TO FORMS 1, 2 AND SCHEDULES

Note 1 Management and Infrastructure grant from Alberta Education (total amount received for the year).

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Note 3 E.g. grants and subsidies from private partnerships (e.g. Shaw).

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Note 8 Including meeting fees, supplies, travel and subsistence and board development.

Note 9 ENTER AS POSITIVE: Program cost allocations are M&I (Head Office) expenses that have been charged to conditional grant or cost recovery programs because the program benefited directly from M&I employee time or other overheads. (Where M&I expenses benefit all or many programs equally (indirect benefit) these costs should not be allocated to programs). The entry to charge M&I expenses to programs is Dr. Program costs (by program); Cr. Program cost allocations. This method will leave all M&I expenses, whether allocated or not, on the Note 7 expense line. It is hoped that "Net Management & Infrastructure" expenses (i.e. net of program cost allocations) will be less than or approximately equal to the M&I grant from Education.

Note 10 Program delivery costs include part-time staff and contracted coordinators or consultants (e.g. program host, presenters, registration staff), and other direct costs including materials, site, audio-visual, catering, leased space, equipment used primarily for conditional programs, etc. Equipment costs attributed to more the one program (e.g. video conferencing) should be allocated to programs proportionate to other program costs. These are direct costs that can be attributed to programs. These costs do not include amounts transferred to other consortia, but do include costs invoiced to other consortia.

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Note 17 Total Accumulated Surplus is the total of operating and capital reserves and unrestricted funds.

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Alberta Government

Regional Consortium
Statement of Financial Position
As at June 30, 2023 (in dollars)

CONSORTIUM NAME: **Southern Alberta Professional Development Consortium**

	June 30, 2023	June 30, 2022
ASSETS		
Cash in Bank and Temporary Investments	270,418	327,182
Accounts Receivable **(Note 11)**:		
Province of Alberta	42,000	42,000
Alberta school jurisdictions	136,381	27,315
Other	30,762	27,906
Prepaid Expenses (e.g. deposits for future programming)	2,426	937
Other assets	8,298	16,728
TOTAL ASSETS	***490,285***	***442,068***
LIABILITIES		
Accounts payable **(Note 12)**	86,799	43,456
Accrued liabilities **(Note 12)**		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs **(Schedule 3)**	137,859	137,227
Regional Programs **(Schedule 3)**	-	8,918
Prepaid registration **(Note 13)**	40,588	5,290
Other:		
(Specify)		
(Specify)		
Total Deferred Revenue	178,447	151,435
TOTAL LIABILITIES	***265,246***	***194,891***
ACCUMULATED SURPLUS		
Unrestricted Funds **(Note 14)**		
Operating Reserves **(Note 15)**	225,039	247,177
Capital Reserves **(Note 16)**		
TOTAL ACCUMULATED SURPLUS (Note 17)	***225,039***	***247,177***
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	**490,285**	**442,068**

Alberta Government

Regional Consortium
Statement of Revenues and Expenses
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Southern Alberta Professional Development Consortium

	Budget 2022/23	Actual 2022/23	Actual 2021/22
REVENUES			
Alberta Education:			
Management & Infrastructure **(Note 1)***	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs **(Schedule 1)**	350,000	346,269	358,605
Regional Programs **(Schedule 1)**	20,000	30,007	14,293
Fee For Service Contracts **(Note 2)**			
Other Alberta Education			
Total Alberta Education	**561,987**	**568,263**	**564,885**
Other Revenue:			
Conditional Program Registration Fees:			
Provincial Programs **(Schedule 1)**	45,000	74,359	36,392
Regional Programs **(Schedule 1)**	1,000	-	400
Grants - Non government sources **(Note 3)**			
Cost Recovery Programs: **(Note 5)**			
Registration Fees **(Schedule 4)**	10,000	13,323	9,150
Other fees **(Schedule 4)**		-	
Other **(Note 4)**:			
Interest	250	520	205
(Specify)			
(Specify)			
TOTAL REVENUES	618,237	656,465	611,032
EXPENSES			
Management & Infrastructure (Note 6):			
Salaries, Wages, Benefits, Contracts and other fixed overheads **(Note 7)**	250,000	229,962	296,375
Board expenses **(Note 8)**			440
Less: Program Cost Allocations **(Note 9)**	45,000	20,083	80,250
Net Management & Infrastructure expenses **(Note 9)**	205,000	209,879	216,565
Program Delivery Costs (Note 10):			
Conditional programs:			
Provincial Programs **(Schedule 1)**	400,000	420,628	394,997
Regional Programs **(Schedule 1)**	15,000	30,007	14,693
Cost Recovery Programs **(Schedule 4)**	5,000	8,596	8,856
Other:			
Fee for Service Contracts			
Accounting and Audit Fees			3,000
Amortization	7,500	9,493	6,345
(Specify)			
(Specify)			
TOTAL EXPENSES	***632,500***	***678,603***	***644,456***
ANNUAL SURPLUS (DEFICIT)	***(14,263)***	***(22,138)***	***(33,424)***
Accumulated Surplus at beginning of year	247,177	247,177	280,601
Accumulated Surplus at end of year	***232,914***	***225,039***	***247,177***

