

ANNUAL REPORT

2023 - 2024

Submitted by APLC Directors



Supporting every educator
in every classroom

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Introduction

The Alberta Education Vision, and identified priorities provide a road map for work of the Alberta Regional Professional Development Consortia (ARPDC). Together, the consortia, through the seven regional offices and consultants, work collaboratively to design and deliver professional learning and resources to support the K-12 education community. ARPDC provides professional learning opportunities through funding from Alberta Education, fee-for-service contracts, grant-specific work, and cost recovery offerings that align with Consortia goals, and are responsive to the needs of our provincial and regional stakeholders. All aspects of the work of the Consortia are designed to foster dynamic professional learning aligned with the TQS and LQS and provide resources and support; positively impacting teaching and learning at school and at home across Alberta. This year included significant support for the piloting and implementation of New Curriculum and a shift to three identified priorities.

The priority areas for 2023-2024 were:

New Curriculum

Provide educators with professional learning opportunities and support needed to grow a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student. Learning opportunities and support will be explicitly linked to subjects in the pilot and implementation stages of the new curriculum.

Quality Teaching

Enhance educators' ongoing analysis of the context and decisions about which pedagogical knowledge and abilities to apply to support the optimum learning for all students, through the provision of professional learning opportunities.

Support all related competencies and indicators of the TQS and LQS.

Quality Leadership

Build leadership capacity through the provision of professional learning opportunities that support educational leaders to create the conditions within which quality teaching and optimum learning can occur and be sustained, in their schools, divisions, and across the province.

LQS and SLQS competencies, where appropriate, further inform this work.

A revised Assurance Framework guided the reporting process this year. This process included the implementation of the first 2024 ARPDC Provincial Assurance Survey followed by the opportunity to participate in Focus Group conversations. The complete Survey results can be accessed [here](#). They will be explored within the context of this annual report.

This annual report presents an overview of the collective efforts at the provincial level and is followed by the seven regional consortium reports and financial summaries.



Learning Opportunities Data

The professional learning data for 2022-23 and 2023-24 showcases the impact of the ongoing curriculum rollout in Alberta and the reorganization of focus areas from nine into three Priority Areas. This shift reflects the alignment of our priorities with Alberta's educator Quality Standards and the continued implementation of new curricula.

Learning Opportunities Offered and Attended Key Observations:

	Total Sessions	Total Participants	Total Learning Hours
Sept 1 - June 30 2022-2023	3,841	132,720	349,155
Sept 1 - June 30 2023-2024	3,141	116,301	308,391

1. New Curriculum Focus Area

- 2022-23** was a significant year for Alberta’s new curriculum implementation, with all school authorities required to implement K-3 English Language Arts and Literature, K-3 Mathematics, and K-6 Physical Education and Wellness curricula. Additionally, school authorities could implement grades 4-6 English Language Arts and Literature and Mathematics curricula. Classroom piloting also began for K-6 Science, French Immersion Language Arts and Literature, and French First Language and Literature. As a result, the "New Curriculum" focus in 2022-23 accounted for **1,372 sessions, 41,860 participants, and 90,846 learning hours**. Much of this demand was due to the intensive support provided to K-3 teachers adapting to the new curriculum structure and content.
- By the second year of the curriculum rollout in **2023-24**, Alberta school authorities implemented updated curriculums for grades 4-6 English Language Arts and Literature and Mathematics, K-3 Science, French immersion Language Arts and Literature, and French First Language and Literature. School authorities were also given the option to implement grades 4-6 Science, French Immersion Language Arts, and French First Language curricula. The "New Curriculum" focus area in 2023-24 saw **973 sessions, 26,287 participants, and 71,420 learning hours**. This reduction from 2022-23 totals is consistent with the shift from a K-3 focus to the introduction of grades 4-6 subjects, alongside a decrease in overall sessions as many teachers had already participated in foundational training the prior year.

2. Remaining Priority Areas



In 2022-23, nine priorities were defined individually, including **Curriculum and Pedagogy**, **Inclusive Education**, **Mental Health & Wellness**, and **First Nations, Metis and Inuit**. When combined, these focus areas presented the following totals:

- **2022-23 Combined Totals for Non-Curriculum Focus Areas:**
 - **Sessions:** 2,469
 - **Participants:** 91,840
 - **Learning Hours:** 258,309

In 2023-24, these focus areas were streamlined into two broader categories, **Quality Teaching and Learning** and **Quality Leadership**, reflecting a more cohesive approach to professional learning:

- **2023-24 Combined Totals for Quality Teaching and Leadership:**
 - **Sessions:** 2,106
 - **Participants:** 84,537
 - **Learning Hours:** 229,120

When comparing these totals to 2022-23, the data shows that the reorganization into broader categories did not significantly reduce the number of professional learning opportunities.

Learning Opportunities by Delivery Method:

1. In-Person/Face-to-Face Learning

In **2022-23** in-person learning accounted for 40% of total sessions with **1,552 sessions**, **49,586 participants** and **176,566 learning hours**, and in **2023-24** there was an increase to in-person sessions to **1,581**, however both the number of participants (**41,146**) and total learning hours (**140,247**) decreased.

With a total of 52% of our 2023-24 learning opportunities offered face to face, the small rise in in-person sessions reflects some of the work done by the Consortium to support in-person conferences. These include the annual conferences of the following organizations: Alberta School Councils Association (ASCA), the Association of Independent Schools and Colleges in Alberta (AISCA), and the Association of Alberta Public Charter Schools (TAAPCS). However, the reduction in participants and learning hours may indicate that while there was a slight increase in opportunities, fewer educators were in attendance. This may also reflect the shift toward virtual and blended options, which provide more flexibility for participants.

2. Virtual/Online Learning

In **2022-23**, virtual learning was the most utilized mode of delivery, with **2,136 sessions**, **76,145 participants**, and **141,031 learning hours**. However, in **2023-24** ARPDC saw a decrease in virtual sessions to **1,317**, with **59,685 participants** and **119,382 learning hours**.

Despite the reduction in virtual sessions and participation, virtual learning still accounted for **43%** of our total professional learning. The decrease is likely due to the easing of restrictions, allowing for more in-person opportunities. However, virtual learning remains a highly accessible and flexible mode, which is likely why it continues to play a significant role.

3. Blended/Hybrid Learning

In post-Covid, **2022-23** blended learning sessions were established with regularity at **85 sessions**, **4,669 participants**, and **22,767 learning hours**. There was a noticeable increase in blended learning in 2023-24 with a total of **116 sessions**, **5,609 participants**, and **27,329 learning hours**.

The growth in blended learning indicates a rising interest in hybrid approaches that combine in-person and virtual components. This model offers the flexibility of online learning while still providing some face-to-face interaction, which may explain the increased uptake. As educators balance the demands of the new curriculum and other professional obligations, this flexible approach is very attractive.

4. Asynchronous/On-Demand Learning

In **2022-23** asynchronous sessions, though few, had **66 sessions**, **2,317 participants**, and **8,789 learning hours**. In **2023-24** the total number of asynchronous sessions slightly dropped to **58**, but the number of participants rose to **4,228**, and learning hours nearly doubled to **19,098**.

The sharp rise in learning hours and participants for asynchronous learning highlights the growing popularity of on-demand professional learning. This model allows educators to learn at their own pace, making it a convenient option for those with time constraints. The flexibility and accessibility of this mode seem to resonate with more participants.

5. Resources

In **2023-24** the ARPDC created **111 Boards** on NewLearnAlberta.ca, with **63 English Boards** and **48 French Boards**. These Boards include lesson plans and resources for teachers, as well as links that take guests to resources on the ARPDC website.

Our website traffic increased by 864% with **850,940 page views**, up from 88,248 in 2022-23, explaining the decline of views to the dedicated ARPDC Resources page, with **28,693 views** (60,008 in 2022-23) which hosted our feature websites and general curricular resources. The dramatic increase in traffic to our website over the year correlates to the addition of the "New

Curriculum Resources” tab added to the page, and promotions to visit the site for resources created by consortia to support new curriculum implementation.

With a growing demand for resources, The ARPDC YouTube Channel also saw a dramatic increase with **37,702 English views** (7,567 in 2022-23) and **10,432 French views** (5,524 in 2022-23).

Additionally, the Moodle learning portal had **72,876 English page views**, (23,357 in 2022-23) and **94,776 French page views**.

Key Insights:

- **In-Person Learning Recovery:** In-person sessions made a slight comeback in 2023-24, but the decrease in participants and learning hours indicates that the convenience of virtual and hybrid models continues to hold significant appeal.
- **Decline in Virtual Learning Sessions:** While virtual learning remains a major component, the drop in sessions and participation suggests a move toward rebalancing in-person and online opportunities in our post-pandemic culture.
- **Shift Toward Blended and Asynchronous Learning:** The increased use of blended and asynchronous formats reflects a growing demand for flexibility in professional learning. This aligns with the diverse needs of educators for more easily accessible, self-paced options, especially as they navigate complex curriculum changes and ongoing new curriculum rollout.
- **Demand for Teacher Resources:** With the shift toward more accessible professional learning options, teachers navigating complex curriculum changes are driving an increased demand for classroom resource development.

Annual Plan Update

ARPDC is driven by six goals that help define the nature of the work and reporting structure that assures all stakeholders.

The following section presents the results of the first online Assurance Survey results aligned with our goals :

<p><i>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.</i></p>	
<p>Survey Question :</p> <ul style="list-style-type: none"> Delivers programming to support the professional learning needs of my school authority. 	<p>89% of regulated CASS members and school based leaders agreed that the programming delivered effectively supported the professional learning needs of their school authority.</p>
<p><i>Goal 2: Facilitate professional development which supports the effective implementation of curricula, including instruction, assessment, and student learning outcomes.</i></p>	
<p>Survey Question(s) :</p> <ul style="list-style-type: none"> Delivers quality professional learning. 	<p>An average of 84% satisfied respondents expressed strong approval for ARPDC's professional learning programs, particularly in terms of quality and effectiveness in supporting new curriculum implementation at 80% satisfaction. Both educational leaders and teachers recognized the value of these sessions in fostering professional growth, with an average of 91% agreeing with a clear alignment to the Professional Practice Standards.</p> <p>The feedback highlights ARPDC's success in delivering impactful and relevant learning opportunities, benefiting educators across various roles.</p>
<ul style="list-style-type: none"> Provides professional learning to support the implementation of new curriculum. 	
<ul style="list-style-type: none"> Contributes to ongoing professional growth as described in the Professional Practice Standards for teachers and teacher leaders 	
<p><i>Goal 3: Coordinate, broker, and act as a referral centre to assist partners to identify available professional development resources.</i></p>	
<p>Survey Question(s) :</p> <ul style="list-style-type: none"> My school authority consults with ARPDC to broker or seek professional learning services. 	<p>Respondents generally acknowledged ARPDC's effectiveness in providing research-based professional learning and identifying valuable resources, with 87% of educational leaders and teachers being satisfied.</p> <p>Communication about sessions was largely appreciated by</p>