** See notes to Forms 1 and 2 on page 7 and 8.*

Alberta Government

Schedule 1 (Note 5, Note 10)
Conditional Grant Program Costs and Net Grants Revenue
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Southern Alberta Professional Development Consortium

	2022/23						
	Cost of Delivering Programs (Note 7) Allocated (Note 18)	+	Cost of Delivering Programs (Note 7) Incremental (Note 19)	=	Total Cost of Delivering Programs	- DEDUCT: Program Registration Fees Note (a)	= Net Conditional Grant Revenue
Conditional Grant Programs:							
Provincial Programs							
Curriculum Implementation	420,628				420,628	74,359	346,269
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
Total:	420,628		-		420,628	74,359	346,269
Regional Programs							
OLEP Grant	30,007				30,007		30,007
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
Total:	30,007		-		30,007	-	30,007

Notes to Schedule 1:

a. Registration Fees are to be applied to the costs of delivering conditional programs and must be net of registration refunds.

Alberta Government

Schedule 2
Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Southern Alberta Professional Development Consortium

		Amount Transferred 2022/23 Note (b)
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	**(Specify Program)**	-
Total transfers to Other Consortia		-

Alberta Government

Schedule 3
Conditional Grant Program Deferred Revenue
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Southern Alberta Professional Development Consortium

	2022/23					
	Deferred Revenue from Previous Year Note (a)	+ ADD: Conditional funds invoiced to other Consortia	+ ADD: Current Year Receipts and Transfers-In Note (b)	- DEDUCT: Conditional Grant Transfers to Other Consortia (Schedule 2)	- DEDUCT: Net Conditional Grant Revenue Note (c) (Schedule 1 and Page 1)	= Deferred Revenue: Conditional Grants Note (d) (Page 2)
Conditional Grant Programs: Note (e)						
Provincial Programs						
Curriculum Implementation	137,227		346,901		346,269	137,859
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
Total:	137,227	-	346,901	-	346,269	137,859
Regional Programs						
OLEP - SAPDC	8,918		21,089		30,007	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
Total:	8,918	-	21,089	-	30,007	-

Notes to Schedule 3:

a. Total will agree to Page 2 *Deferred Revenue: Conditional Grants* for the previous year and the previous year's Deferred Revenue Schedule.

b. Where necessary, the Alberta Education conditional grant manager should be contacted for approval to transfer deferred revenue from the original approved program to another program. The transfer in (and out-a negative number) should be recorded in this column on the appropriate program lines. Current year receipts include conditional program amounts transferred in from other Consortia.

c. Net Conditional Grant Revenue will correspond to Schedule 1 and Page 1.

d. Deferred revenue represents unexpended funds that will be expended on programs or transferred to other consortia next year.

e. Conditional Grant Program names should match Schedule 1.

Alberta Government

Schedule 4
Cost Recovery Programs - Revenues and Costs: Note 3
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Southern Alberta Professional Development Consortium

	Registration Fees		Other Fees		Costs (Note 18, Note 19)		Annual Surplus
	2022/23	+	2022/23	-	2022/23	=	2022/23
Program:							
SAPDC Program - 3d Printers	13,323				8,596		4,727
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
Program Total	13,323		-		8,596		4,727

Notes to Schedule 4:

a. Includes payments for grants held by other Consortia. Cost Recovery Expenses are included in the Cost of Delivering Conditional Programs in schedule 1.

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Certification of
Regional Consortium Financial Statements
For the Year Ended June 30, 2023 (in dollars)

CONSORTIUM NAME: Southern Alberta Professional Development Consortium

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Chair of Consortium (Signature)

13-Oct-23
Date

Financial Officer (Signature)

13-Oct-23
Date

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