<ul style="list-style-type: none"> Identifies available learning/professional resources. 	<p>teachers and school leaders at 85% satisfaction, though there were mixed reviews, at 70% satisfaction, from school support staff and other categories.</p>
<ul style="list-style-type: none"> Provides research-based professional learning. 	<p>Additionally, ARPDC’s efforts to connect via email and social media were well-received though some variations in satisfaction were noted across different respondent groups with an approximate average of 78% satisfaction.</p>
<ul style="list-style-type: none"> Communicates information about sessions in a clear and accessible manner. 	
<ul style="list-style-type: none"> Connects with me through email or social media. 	
<p><i>Goal 4: Deliver professional development based on the identified and emerging needs of educational partners.</i></p>	
<p>Survey Question(s) :</p> <ul style="list-style-type: none"> Collaborates with us to address the professional learning needs in our school/school authority. 	<p>The collaboration between ARPDC and school authorities to address professional learning needs received mixed feedback with an average of 62% satisfaction indicating room for growth in collaboration. While a majority of regulated CASS members and division leaders felt positive about ARPDC’s collaborative efforts, teachers and school leaders expressed less agreement. This indicates a disparity in the understanding or perception of collaboration between system leadership and Consortia, from a school perspective. This may also highlight a potential area of growth for ARPDC. Areas to consider include enhancing communication and clarifying how we collaborate and support school authorities in our regions.</p>
<p><i>Goal 5: Promote and support the development of professional development leadership capacity.</i></p>	
<p>Survey Question(s) :</p> <ul style="list-style-type: none"> Contributes to the development of leadership capacity through professional learning. 	<p>The responses to these questions reveal that ARPDC sessions contribute positively, though moderately at 74% satisfaction, to leadership development and professional growth. Sharing of learning between colleagues was limited with only 63% of respondents agreeing that they shared their learning with others. Teachers and school leaders reported higher engagement in sharing their learning, at 76%, but only 53% have experienced hearing about learning shared by others.</p>
<ul style="list-style-type: none"> I share my learning from ARPDC sessions with my colleagues. 	<p>With a total of 79% agreeing that learning opportunities also had a significant impact on their professional work capacity, ARPDC's offerings are valuable for fostering leadership and</p>
<ul style="list-style-type: none"> Colleagues/Others have shared their learning from ARPDC sessions with me. 	



<ul style="list-style-type: none"> • Sessions contribute to the development of my professional/work capacity. 	<p>professional growth, though there is room for peer-to-peer sharing to have a broader impact.</p>
<p><i>Goal 6: Provide educational partners with access to professional development at a reasonable cost.</i></p>	
<p>Survey Question(s) :</p> <ul style="list-style-type: none"> • Sessions are provided at a reasonable cost. 	<p>There is a generally positive 72% satisfaction with ARPDC’s cost-effectiveness, especially among educational leaders, who expressed a high 89% satisfaction with the affordability of sessions. Teachers and school leaders also viewed the pricing favorably, though responses from support staff and others were more mixed. While most participants perceive the costs as reasonable, the differing perspectives suggest a variance in how various roles assess the affordability of the sessions.</p>
<p>Overall Satisfaction Assurance Survey</p>	
<p>Survey Question(s):</p> <ul style="list-style-type: none"> • Given ARPDC’s priorities of new curriculum implementation, quality teaching, and quality leadership, overall, I am satisfied with the quality of support and services ARPDC provides. 	<p>Overall feedback regarding ARPDC’s quality of support and services in 2023–2024 reveals positive sentiment, particularly among leadership groups like CASS members and division leaders, who reported high satisfaction. Teachers and school leaders also conveyed strong approval, while school support staff expressed lower levels of satisfaction. These findings indicate a generally favorable perception of ARPDC’s efforts in areas like curriculum implementation, teaching, and leadership, while also highlighting an opportunity for improvement in addressing the needs of school support staff to enhance satisfaction across all roles.</p>



Provincial Perspective Highlights

Support for New Curriculum Piloting and Implementation

ARPDC established **four provincial committees** in 2023–24 to support New Curriculum piloting and implementation: Gr. 4–6 English Language Arts and Literature (ELAL) and Mathematics, K–3 Science and 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.



This marked the second year of Alberta’s New Curriculum Implementation, which created a shift in focus from foundational training to more targeted support for teachers. Many had already participated in initial new curriculum training the previous year, and had a good understanding of the framework and subject areas. This reduced the demand for session offerings and increased the focus on resource development as teachers advanced to the next phase of curriculum implementation and piloting.

Conditional Grant - Orange Shirt Day and Beyond

The Orange Shirt Day and Beyond conditional grant focused on the significance of language and culture in the reconciliation process. This grant supported two major projects.

The first began with offering one week of daily virtual events, from Monday, September 25, to Friday, September 29, 2023, that showcased cultural events to recognize and celebrate Indigenous cultures with demonstrations of dance, beading, races, drumming, and stories in traditional language. The recordings of these events were edited and subtitled (in French and English) and then posted to the Empowering the Spirit website, with accompanying resources. These are available for educators and others to revisit the events and delve deeper into their personal and professional journeys.

The second aspect of the project focused on storytelling and learning indigenous languages. Three indigenous language series were presented that offered teachers the opportunity to engage in conversational vocabulary and phrases of Cree, Inuktituk, and Blackfoot. Supporting resources from these series are also available on the Empowering the Spirit website.

Official Languages in Education Program

OLEP funding in the 2023/24 school year was dedicated to the co-creation of new curriculum planning, instruction and assessment tools and resources, and professional learning opportunities in FILAL, Science, and Mathematics, to support the new curriculum, both regionally and provincially.

In addition, learning opportunities were offered for those teaching French as a Second Language. To enhance two-way communications with our school divisions across the province, consultants led meetings with groups at both the regional and provincial levels. These meetings brought clarity around emerging regional needs, offered an opportunity to bring greater awareness of the support available by ARPDC, and established partnerships and collaborative approaches.



ARPDC's application for Official Languages in Education (OLEP) Programs Hub Project grant funding was approved for the next 4 school years subject to the ratification of a Canada-Alberta agreement on minority-language education and second-language instruction covering the period targeted by the project.

Provincial Advisory Committee

The Provincial Advisory Committee held three meetings in 2023-24. The first of the year, the October meeting, included affirming members' understanding of their roles in the Terms of Reference, alongside discussions on the 2023-2024 ARPDC Learning Plan and Assurance Framework and survey. Members emphasized the importance of stakeholder engagement, strategies for survey participation, and enhancing ARPDC's identity, while sharing positive feedback on curriculum implementation and valuable resources related to Indigenous education. In the February meeting, the annual report was presented, highlighting the collaborative efforts of regional consortia in curriculum implementation and reconciliation initiatives. A significant topic was the rebranding of ARPDC to the "Alberta Professional Learning Consortium" (APLC), aimed at improving brand recognition and aligning with strategic objectives. The meeting also provided updates on priorities related to the new curriculum, quality teaching, and leadership, along with insights from a provincial assurance survey on professional development.

The final meeting for 2023-24 was held in May. Topics concentrated on strategic priorities outlined in the APLC 24-27 Strategic Plan, covering new curriculum implementation, quality teaching initiatives, and enhancing quality engagement with stakeholders.

Throughout all meetings, partners shared updates to foster collaboration and reinforced their commitment to ongoing dialogue, ensuring a unified approach to educational excellence in Alberta. Members consistently highlighted the importance of cooperation and the sharing of resources to support professional learning for educators across the province

Emerging Trends / Opportunities

The Assurance Framework Survey and Focus groups identify several emerging trends across key areas of professional learning, pointing to areas where ARPDC can refine its approach:

Communication	While many respondents praised ARPDC's provincial approach, there is still uncertainty around how to access services and who is eligible. A gap in communication and awareness of available resources, especially among newer educators, suggests a need for clearer, more proactive outreach.
Identity	The ongoing rebranding of ARPDC raised mixed responses. Long-serving educators expressed loyalty to ARPDC's work, especially at the regional level, while newer professionals were less familiar with the organization, signaling that the rebranding process will need to balance existing brand loyalty with the need to introduce ARPDC more effectively to new stakeholders.
Sessions	The quality of sessions was well-regarded, but there is a growing demand for more variety in topics, including input from external experts, and flexibility in scheduling. Respondents indicated a desire for more professional learning during school hours rather than after school, pointing to timing as an essential factor for improving session participation.
Personalized Learning	There is an increased interest in more tailored professional learning opportunities. This reflects a broader trend towards personalized learning for adult learners, where educators seek sessions specific to their unique contexts and areas of need.
Reasonable Cost	Although ARPDC's sessions are seen as reasonably priced, some confusion remains around session fees, particularly regarding free offerings. Improved clarity on pricing and access could enhance engagement and reduce misunderstandings.

Online/On-Demand Learning

The ability to access professional learning online and on-demand was widely appreciated, particularly by educators in rural areas. This trend highlights the importance of maintaining and expanding flexible, remote learning opportunities that reduce geographic barriers to participation.

These trends indicate areas where ARPDC can build upon its strengths while addressing the evolving needs of Alberta's education professionals, especially in terms of accessibility, session diversity, and communication.

Conclusion:

In conclusion, the 2023-2024 annual report underscores ARPDC's continued commitment to supporting Alberta's K-12 education community through strategic alignment with provincial priorities, most notably the ongoing implementation of the new curriculum. The consortia's focus on three key areas – New Curriculum, Quality Teaching, and Quality Leadership – reflects a responsive and cohesive approach to professional learning.

Data on learning opportunities and accessed resources highlights both successes and evolving trends, such as the growing preference for blended and asynchronous formats that meet educators' diverse needs for professional learning and access to resources aligned to our new Alberta Curricula. Through initiatives like the Orange Shirt Day project and the Official Languages in Education Program, ARPDC has also demonstrated its dedication to fostering cultural understanding and supporting multilingual education.



Looking ahead, the rebranding to Alberta Professional Learning Consortium (APLC) signals an exciting new chapter, reinforcing ARPDC's mission to enhance professional learning across Alberta. In the past year, we have made meaningful strides toward meeting our strategic goals, focusing on delivering impactful learning opportunities and support while fostering collaboration across all areas.

We look forward to the Assurance Framework Survey providing critical data that not only helps us evaluate our current initiatives but also plays a vital role in shaping our future strategies, ensuring ARPDC remains an indispensable partner in advancing educational excellence across the province. Together, The Consortium remains committed to supporting high-quality education and enhancing learning experiences across the province.

Regional Office 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 Learning Consortium ([SAPDC](#)) – Colette Sylvestre



Introduction

We, at the Calgary Regional Consortium (CRC), are pleased to serve the Zone 5 education community. The Alberta Education Vision, six goals of ARPDC, and identified regional priorities provided a road map for us. Two focus areas, *Cultivating Meaningful Connections* and *Building Capacity - Leading Learning*, shaped CRC's engagement with, and the professional learning offered, to our education community.

Learning Plan Update

To better understand emerging needs and share programming highlights, a series of meetings with our educational partners. Groups included the Committee of Regional Partners, Leadership Advisory, and CASS Zone 5. Nine regional collaborative communities were also operationalized.

All aspects of our work are designed to foster dynamic professional learning aligned with the TQS and LQS, providing learning opportunities, resource creation, and 'elbow-to-elbow' support. CRC continued to offer opportunities with expert facilitators with whom our region is familiar including Dr. David Tranter, Michelle Bence & Dr. Miriam Ramzy, Dr. Kathy Salmon, Kyle Webb, and Matt Sticks with Think Kids.

Data Summary

The qualitative data illustrated in the following tables highlights details regarding the professional learning opportunities offered by CRC and open to registrants throughout Alberta and non-registered sessions offered in-person or virtually within the Zone 5 region.

Regional Learning Opportunities Offered and Attended

	Total Sessions	Total Participants	Total Learning Hours
Sept 1 - June 30 2022-2023	647	27,406	58,747
Sept 1 - June 30 2023-2024	507	13,399	34,272

Regional Learning Opportunities by Major Priority Categories:

Priority	Total Sessions		Total Participants		Total Learning Hours	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
New Curriculum	238	96	10,568	1,932	20,033	5,366.5
Quality Teaching & Learning*	387	348	16,288	10,680	35,322	25,300
Quality Leadership	22	63	550	787	1,392	3,605.5

***NOTE: 2022/23 Quality Teaching and Learning numbers reflect the total in the areas of Curriculum and Pedagogy, First Nations, Métis and Inuit, Inclusive Education, Mental Health and Wellness, Literacy, Mathematics & Other**

Regional Learning Opportunities by Delivery Method:

Delivery	Total Sessions		Total Participants		Total Learning Hours	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
In Person/Face to Face	313	350	9,119	7,128	30,016	21,547
Virtual/On-Line	321	136	17,927	5,422	25,745	10,038
Blended/Hybrid	2	4	30	92	65	199
Asynchronous/On-Demand	11	17	350	757	2,920	2,488

Provincial/Regional Conferences

- CRC supported AISCA with their Annual Conference, hosting the in-person Conference in Calgary (24 sessions) and managing their virtual conference (20 sessions).
- In addition, CRC supported TAAPCS in the hosting and coordination of their bi-annual conference offering 69 sessions to 500 participants.
- CRC collaborated with CBE and CSSD in the management and hosting of their in-person CTS/CTF Conference for 215 educators.

Highlights from Calgary Regional Consortium

We are proud of the positive relationships within the region. Of special note are projects undertaken which led to cross jurisdictional engagement, learning and greater networking including

- Shifting the Balance K-2 Book Club - embedding the science of reading into your classroom
- Student Reading Video Project- addressing the need for foundational decoding & encoding instruction in grades 4-9
- Fraction Project - using the Pearson math progressions, compiled teacher background knowledge, rich tasks, related vocabulary, and assessment ideas for each of the progression indicators

Identified Regional Challenges

- In-person delivery, most often during the school day, was the preferred method of delivery at 69% (48% on 22/23); however with the lack of availability of substitute teachers, school authorities are limiting participation to smaller cohorts of teachers. Other factors that are impacting access to professional learning include teacher workload, and classroom complexity. These factors challenge teachers' ability to engage with professional learning in a consistent and purposeful way.
- Increasing student enrolment numbers in school authorities within Zone 5 have brought about additional professional learning support requests in the areas of English as an Additional Language and Combined Grades.

Emerging Trends/Opportunities

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

- CRC saw greater demand for coaching and mentoring of educators through facilitation of grade level cohorts to support deepening of understanding and application of effective instructional and assessment strategies in new curriculum.
- The decrease in numbers in both sessions offered and number of participants is attributed to less demand in the areas of FNMI and Inclusive Education. With more school authorities dedicating staffing to Indigenous Education, there are less requests for professional learning support being brought forward. Inclusive Education requests are emerging as targeted areas of focus such as English Language Learners, assessment, and combined grades.
- Assessment practices, and in particular, outcomes-based assessment for middle years and high-school educators has emerged as a priority for many school authorities.

Conclusion

It continues to be a privilege to serve the educators in our region. As CRC moves into the 2024-2025 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 opportunities and support resource creation to enhance professional practice and improve student achievement.





**Regional Consortium
Statement of Financial Position
As at June 30, 2024 (in dollars)**

CONSORTIUM NAME:	Calgary Regional Consortium	
	June 30, 2024	June 30, 2023
ASSETS		
Cash in Bank and Temporary Investments	154,956	377,119
Accounts Receivable (Note 11):		
Province of Alberta	42,000	
Alberta school jurisdictions	35,109	2,054
Other	15,352	23,117
Prepaid Expenses (e.g. deposits for future programming)	7,569	11,717
Other assets		
TOTAL ASSETS	254,986	414,007
LIABILITIES		
Accounts payable (Note 12)	17,590	13,626
Accrued liabilities (Note 12)	82,390	98,203
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	-	
Regional Programs (Schedule 3)	-	
Prepaid registration (Note 13)	220	54,570
Other:		
(Specify)		
(Specify)		
Total Deferred Revenue	220	54,570
TOTAL LIABILITIES	100,200	166,399
ACCUMULATED SURPLUS		
Unrestricted Funds (Note 14)	247,608	272,747
Operating Reserves (Note 15)	(92,823)	(25,139)
Capital Reserves (Note 16)		
TOTAL ACCUMULATED SURPLUS (Note 17)	154,785	247,608
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	254,986	414,007



Schedule 1 (Note 5, Note 10)
Conditional Grant Program Costs and Net Grants Revenue
For the Year Ended June 30, 2024 (in dollars)

CONSORTIUM NAME: Calgary Regional Consortium

2023/24

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	Net Conditional Grant Revenue =
Conditional Grant Programs:					
Provincial Programs					
Provincial Support Funding	793,644		793,644	114,744	678,900
OLEP	89,750		89,750	-	89,750
(Specify)					
(Specify)					
(Specify)					
(Specify)					
(Specify)					
(Specify)					
(Specify)					
(Specify)					
(Specify)					
(Specify)					
(Specify)					
(Specify)					
(Specify)					
(Specify)					
(Specify)					
Total:	883,394	-	883,394	114,744	768,650
Regional Programs					
OLEP	27,722		27,722	-	27,722
(Specify)					
(Specify)					
(Specify)					
(Specify)					
(Specify)					
(Specify)					
(Specify)					
(Specify)					
Total:	27,722	-	27,722	-	27,722

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.

Schedule 2

Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9
For the Year Ended June 30, 2024 (in dollars)

CONSORTIUM NAME: Calgary Regional Consortium

Amount Transferred
2023/24
Note (b)

OLEP		
Central Alberta Regional Consortium		14,246
Edmonton Regional Learning Consortium		28,848
Learning Network Educational Services		9,317
Northwest Regional Learning Consortium		9,910
Southern Alberta Professional Development Consortium		10,207
Consortium Provincial Francophone pour le Perfectionnement Professionnel (Specify Consortium)		20,000
Program Total	OLEP	92,529

(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 92,529

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.



**Certification of
Regional Consortium Financial Statements
For the Year Ended June 30, 2024 (in dollars)**

CONSORTIUM NAME: Calgary Regional Consortium

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

W Jameson

Chair of Consortium (Signature)

Oct 17, 2024

Date

B.

Financial Officer (Signature)

Oct 17, 2024

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 than 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.

Introduction

The 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), five First Nations’ education authorities (Kitaskinaw Education Authority, Mamawi Atosketan Native School, Maskwacis Education Schools Commission, O’Chiese First Nation School & Education, and Sunchild First Nation School), and seventeen private and charter schools within Zone 4. Additionally, we partner with Red Deer Polytechnic to support pre-service teacher and educational assistant programs. Our team includes a Director, three operational office staff members, and two Designers of Professional Learning.

Data Summary

Regional Learning Opportunities Offered and Attended

	Total Sessions	Total Participants	Total Learning Hours
Sept 1 - June 30 2022-2023	657	20,016	53,814.84
Sept 1 - June 30 2023-2024	447	13,218	43,461.18

Regional Learning Opportunities by Major Priority Categories:

Priority	Total Sessions		Total Participants		Total Learning Hours	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
New Curriculum	418	271	11,170	6689	23,224.25	15,530.68
Quality Teaching & Learning	189	139	6915	5181	20,389.84	20,381.50
Quality Leadership	50	37	1,931	1348	10,200.75	7,549

Regional Learning Opportunities by Delivery Method:

Delivery	Total Sessions		Total Participants		Total Learning Hours	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
In Person/Face to Face	219	189	5251	3973	19,842.84	17,785.5
Virtual/On-Line	428	216	14,454	6713	32,537.25	15,977.43
Blended/Hybrid	10	22	311	997	1,434.75	1,457.50
Asynchronous/On-Demand	0	20	0	1,535	0	8,242.75

Learning Plan Update

New Curriculum - CARC’s Designers of Professional Learning have been busy actively supporting curriculum implementation with professional learning and resourcing both regionally and across the province. In collaboration with Zone 4 leaders, CARC organized system-wide curriculum meetings, conducted a comprehensive Teacher Feedback Survey on implementation, and provided follow-up tailored support.

Quality Teaching - CARC continues to offer a variety of responsive learning opportunities in support of quality teaching: division professional learning days, large-scale event support, expert-led sessions and on-demand resources. New for 2023/24, support staff now benefit from access to Parabytes, an on-demand learning resource that focuses on differentiated support in inclusive classrooms. Our newly transformed Ponoka office now serves as a dedicated, adaptable space to meet rising demand for in-person sessions.



Quality Leadership - CARC's leadership support emphasizes active collaboration with school authority leaders and regional advisory groups fostering collaboration and shared understanding while ensuring responsive, targeted support for emerging needs. 2023/24 support included the *Zone 4 Aspiring Leaders* program, *Emerging Leaders Series* with Jayson Lovell, and *Cognitive Coaching/Adaptive Schools* by John Clarke. We also contributed to the CASS TAVES Summit and provided onboarding for new administrators.

Highlights from a Regional Consortium

In 2023/24, one of CARC's primary goals was to deepen conversations with stakeholders across the region. To support this aim, we established a Regional Steering Committee, featuring representatives from each jurisdiction and authority within Zone 4, tasked with informing our Strategic plan.

System leaders in Zone 4 expressed strong interest in this work, leading to rich, reciprocal discussions where both parties actively exchanged ideas to support each other's initiatives. Combined with the voice of our Regional Advisory Committee, we anticipate that this collaborative approach will continue to grow in the coming year, and we're excited to see how this synergy will positively impact educators and stakeholders across Central Alberta.

Identified Regional Challenges

We recognize the challenges teachers face in balancing daytime absences from the classroom, full schedules outside school hours, and the impact of workload fatigue. While teachers deeply appreciate the ability to access session recordings after the fact, low in-person attendance makes it difficult for presenters to create the interactive, engaging experiences that foster meaningful learning. We continue to explore creative solutions to make virtual sessions as interactive and impactful as in-person learning opportunities.

Emerging Trends/Opportunities

Building on the momentum from enriched conversations with stakeholders, our planning for upcoming learning opportunities is poised to strengthen collective efforts and ultimately enhance professional learning support across the region. Focus initiatives for 2024/25 include:

- Re-imagining models for targeted learning for Educational Assistants - moving away from one-day conferences towards collaborative communities.
- Enhanced collaboration within advisory committees, fostering more inclusive and impactful conversations.
- Exploration of ways to unify the CARC Regional Steering and Advisory Committees
- Streamlined communication for System Leaders and Administrators that introduce new learning possibilities while respecting workloads

Conclusion

CARC is privileged to be a member of The Consortium team as we strive collectively to support educators across the province. With our collective expertise, dedication, and commitment, we deliver professional learning that meets educators' evolving needs. Through strong partnerships with educational stakeholders throughout our region, CARC is well-positioned to offer high-quality learning opportunities that empower jurisdictions and authorities in realizing their vision for student success.



Regional Consortium
Statement of Revenues and Expenses
For the Year Ended June 30, 2024 (in dollars)

CONSORTIUM NAME:

Central Alberta Regional Consortium

	Budget 2023/24	Actual 2023/24	Actual 2022/23
REVENUES			
Alberta Education:			
Management & Infrastructure (Note 1)*	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs (Schedule 1)		-	
Regional Programs (Schedule 1)	463,187	467,069	430,282
Fee For Service Contracts (Note 2)	85,000		
Other Alberta Education			
Total Alberta Education	740,174	659,056	622,269
Other Revenue:			
Conditional Program Registration Fees:			
Provincial Programs (Schedule 1)		-	
Regional Programs (Schedule 1)	35,000	104,533	103,754
Grants - Non government sources (Note 3)			
Cost Recovery Programs: (Note 5)			
Registration Fees (Schedule 4)	50,000	54,464	86,781
Other fees (Schedule 4)		-	
Other (Note 4):			
Interest	20	19	30
Transfer from Surplus	16,000	-	12,000
Transfer from Other Consortia		-	43,536
TOTAL REVENUES	841,194	818,072	868,370
EXPENSES			
Management & Infrastructure (Note 6):			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	193,987	357,605	397,059
Board expenses (Note 8)	8,000	6,879	5,327
Less: Program Cost Allocations (Note 9)		172,497	190,398
Net Management & Infrastructure expenses (Note 9)	201,987	191,987	211,988
Program Delivery Costs (Note 10):			
Conditional programs:			
Provincial Programs (Schedule 1)		-	
Regional Programs (Schedule 1)	563,211	571,602	534,035
Cost Recovery Programs (Schedule 4)		25,893	85,916
Other:			
Fee for Service Contracts	75,000		
Accounting and Audit Fees			
Administration			24,308
(Specify)			
(Specify)			
TOTAL EXPENSES	840,198	789,482	856,247
ANNUAL SURPLUS (DEFICIT)	996	28,590	12,123
Accumulated Surplus at beginning of year	32,848	32,849	20,722
Accumulated Surplus at end of year	33,844	61,439	32,845

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

**Regional Consortium
Statement of Financial Position
As at June 30, 2024 (in dollars)**

CONSORTIUM NAME:

Central Alberta Regional Consortium

	June 30, 2024	June 30, 2023
ASSETS		
Cash in Bank and Temporary Investments	74,443	202,342
Accounts Receivable (Note 11):		
Province of Alberta		
Alberta school jurisdictions	750	
Other	6,431	9,589
Prepaid Expenses (e.g. deposits for future programming)	5,120	9,497
Other assets	3,180	3,055
TOTAL ASSETS	89,924	224,483
LIABILITIES		
Accounts payable (Note 12)	27,495	20,676
Accrued liabilities (Note 12)		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	-	30,062
Regional Programs (Schedule 3)	0	78,174
Prepaid registration (Note 13)	990	62,760
Other:		
(Specify)		
(Specify)		
Total Deferred Revenue	990	170,996
TOTAL LIABILITIES	28,486	191,672
ACCUMULATED SURPLUS		
Unrestricted Funds (Note 14)	28,590	2,023
Operating Reserves (Note 15)	32,849	30,768
Capital Reserves (Note 16)		
TOTAL ACCUMULATED SURPLUS (Note 17)	61,439	32,791
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	89,924	224,463



Schedule 1 (Note 5, Note 10)
Conditional Grant Program Costs and Net Grants Revenue
For the Year Ended June 30, 2024 (in dollars)

Central Alberta Regional Consortium

CONSORTIUM NAME:

2023/24

Conditional Grant Programs:	Cost of Delivering Programs (Note 7) +		Cost of Delivering Programs (Note 7) Incremental (Note 19)	Total Cost of Delivering Programs	DEDUCT: Program Registration Fees Note (a)	Net Conditional Grant Revenue
	Allocated (Note 18)					
Provincial Programs						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
Total:						
Regional Programs						
Curriculum Implementation	538,736			538,736	103,513	435,223
OLEP Funding	32,866			32,866	1,020	31,846
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
Total:	571,602			571,602	104,533	467,069

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.



Schedule 2

Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9
For the Year Ended June 30, 2024 (in dollars)

CONSORTIUM NAME: Central Alberta Regional Consortium

	Amount Transferred 2023/24 Note (b)
(Specify Program)	
(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.



Schedule 3
Conditional Grant Program Deferred Revenue
For the Year Ended June 30, 2024 (in dollars)

CONSORTIUM NAME: Central Alberta Regional Consortium

2023/24

	Deferred from Previous Year Note (e)	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 (Schedule 1 and Page 1)	Deferred Revenue: Conditional Grants Note (d) (Page 2)
Provincial Programs						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
Total:	76,247		390,822		467,069	0
Regional Programs						
Curriculum Implementation	55,798		379,425		435,223	0
OLEP Funding	20,449		11,397		31,846	
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
Total:	76,247		390,822		467,069	0

Notes to Schedule 3:

- Total will agree to Page 2 Deferred Revenue: Conditional Grants for the previous year and the previous year's Deferred Revenue Schedule.
- 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.
- Net Conditional Grant Revenue will correspond to Schedule 1 and Page 1.
- Deferred revenue represents unexpended funds that will be expended on programs or transferred to other consortia next year.
- Conditional Grant Program names should match Schedule 1.



**Certification of
Regional Consortium Financial Statements
For the Year Ended June 30, 2024 (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.

Diana White

Chair of Consortium (Signature)

Sept 30 2024

Margaret Savage

Financial Officer (Signature)

Sept 30 2024

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

Le Consortium provincial francophone (CPFPP) joue un rôle central pour renforcer la capacité des intervenants à réaliser la vision de l'éducation francophone en Alberta. En tant que membre de l'APLC, il soutient également les bureaux régionaux pour l'immersion française et le français langue seconde. Pour 2023-2024, les priorités ont inclus les nouveaux curriculums, la qualité de l'enseignement et du leadership, avec une offre de formations alignée sur les besoins exprimés par les conseils scolaires francophones et les partenaires en immersion.

Synthèse de données

Occasions d'apprentissage provinciales:

	Nombre de formations	Nombre de Participants	Nombre d'heures d'apprentissage
Sept 1 - Juin 30 2022-2023	219	3664	9528
Jul. 1 - Juin 30 2023-2024	248	3699	7495

Occasions d'apprentissage provinciales par principales catégories de priorité:

Priorité	Nombre de formations		Nombre de Participants		Nombre d'heures d'apprentissage	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
Nouveau curriculum	138	137	632	1450	2225	3190.9
Qualité de l'enseignement	76	108	2882	2212	6252.75	4051.5
Qualité de leadership	5	3	150	37	1050	253

Occasions d'apprentissage provinciales par méthodes de livraison:

	Nombre de formations		Nombre de Participants		Nombre d'heures d'apprentissage	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
En présentiel	49	84	815	1347	2951.75	2791.05
En ligne	160	157	2769	2265	5421.5	3192.35
En format hybride	8	5	50	61	350	732
Asynchrone	2	2	30	26	805	780

Ressources et plateformes

Les formations enregistrées ont connu un fort engagement, avec une augmentation de **81 %** des visionnements YouTube (**10 432 vues, 743 heures**). La plateforme eFormation a enregistré **94 776** connexions, et plus de **50** nouvelles ressources pédagogiques ont été ajoutées sur le site APLC, incluant des outils de planification, des guides intégrant les perspectives autochtones et des unités intégrées en sciences et mathématiques.

Nouveau curriculum

Des formations et accompagnements ont soutenu la mise en œuvre des curriculums en français, mathématiques, sciences et éducation physique. **137** formations ont touché **1 450** participants, totalisant **3 190.9** heures d'apprentissage.

Un institut d'été (16-18 août 2023) a appuyé l'intégration des matières et mis l'accent sur la communication orale pour les enseignants de maternelle à 3e année des programmes FILAL et FLPL. Des séries de planification intégrée ont également été offertes tout au long de l'année scolaire.

Qualité de l'enseignement

En août 2023, des formations en pédagogie, gestion de classe et pédagogie autochtone ont été suivies par **204** enseignants. Tout au long de l'année, **306** enseignants ont bénéficié de formations sur la pédagogie, les troubles d'apprentissage et l'autisme. En avril 2024, **61** enseignants ont participé à des ateliers sur la lecture et l'écriture interactives avec Pascal Lefebvre.

Le CPFPP a également soutenu des journées pédagogiques comme le Grand rassemblement FrancoSud (20 octobre 2023), proposant des formations sur l'intelligence artificielle, les mathématiques et le nouveau programme de sciences.

Qualité de leadership :

Des formations comme Enseigner à l'ère de l'IA et la Journée d'apprentissage lié à la Terre ont renforcé les compétences des directions, intégrant des perspectives autochtones et des outils novateurs.

Initiatives de collaboration et d'impact

- Cohortes d'enseignants en français, mathématiques et sciences, favorisant le réseautage et le partage de pratiques.
- Formation en robotique et codage, incluant des activités de co-enseignement et des ajustements basés sur les retours des enseignants.
- Journée EducAides 2023, réunissant **258** participants autour du thème "La réussite de l'élève au cœur de mon apprentissage".

Conclusion

Le CPFPP continue d'adapter ses offres pour répondre aux besoins des intervenants en proposant des formations de qualité et des ressources diversifiées. Bien que l'intégration des matières et la complexité des classes représentent des défis, des opportunités émergent, telles que l'intégration éthique de l'intelligence artificielle et le renforcement des ressources pour les programmes de connaissances et employabilité. Cet engagement se traduit par une offre de perfectionnement professionnel flexible et réactive, qui s'adapte aux besoins de notre clientèle tout en maximisant l'accès et la qualité des formations.



**Regional Consortium
Statement of Revenues and Expenses
For the Year Ended June 30, 2024 (in dollars)**

CONSORTIUM NAME:	Consortium Provincial Francophone pour le Perfectionnement Professionnel (CPFPP)		
	Budget 2023/24	Actual 2023/24	Actual 2022/23
REVENUES			
Alberta Education:			
Management & Infrastructure (Note 1)*	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs (Schedule 1)	290,000	310,165	269,575
Regional Programs (Schedule 1)		-	
Fee For Service Contracts (Note 2)			
Other Alberta Education			
Total Alberta Education	481,987	502,152	461,562
Other Revenue:			
Conditional Program Registration Fees:			
Provincial Programs (Schedule 1)	7,000	7,940	1,390
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):			
Contribution FCSFA	75,000	75,000	75,000
Contribution FCSFA	60,000	60,000	60,000
Other: interests, fee for service		2,449	11,188
TOTAL REVENUES	623,987	647,541	609,140
EXPENSES			
Management & Infrastructure (Note 6):			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	354,869	320,193	277,993
Board expenses (Note 8)			
Less: Program Cost Allocations (Note 9)	93,833	26,023	86,800
Net Management & Infrastructure expenses (Note 9)	261,036	294,170	191,193
Program Delivery Costs (Note 10):			
Conditional programs:			
Provincial Programs (Schedule 1)	297,000	318,105	270,965
Regional Programs (Schedule 1)		-	
Cost Recovery Programs (Schedule 4)		-	
Other:			
Fee for Service Contracts			
Accounting and Audit Fees			1,274
Contribution FCSFA	75,000	75,000	75,000
Contribution FCSFA	60,000	60,000	60,000
(Specify)			
TOTAL EXPENSES	693,036	747,275	598,432
ANNUAL SURPLUS (DEFICIT)	(69,049)	(99,734)	10,709
Accumulated Surplus at beginning of year	99,768	99,768	89,059
Accumulated Surplus at end of year	<u>30,719</u>	<u>\$ 33</u>	<u>99,768</u>

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

Regional Consortium
Statement of Financial Position
As at June 30, 2024 (in dollars)

CONSORTIUM NAME:	Consortium Provincial Francophone pour le Perfectionnement Professionnel (CPFPP)	
	June 30, 2024	June 30, 2023
ASSETS		
Cash in Bank and Temporary Investments	84,088	156,276
Accounts Receivable (Note 11):		
Province of Alberta		
Alberta school jurisdictions	4,767	2,213
Other	10,499	37,036
Prepaid Expenses (e.g. deposits for future programming)	14,502	9,000
Other assets	-	155
TOTAL ASSETS	113,856	204,680
LIABILITIES		
Accounts payable (Note 12)	94,864	22,154
Accrued liabilities (Note 12)	21,958	33,113
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	(3,000)	16,840
Regional Programs (Schedule 3)	-	
Prepaid registration (Note 13)		2,750
Other:		
Resource Committee - Federation (Specify)		30,056
Total Deferred Revenue	(3,000)	49,646
TOTAL LIABILITIES	113,822	104,913
ACCUMULATED SURPLUS		
Unrestricted Funds (Note 14)	99,768	89,059
Operating Reserves (Note 15)	(99,734)	10,709
Capital Reserves (Note 16)		
TOTAL ACCUMULATED SURPLUS (Note 17)	33	99,768
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	113,856	204,681



Schedule 1 (Note 5, Note 10)
 Conditional Grant Program Costs and Net Grants Revenue
 For the Year Ended June 30, 2024 (in dollars)

CONSORTIUM NAME:

Consortium Provincial Francophone pour le Perfectionnement Professionnel (CPFPP)

2023/24

Conditional Grant Programs:	Cost of Delivering Programs (Note 7)	+ Allocated (Note 18)	Cost of Delivering Programs (Note 19)	= Total Cost of Delivering Programs	- Program Registration Fees	= Net Conditional Grant Revenue
Provincial Programs						
FPPP	251,765			251,765	7,940	243,825
Funding for development French Resources	16,840			16,840		16,840
OLEP	22,200			22,200	-	22,200
Orange Shirt Day	27,300			27,300		27,300
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
Total:	318,105		-	318,105	7,940	310,165
Regional Programs						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
Total:	-		-	-	-	-

Notes to Schedule 1:

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

Schedule 2
Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9
For the Year Ended June 30, 2024 (in dollars)

CONSORTIUM NAME: Consortium Provincial Francophone pour le Perfectionnement Professionnel (CPFPP)

Amount Transferred
2023/24
Note (b)

(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total	-

(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total	-

(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total	-

(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total	-

(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
Program Total	-

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.



Schedule 3

Conditional Grant Program Deferred Revenue
For the Year Ended June 30, 2024 (in dollars)

CONSORTIUM NAME:

Consortium Provincial Francophone pour le Perfectionnement Professionnel (CPFPP)

2023/24

	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: - Conditional Grant Revenue Note (c) (Schedule 1 and Page 1)	Net Deferred Revenue: Conditional Grants Note (d) (Page 2)
Conditional Grant Programs: Note (e)						
Provincial Programs						
FPFP			240,825		243,825	(3,000)
Resources	16,840				16,840	-
OLEP		2,200	20,000		22,200	-
Orange Shirt Day (Specify)		27,300			27,300	-
(Specify)						-
(Specify)						-
(Specify)						-
Total:	16,840	29,500	260,825	-	310,165	(3,000)
Regional Programs						
(Specify)						-
(Specify)						-
(Specify)						-
Total:	-	-	-	-	-	-

Notes to Schedule 3:


- Total will agree to Page 2 *Deferred Revenue*: Conditional Grants for the previous year and the previous year's Deferred Revenue Schedule.
- 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.
- Net Conditional Grant Revenue will correspond to Schedule 1 and Page 1.
- Deferred revenue represents unexpended funds that will be expended on programs or transferred to other consortia next year.
- Conditional Grant Program names should match Schedule 1.




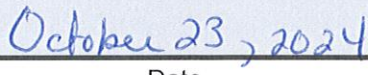
**Certification of
Regional Consortium Financial Statements
For the Year Ended June 30, 2024 (in dollars)**

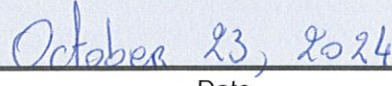
CONSORTIUM NAME: **Consortium Provincial Francophone pour le Perfectionnement Professionnel (CPFPP)**

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)


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 than 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.

Introduction

The Edmonton regional office of the Consortium serves over 17,000 teachers and 5,000 support staff in 18 School Authorities, 6 Charter Schools, 5 Band Authorities, numerous schools of choice and 17 international accredited schools.

The Edmonton Office of the Consortium is one of seven offices of the Alberta Professional Learning Consortium that collaborate to provide, create, facilitate and broker professional learning opportunities for adults who impact student learning in Alberta schools.

Data Summary

In the 2023-2024 year the Edmonton office provided both sessions that were open to registrants throughout the province and sessions that were requested and provided specifically to meet school division and school requests fulfilling its dual purpose of both provincial and regional professional learning needs. One Hundred percent of our regional school authorities were provided professional learning support. The table below illustrates the data in this regard:

Regional Learning Opportunities Offered and Attended

	Total Sessions	Total Participants	Total Learning Hours
Sept 1 - June 30 022-2023	1287	50178	111210
Sept 1 - June 30 2023-2024	1071	49538	108588

Regional Learning Opportunities by Major Priority Categories:

Priority	Total Sessions		Total Participants		Total Learning Hours	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
New Curriculum	422	265	13369	10531	21476.5	16385.25
Quality Teaching & Learning	814	739	31774	36627	71404.75	84073
Quality Leadership	51	67	5035	2380	18328.5	8130

Regional Learning Opportunities by Delivery Method:

Delivery	Total Sessions		Total Participants		Total Learning Hours	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
In Person/Face to Face	362	415	18763	13484	59728	39870
Virtual/On-Line	923	634	31313	33905	51379	54262.5
Blended/Hybrid	0	12	0	1019	0	7902
Asynchronous/On-Demand	2	10	102	1130	102	6554

Learning Plan Update

The Edmonton Office Learning Plan was built on the provincial APLC plan and augmented by purposeful and deliberate engagement with regional stakeholders throughout the year. Three meetings of our Regional Advisory group, multiple meetings with 100% of our school authorities discussing their annual plans, and a series of four meetings throughout the year with nine curriculum leadership advisory committees serves to provide excellent relationships and connections to professional learning needs in our region.

Both qualitative and quantitative feedback indicated that the identified goals of the APLC learning plan and support for the regional learning plans and requests were of the highest quality. This was accomplished through the development of resources, synchronous, asynchronous and in person sessions in all curriculum areas.

Highlights from a Regional Consortium

The Edmonton office of the Consortium provided an expanded breadth of expertise in Designers of professional learning and offered specialized strands of programming in Math, ELL, French Immersion, FNMI, ELAL AEL, Technology Integration, Mental Health, Early Learning, Inclusion, Classroom Complexity, Educational Assistants, Pedagogy, Planning and Assessment. Conferences were also supported in partnership with AISCA, ASCA, ATLE, Autism, GRIT, Parkland Library System, Aboriginal Headstart, CTF/CTS, Attendance and Re-Engagement.

Identified regional challenges

Challenges identified in the Edmonton region include increasing needs in the scope of curriculum implementation understanding, implementation, planning, resources, assessment and pedagogy. This is coupled with needs in secondary and specialty areas of curriculum and instruction. Another area is that of sufficient substitute teachers, time and funding to engage in professional learning.

Emerging Trends/Opportunities

Opportunities being experienced and explored include building on the experience of supporting new curriculum for the past years, increased coordination and planning as an APLC group, and the potential of AI to enhance the work of translation, teacher planning and pedagogy.

Conclusion

It continues to be an honour and a privilege to support the ongoing professional learning needs of the stakeholders, partners and practitioners who dedicate their careers to the education of the students in our region and throughout the province.



**Regional Consortium
Statement of Revenues and Expenses
For the Year Ended June 30, 2024 (in dollars)**

CONSORTIUM NAME:

Edmonton Regional Learning Consortium

	Budget 2023/24	Actual 2023/24	Actual 2022/23
REVENUES			
Alberta Education:			
Management & Infrastructure (Note 1)*	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs (Schedule 1)	70,000		
Regional Programs (Schedule 1)	725,925	749,004	766,495
Fee For Service Contracts (Note 2)			
Other Alberta Education	16,248		
Total Alberta Education	1,004,160	940,991	958,482
Other Revenue:			
Conditional Program Registration Fees:			
Provincial Programs (Schedule 1)		-	
Regional Programs (Schedule 1)		84,246	136,871
Grants - Non government sources (Note 3)			
Cost Recovery Programs: (Note 5)			
Registration Fees (Schedule 4)	50,000	218,888	68,681
Other fees (Schedule 4)	60,000	-	
Other (Note 4):			
Transfer funds from Surplus		34,389	142,000
Interest			10
Transfer funds from other Consortia		60,000	
TOTAL REVENUES	1,114,160	1,338,514	1,306,024
EXPENSES			
Management & Infrastructure (Note 6):			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	184,987	412,828	269,022
Board expenses (Note 8)	7,000	6,705	6,306
Less: Program Cost Allocations (Note 9)		74,687	6,500
Net Management & Infrastructure expenses (Note 9)	191,987	343,847	268,828
Program Delivery Costs (Note 10):			
Conditional programs:			
Provincial Programs (Schedule 1)		-	
Regional Programs (Schedule 1)	764,172	833,250	908,386
Cost Recovery Programs (Schedule 4)	105,000	158,577	71,132
Other:			
Fee for Service Contracts	53,000		
Accounting and Audit Fees			
Administration			95,451
(Specify)			
(Specify)			
TOTAL EXPENSES	1,114,159	1,335,673	1,338,787
ANNUAL SURPLUS (DEFICIT)	1	2,841	(32,763)
Accumulated Surplus at beginning of year	34,390		67,153
Accumulated Surplus at end of year	34,391	2,841	34,390

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



**Regional Consortium
Statement of Financial Position
As at June 30, 2024 (in dollars)**

CONSORTIUM NAME:

Edmonton Regional Learning Consortium

	June 30, 2024	June 30, 2023
ASSETS		
Cash in Bank and Temporary Investments	164,009	124,624
Accounts Receivable (Note 11):		
Province of Alberta		
Alberta school jurisdictions	43,429	945
Other	7,503	22,518
Prepaid Expenses (e.g. deposits for future programming)	80,724	10,227
Other assets	2,868	5,863
TOTAL ASSETS	298,533	164,177
LIABILITIES		
Accounts payable (Note 12)	154,767	32,904
Accrued liabilities (Note 12)		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	-	70,000
Regional Programs (Schedule 3)	-	
Prepaid registration (Note 13)	140,925	26,885
Other:		
(Specify)		
(Specify)		
Total Deferred Revenue	140,925	96,885
TOTAL LIABILITIES	295,692	129,789
ACCUMULATED SURPLUS		
Unrestricted Funds (Note 14)	2,841	34,389
Operating Reserves (Note 15)		
Capital Reserves (Note 16)		
TOTAL ACCUMULATED SURPLUS (Note 17)	2,841	34,389
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	298,533	164,178



Schedule 1 (Note 5, Note 10)
Conditional Grant Program Costs and Net Grants Revenue
For the Year Ended June 30, 2024 (in dollars)

Edmonton Regional Learning Consortium

CONSORTIUM NAME:

2023/24

Conditional Grant Programs:	Cost of Delivering Programs (Note 7)	+ Cost of Delivering Programs (Note 7)	+ Incremental (Note 19)	=	Total Cost of Delivering Programs	=	DEDUCT: Program Registration Fees Note (a)	=	Net Conditional Grant Revenue
Provincial Programs									
(Specify)									
(Specify)									
(Specify)									
(Specify)									
(Specify)									
(Specify)									
(Specify)									
(Specify)									
(Specify)									
(Specify)									
(Specify)									
(Specify)									
(Specify)									
(Specify)									
(Specify)									
Total:									
Regional Programs									
Curriculum Implementation		810,171			810,171		84,246		725,925
OLEP French Language		23,079			23,079		-		23,079
(Specify)									
(Specify)									
(Specify)									
(Specify)									
(Specify)									
(Specify)									
Total:		833,250			833,250		84,246		749,004

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.



Schedule 2

**Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9
For the Year Ended June 30, 2024 (in dollars)**

CONSORTIUM NAME: Edmonton Regional Learning Consortium

	Amount Transferred 2023/24 Note (b)
Curriculum Implementation	
Learning Network	20,000
Northwest Regional Consortium	20,000
Southern Alberta Professional Development Consortium (Specify Consortium)	20,000
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total Curriculum Implementation	60,000
(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	60,000

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.



**Schedule 4
Cost Recovery Programs - Revenues and Costs: Note 3
For the Year Ended June 30, 2024 (in dollars)**

Edmonton Regional Learning Consortium

CONSORTIUM NAME:

	Registration Fees	Other Fees	Costs (Note 18, Note 19)	Annual Surplus
	2023/24	2023/24	2023/24	2023/24
Program:				
Non Grant Supported Programming	218,888		158,577	60,311
Violent Threat Risk Assessment				-
AISCA Teacher Convention				-
Autisms Conference				-
CTS/CTF Conference Day				-
Success With Autism: Temple Grandin				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
Program Total	218,888	-	158,577	60,311

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.



**Certification of
Regional Consortium Financial Statements
For the Year Ended June 30, 2024 (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.

John Waterhouse

Chair of Consortium
John Waterhouse

Date: Oct 15, 2024

Margaret Savage

Financial Coordinator
Margaret Savage

Date: Oct 15 2024

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.

Introduction

Learning Network Educational Services (LNES) is proud to serve seven school authorities, one francophone school authority, and two education authorities including seven member Nations. Our team supports over 3100 teachers and support staff who share and lead learning with nearly 28 000 students in the region.

Data Summary

In the 2023-2024 year, LNES provided 28,779 hours of learning to support educators in our region. In total 6,968 regional participants, representing all seven school authorities and two education authorities, participated in professional learning support in the Priority Areas identified.

Regional Learning Opportunities Offered and Attended

	Total Sessions	Total Participants	Total Learning Hours
Sept 1 - June 30 2022-2023	228	7506	20445
Sept 1 - June 30 2023-2024	197	6968	28779

Regional Learning Opportunities by Major Priority Categories:

Priority	Total Sessions		Total Participants		Total Learning Hours	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
New Curriculum	53	64	2483	1452	4673	7132
Quality Teaching & Learning	162	120	4848	5223	15354	20676
Quality Leadership	13	13	175	293	418	971

Regional Learning Opportunities by Delivery Method:

Delivery	Total Sessions		Total Participants		Total Learning Hours	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
In Person/Face to Face	118	154	2793	4746	11925	21604
Virtual/On-Line	107	34	4461	2102	8165	6473
Blended/Hybrid	0	2	0	20	0	125
Asynchronous/On-Demand	3	7	252	100	355	577

Learning Plan Update

Our work throughout this past year was driven by the focus areas outlined in our Strategic Plan. LNES worked with regional partners to bring in a learning series, speaker or supported regional professional learning with our Designers of Professional Learning (DPL's). Formal and informal conversations and meetings with school authority leaders allow LNES to provide responsive learning opportunities for our education partners. This includes the *Regional Advisory*



Committee, which brings together system leaders to share work happening in their districts, creating opportunity for collaboration and support, three times per year.

LNES facilitated professional learning opportunities that support the effective implementation of curricula, including instruction, assessment, and student learning outcomes. Regional face to face learning opportunities were the preferred mode of supporting teachers in this area. We were proud to support each of the professional learning days as well as coordinate, broker, and act as a referral centre to assist partners to identify available professional development resources to meet their needs.

Highlights from a Regional Consortium

We are proud of the positive relationships within the region and this continues to be a priority. LNES engaged in large group Regional Advisory Committee meetings that brought together regional leaders and partners together to discuss and collaborate regarding the current regional context. LNES also 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.

Identified regional challenges

School authorities have identified insufficient substitute teachers, and time to engage in professional learning. This impacts teachers' abilities to access professional learning and how systems can support curriculum implementation.

Emerging Trends/Opportunities

The rebranding process from APRDC to APLC provides a unique opportunity for LNES to engage educators in the region in the many professional learning opportunities that are being offered throughout the province. It has refocused the conversations with school jurisdiction leaders and allowed each region to leverage the wide range of expertise within The Consortium.

Conclusion

It continues to be a privilege to serve the educators in our region and province. 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 our offering of effective professional learning opportunities which contribute to improved student learning.





**Regional Consortium
Statement of Revenues and Expenses
For the Year Ended June 30, 2024 (in dollars)**

CONSORTIUM NAME:

LEARNING NETWORK

	Budget 2023/24	Actual 2023/24	Actual 2022/23
REVENUES			
Alberta Education:			
Management & Infrastructure (Note 1)*	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs (Schedule 1)	302,700	302,700	302,700
Regional Programs (Schedule 1)		-	
Fee For Service Contracts (Note 2)			
Other Alberta Education			
Total Alberta Education	494,687	494,687	494,687
Other Revenue:			
Conditional Program Registration Fees:			
Provincial Programs (Schedule 1)	90,000	69,825	94,582
Regional Programs (Schedule 1)		-	
Grants - Non government sources (Note 3)			
Cost Recovery Programs: (Note 5)			
Registration Fees (Schedule 4)	20,000	42,655	14,400
Other fees (Schedule 4)		4,862	17,568
Other (Note 4):			
Administrative fees	10,000	4,210	7,330
Interest	400	4,417	3,662
Interest			
TOTAL REVENUES	615,087	620,656	632,229
EXPENSES			
Management & Infrastructure (Note 6):			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	282,220	274,696	243,449
Board expenses (Note 8)	30,000	46,211	9,643
Less: Program Cost Allocations (Note 9)	64,217	56,740	74,132
Net Management & Infrastructure expenses (Note 9)	248,003	264,167	178,960
Program Delivery Costs (Note 10):			
Conditional programs:			
Provincial Programs (Schedule 1)	366,750	372,525	397,282
Regional Programs (Schedule 1)		-	
Cost Recovery Programs (Schedule 4)		37,554	38,850
Other:			
Fee for Service Contracts			
Accounting and Audit Fees	10,000	6,707	8,411
(Specify)			
(Specify)			
TOTAL EXPENSES	624,753	680,953	623,503
ANNUAL SURPLUS (DEFICIT)	(9,666)	(60,297)	8,726
Accumulated Surplus at beginning of year	246,729	246,729	238,003
Accumulated Surplus at end of year	237,063	186,432	246,729

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



**Regional Consortium
Statement of Financial Position
As at June 30, 2024 (in dollars)**

CONSORTIUM NAME:

LEARNING NETWORK

	June 30, 2024	June 30, 2023
ASSETS		
Cash in Bank and Temporary Investments	182,135	269,333
Accounts Receivable (Note 11):		
Province of Alberta		
Alberta school jurisdictions	17,550	44,856
Other	19,904	9,361
Prepaid Expenses (e.g. deposits for future programming)		29,025
Other assets	66,445	9,142
TOTAL ASSETS	286,034	361,717
LIABILITIES		
Accounts payable (Note 12)	7,328	8,714
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
Other:		
(Specify)		
(Specify)		
Total Deferred Revenue	47,150	61,150
TOTAL LIABILITIES	54,478	69,864
ACCUMULATED SURPLUS		
Unrestricted Funds (Note 14)	186,432	246,729
Operating Reserves (Note 15)	45,124	45,124
Capital Reserves (Note 16)		
TOTAL ACCUMULATED SURPLUS (Note 17)	231,556	291,853
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	286,034	361,717



Schedule 1 (Note 5, Note 10)
 Conditional Grant Program Costs and Net Grants Revenue
 For the Year Ended June 30, 2024 (in dollars)

CONSORTIUM NAME: LEARNING NETWORK

2023/24							
	Cost of Delivering Programs (Note 7)	+	Cost of Delivering Programs (Note 7)	=			
	Allocated (Note 18)		Incremental (Note 19)		Total Cost of Delivering Programs		
					-		
					DEDUCT: Program Registration Fees Note (a)		
					=		
					Net Conditional Grant Revenue		
Conditional Grant Programs:							
Provincial Programs							
Implementation	54,147		318,378		372,525	69,825	302,700
Creating Pathways of Hope					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
Total:	54,147		318,378		372,525	69,825	302,700
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.

Schedule 3
Conditional Grant Program Deferred Revenue
For the Year Ended June 30, 2024 (in dollars)

CONSORTIUM NAME:

LEARNING NETWORK

2023/24

	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						
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)						
Total:	47,150	-	302,700	-	302,700	47,150
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.



**Certification of
Regional Consortium Financial Statements
For the Year Ended June 30, 2024 (in dollars)**

CONSORTIUM NAME:

LEARNING NETWORK

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. 30, 2024

Date

Natasha Giammarioli

Financial Officer (Signature)

04-Oct-24

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 than 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.

Introduction

NRLC serves 8 public education school divisions, 9 First Nation schools/authorities, as well as independent, 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.

Data Summary

Regional Learning Opportunities Offered and Attended

	Total Sessions	Total Participants	Total Learning Hours
Sept 1 - June 30 2022-2023	570	19652	50269.20
Sept 1 - June 30 2023-2024	406	13368	45391.97

Regional Learning Opportunities by Major Priority Categories:

Priority	Total Sessions		Total Participants		Total Learning Hours	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
New Curriculum	77	97	*N/A	3682	*N/A	17919
Quality Teaching & Learning	462	263	18527	1104	45498	21417
Quality Leadership	31	46	1125	8582	4771	6055

**Data embedded in Quality Teaching and Learning priority*

In 2022-23 consortia maintained 9 priority areas. In 2023-24 a shift was made to condense 7 of those 9 (*FNMI, Inclusive Ed, Mental Health & Wellness, Curriculum/Pedagogy, Literacy, Numeracy and Other*) priorities into one category of Quality Teaching and Learning. In 2022-23 new curriculum sessions were additionally embedded within the curriculum and pedagogy data, though extracted for this report's purpose to show a comparison of specific new curriculum session data. This alteration in the counting/reporting of data can help to understand the decrease in session numbers in the Quality Teaching and Learning category from 22-23 to 23-24.

Regional Learning Opportunities by Delivery Method:

Delivery	Total Sessions		Total Participants		Total Learning Hours	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
In Person/Face to Face	348	288	10072	8715	22575.2	26138
Virtual/On-Line	130	73	5024	1640	7082.5	3525
Blended/Hybrid	50	44	3997	3013	19788	15728
Asynchronous/On-Demand	42	1	559	0	823.5	0

In person learning remains our most robust delivery method, due to the number of in-person conferences and division PD Days that NRLC facilitates and supports. NRLC continues to facilitate individual sessions and series throughout the program year, many of which are Virtual/On-Line or a Blended/Hybrid of an In-Person session followed by a Virtual/On-Line followup session(s).

Learning Plan Update

In 2023-24 NRLC continued to accomplish the six (6) goals of consortia through the lenses of:

- **Collaboration** - NRLC celebrates 74 % of learning opportunities offered were in partnership/collaboration with stakeholder partners in 2023-24.
- **Communication** - In addition to the Director's regular, individual engagement with division curriculum leaders and Zone 1 CASS, NRLC continues to have good engagement with our digital media. Each of our newsletter, website and social media channels increased in subscriptions/views over the program year.
- **Leadership Capacity** - For our second of a three year commitment to strategically dedicate additional funding toward building instructional leadership capacity in Zone 1, NRLC supported divisions with individualized leadership supports, as well as offering open sessions/series to total 21 sessions with 2,334 learning hours to 402 participants.

Highlights from a Regional Consortium

One of our main highlights was gathering our Zone 1 division curriculum leaders and instructional coaches for our regular regional advisory meetings for Math, Literacy, Inclusive Education, and First Nation, Metis & Inuit Advisory. Additionally, our Designers of Professional learning supported building learning opportunities and resources for the provincial New Curriculum Committees, and shared their learning and resources from those committees with our regional partners.

NRLC was also proud to have continued coordination of the provincial ARPDC [Orange Shirt Day and Beyond](#) grant from Alberta Education, with our colleagues at CPFPP.

Identified Regional Challenges

With a shortage of substitute teacher availability, or in some cases shortage of allocated budget for substitute teacher costs, meeting minimum registration numbers to make open registration sessions financially viable remains a struggle. This is particularly noticeable with participation in French Immersion professional learning which remains our lowest engagement with only 0.3% of participants.

Emerging Trends/Opportunities

Quality Over Quantity: With fewer sessions and participant totals, but relatively stable learning hours, a potential shift towards more intensive learning experiences is emerging. Longer sessions and learning series that prioritize more in-depth, high-quality learning are preferred.

Shift Toward Resource Development: With new curriculum changes in K-6 classrooms over the past 3 years, there is growing preference in learners wanting to access and engage with resources. Learning needs are evolving to include collaborative planning opportunities or wanting to extend learning on pedagogical practices after engaging with curriculum resources.

Conclusion

Despite a slight decrease in sessions, participants and hours in 2023-24, NRLC remains a reliable, 'go to' partner for professional learning for our Zone 1 school divisions. With three-quarters of our programming in collaboration/partnership we are pleased that we have been able to serve our zone's needs and provide creative solutions for effective professional learning and resources.



**Regional Consortium
Statement of Revenues and Expenses
For the Year Ended June 30, 2024 (in dollars)**

CONSORTIUM NAME: Northwest Regional Learning Consortium

	Budget 2023/24	Actual 2023/24	Actual 2022/23
REVENUES			
Alberta Education:			
Management & Infrastructure (Note 1)*	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs (Schedule 1)	350,000	531,912	452,837
Regional Programs (Schedule 1)	24,013	223,897	13,665
Fee For Service Contracts (Note 2)			
Other Alberta Education			
Total Alberta Education	566,000	947,796	658,489
Other Revenue:			
Conditional Program Registration Fees:			
Provincial Programs (Schedule 1)	80,000	99,499	61,823
Regional Programs (Schedule 1)	500	1,675	370
Grants - Non government sources (Note 3)			
Cost Recovery Programs: (Note 5)			
Registration Fees (Schedule 4)	3,000	2,208	2,774
Other fees (Schedule 4)		-	
Other (Note 4):			
Interest	500	779	665
GST reallocation		3,354	
(Specify)			
TOTAL REVENUES	650,000	1,055,311	724,121
EXPENSES			
Management & Infrastructure (Note 6):			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	200,000	198,328	229,999
Board expenses (Note 8)			
Less: Program Cost Allocations (Note 9)			
Net Management & Infrastructure expenses (Note 9)	200,000	198,328	229,999
Program Delivery Costs (Note 10):			
Conditional programs:			
Provincial Programs (Schedule 1)	300,000	631,411	514,660
Regional Programs (Schedule 1)	150,000	225,572	14,035
Cost Recovery Programs (Schedule 4)		-	
Other:			
Fee for Service Contracts			
Accounting and Audit Fees			3,000
(Specify)			
(Specify)			
(Specify)			
TOTAL EXPENSES	650,000	1,055,311	761,694
ANNUAL SURPLUS (DEFICIT)	-	-	(37,573)
Accumulated Surplus at beginning of year	28,034	28,034	65,607
Accumulated Surplus at end of year	28,034	28,034	28,034

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

**Regional Consortium
Statement of Financial Position
As at June 30, 2024 (in dollars)**

CONSORTIUM NAME:

Northwest Regional Learning Consortium

	June 30, 2024	June 30, 2023
ASSETS		
Cash in Bank and Temporary Investments	166,167	387,610
Accounts Receivable (Note 11):		
Province of Alberta		
Alberta school jurisdictions	56,046	51,385
Other	23,150	17,447
Prepaid Expenses (e.g. deposits for future programming)	4,637	12,323
Other assets		
TOTAL ASSETS	250,000	468,765
LIABILITIES		
Accounts payable (Note 12)	37,685	31,921
Accrued liabilities (Note 12)	2,191	
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	165,738	379,846
Regional Programs (Schedule 3)	1,675	11,572
Prepaid registration (Note 13)	11,358	17,392
Other:		
(Specify)	3,319	
(Specify)		
Total Deferred Revenue	182,090	408,810
TOTAL LIABILITIES	221,966	440,731
ACCUMULATED SURPLUS		
Unrestricted Funds (Note 14)	28,034	28,034
Operating Reserves (Note 15)		
Capital Reserves (Note 16)		
TOTAL ACCUMULATED SURPLUS (Note 17)	28,034	28,034
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	250,000	468,765

Schedule 1 (Note 5, Note 10)
Conditional Grant Program Costs and Net Grants Revenue
For the Year Ended June 30, 2024 (in dollars)

CONSORTIUM NAME:

Northwest Regional Learning Consortium

	2023/24								
	Cost of Delivering Programs (Note 7)	+	Cost of Delivering Programs (Note 7)	=	Total Cost of Delivering Programs	-	DEDUCT: Program Registration Fees Note (a)	=	Net Conditional Grant Revenue
	Allocated (Note 18)		Incremental (Note 19)						
Conditional Grant Programs:									
Provincial Programs									
Curriculum Implementation	558,781		11,980		570,761		99,499		471,262
Orange Shirt Day Specialty Grant	60,650				60,650				60,650
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
Total:	619,431		11,980		631,411		99,499		531,912
Regional Programs									
OLEP Grant	11,572				11,572		1,675		9,897
Rupertsland Grant	214,000				214,000				214,000
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
Total:	225,572		-		225,572		1,675		223,897

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.



Schedule 2
Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9
For the Year Ended June 30, 2024 (in dollars)

CONSORTIUM NAME: Northwest Regional Learning Consortium

	Amount Transferred 2023/24 Note (b)
(Specify Program) (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.



Schedule 3
Conditional Grant Program Deferred Revenue
For the Year Ended June 30, 2024 (in dollars)

CONSORTIUM NAME: Northwest Regional Learning Consortium

2023/24

	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	379,846	36,550	220,604		471,262	165,738
Orange Shirt Day Specialty Grant			97,200	36,550	60,650	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
Total:	379,846	36,550	317,804	36,550	531,912	165,738
Regional Programs						
OLEP Grant	11,572				9,897	1,675
Rupertsland Institute Grant			214,000		214,000	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
Total:	11,572	-	214,000	-	223,897	1,675

- 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.



Schedule 4
Cost Recovery Programs - Revenues and Costs: Note 3
For the Year Ended June 30, 2024 (in dollars)

CONSORTIUM NAME: Northwest Regional Learning Consortium

	Registration Fees	+	Other Fees	-	Costs (Note 18, Note 19)	=	Annual Surplus
	2023/24		2023/24		2023/24		2023/24
Program:							
GPATA #13	2,208						2,208
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
Program Total	2,208		-		-		2,208

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.



**Certification of
Regional Consortium Financial Statements
For the Year Ended June 30, 2024 (in dollars)**

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)

October 24, 2024

Date



Financial Officer (Signature)

October 24, 2024

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 than 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.

Introduction

During the 2023-2024 year, the SAPDC Regional Office experienced considerable growth in both the scope and engagement of its regional learning opportunities. A marked rise in participation and a broadening of available sessions emphasized the demand for professional learning across the region, with particular interest in areas like the "New Curriculum" focus, which saw enthusiastic attendance and engagement. The commitment to "Quality Teaching & Learning" continued strongly, further supported by evolving delivery methods. Notably, virtual learning options, especially online and asynchronous sessions, became increasingly popular, highlighting a clear trend toward accessible, flexible, on-demand education.

Data Summary

Regional Learning Opportunities Offered and Attended

	Total Sessions	Total Participants	Total Learning Hours
Sept 1 June 30 2022-2023	232	3923	42 818
Sept 1 June 30 2023-2024	265	16 122	40 436

***NOTE: 2022/23 Quality Teaching and Learning numbers reflect the total in the areas of Curriculum and Pedagogy, First Nations, Métis and Inuit, Inclusive Education, Mental Health and Wellness, Literacy, Mathematics & Other**

Regional Learning Opportunities by Major Priority Categories:

Priority	Total Sessions		Total Participants		Total Learning Hours	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
New Curriculum	26	67	653	4370	4822.5	11 654.5
Quality Teaching & Learning	185	185	3078	10,139	22 700.5	25 420.7
Quality Leadership	21	13	192	1613	15 295	3361.3

Regional Learning Opportunities by Delivery Method:

Delivery	Total Sessions		Total Participants		Total Learning Hours	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
In Person/Face to Face	141	146	2224	3589	26 353	12 881
Virtual/On-Line	73	91	1288	11446	12 760.5	25 914
Blended/Hybrid	15	17	281	407	1129	1184.5
Asynchronous/On-Demand	3	11	130	680	2575.5	456.78

Learning Plan Update

During 2022-2023, SAPDC focused on **Collaboration and Connection** and **Capacity and Leadership**, resulting in substantial growth in participant numbers across all delivery formats. In-person attendance rose significantly, as did online, hybrid, and asynchronous participation, reflecting an increased regional engagement.

Focus Area 1: Collaboration and Connection

SAPDC leveraged the CASSIX ethos of unity to expand shared regional projects and resources, enhancing connections across divisions. Regular participation in CASSIX Curriculum Leads and Inclusive Education meetings, alongside frequent school division visits, strengthened these efforts. Each division received updates on SAPDC's support for ARPDC's provincial initiatives, such as the New Curriculum Committees and DPL opportunities, connecting schools to essential resources through our DPL team. Collaboration with Medicine Hat College, Lethbridge College, and the University of Lethbridge supported advisory groups in FNMI, Early Literacy, ELAL, and Math. Successful educational assistant training sessions reached over 318 participants across Alberta, and partnerships with Alberta Health Services enabled ongoing Healthy Schools sessions. Partnerships with regional schools expanded access to high-quality, affordable learning opportunities.

Focus Area 2: Capacity Building and Leadership

This area prioritized capacity-building and leadership development for divisional and school leaders, instructional leads, and teachers. Through recruiting local educators, SAPDC enhanced resource development and broadened access to professional learning opportunities. Asynchronous learning was expanded to make professional development more accessible, and technology and social platforms were employed to raise engagement and awareness. Efforts included integrating Indigenous Ways of Knowing, Land-based Learning, and wellness pillars into all sessions, promoting inclusivity and shared purpose.

Highlights

SAPDC achieved positive engagement with all regional districts, exemplified by feedback from a regional literacy session attendee who felt "more confident in teaching the writing process to young children." Additionally, collaboration with University of Lethbridge and Medicine Hat College supported new teachers, and SAPDC extended its support to colony educators. Notable success was achieved in student leadership and engagement with the Southern Alberta Interscholastic Leadership (SAIL) program for high school students and teachers.

Identified Regional Challenges

SAPDC worked to ensure accessible learning opportunities across the East and West regions, despite travel costs and time constraints. Efforts to further support Kainai and Pikanni communities are ongoing.

Emerging Trends/Opportunities

Leadership development emerged as a priority among district leaders for the 2024–2025 school year, guiding SAPDC's focus for the coming year.

Conclusion

In 2023–2024, SAPDC successfully expanded learning opportunities and strengthened regional partnerships, increasing engagement across diverse educational priorities. With a strong focus on collaboration, capacity-building, and inclusive leadership, SAPDC adapted its delivery methods to meet evolving needs and broaden access to professional learning. Looking ahead, SAPDC remains committed to responding to stakeholder feedback, supporting leadership development, and fostering connections that enhance learning across the region.



**Regional Consortium
Statement of Revenues and Expenses
For the Year Ended June 30, 2024 (in dollars)**

CONSORTIUM NAME: Southern Alberta Professional Development Consortium

	Budget 2023/24	Actual 2023/24	Actual 2022/23
REVENUES			
Alberta Education:			
Management & Infrastructure (Note 1)*	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs (Schedule 1)	250,000	256,322	346,269
Regional Programs (Schedule 1)	20,000	6,543	30,007
Fee For Service Contracts (Note 2)			
Other Alberta Education			
Total Alberta Education	461,987	454,852	568,263
Other Revenue:			
Conditional Program Registration Fees:			
Provincial Programs (Schedule 1)	75,000	164,676	74,359
Regional Programs (Schedule 1)		-	
Grants - Non government sources (Note 3)			
Cost Recovery Programs: (Note 5)			
Registration Fees (Schedule 4)	10,000	11,860	13,323
Other fees (Schedule 4)		-	
Other (Note 4):			
Interest	250	917	520
GST Reallocation		27,960	
(Specify)			
TOTAL REVENUES	547,237	660,265	656,465
EXPENSES			
Management & Infrastructure (Note 6):			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	350,000	407,211	229,962
Board expenses (Note 8)			
Less: Program Cost Allocations (Note 9)	20,000	17,998	20,083
Net Management & Infrastructure expenses (Note 9)	330,000	389,213	209,879
Program Delivery Costs (Note 10):			
Conditional programs:			
Provincial Programs (Schedule 1)	400,000	420,998	420,628
Regional Programs (Schedule 1)	20,000	6,543	30,007
Cost Recovery Programs (Schedule 4)	5,000	10,923	8,596
Other:			
Fee for Service Contracts			
Accounting and Audit Fees			
Amortization	8,500	8,832	9,493
(Specify)			
(Specify)			
TOTAL EXPENSES	763,500	836,510	678,603
ANNUAL SURPLUS (DEFICIT)	(216,263)	(176,245)	(22,138)
Accumulated Surplus at beginning of year	225,039	225,039	247,177
Accumulated Surplus at end of year	8,776	48,794	225,039

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

Regional Consortium
Statement of Financial Position
As at June 30, 2024 (in dollars)

CONSORTIUM NAME:

Southern Alberta Professional Development Consortium

	June 30, 2024	June 30, 2023
ASSETS		
Cash in Bank and Temporary Investments	168,153	270,418
Accounts Receivable (Note 11):		
Province of Alberta	26,091	42,000
Alberta school jurisdictions	72,489	136,381
Other	12,092	30,762
Prepaid Expenses (e.g. deposits for future programming)	33,701	3,787
Other assets	8,740	8,298
TOTAL ASSETS	321,266	491,646
LIABILITIES		
Accounts payable (Note 12)	18,340	87,410
Accrued liabilities (Note 12)		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	223,837	137,859
Regional Programs (Schedule 3)	1,622	
Prepaid registration (Note 13)	19,091	41,338
Other:		
ACE Prepayment	750	
(Specify)		
Total Deferred Revenue	245,300	179,197
TOTAL LIABILITIES	263,640	266,607
ACCUMULATED SURPLUS		
Unrestricted Funds (Note 14)		
Operating Reserves (Note 15)	48,794	225,039
Capital Reserves (Note 16)		
TOTAL ACCUMULATED SURPLUS (Note 17)	48,794	225,039
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	312,435	491,646

**Schedule 1 (Note 5, Note 10)
Conditional Grant Program Costs and Net Grants Revenue
For the Year Ended June 30, 2024 (in dollars)**

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

	2023/24								
	Cost of Delivering Programs (Note 7)	+	Cost of Delivering Programs (Note 7)	=	Total Cost of Delivering Programs	-	DEDUCT: Program Registration Fees Note (a)	=	Net Conditional Grant Revenue
	Allocated (Note 18)		Incremental (Note 19)						
Conditional Grant Programs:									
Provincial Programs									
Curriculum Implementation	403,000		17,998		420,998		164,676		256,322
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
Total:	403,000		17,998		420,998		164,676		256,322
Regional Programs									
OLEP Grant	6,543				6,543				6,543
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
Total:	6,543		-		6,543		-		6,543

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.



Schedule 2

Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9
For the Year Ended June 30, 2024 (in dollars)

CONSORTIUM NAME: Southern Alberta Professional Development Consortium

		Amount Transferred 2023/24 Note (b)
(Specify Program)		
(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.

**Schedule 3
Conditional Grant Program Deferred Revenue
For the Year Ended June 30, 2024 (in dollars)**

CONSORTIUM NAME: Southern Alberta Professional Development Consortium

2023/24

	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	137,859		342,300		256,322		223,837
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
Total:	137,859	-	342,300	-	256,322		223,837
Regional Programs							
OLEP - SAPDC			8,165		6,543		1,622
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
(Specify)					-		-
Total:	-	-	8,165	-	6,543		1,622

Notes to Schedule 3:

- Total will agree to Page 2 *Deferred Revenue: Conditional Grants* for the previous year and the previous year's Deferred Revenue Schedule.
- 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.
- Net Conditional Grant Revenue will correspond to Schedule 1 and Page 1.
- Deferred revenue represents unexpended funds that will be expended on programs or transferred to other consortia next year.
- Conditional Grant Program names should match Schedule 1.



Schedule 4
Cost Recovery Programs - Revenues and Costs: Note 3
For the Year Ended June 30, 2024 (in dollars)

CONSORTIUM NAME: Southern Alberta Professional Development Consortium

	Registration Fees	Other Fees	Costs (Note 18, Note 19)	Annual Surplus
	2023/24 +	2023/24 -	2023/24 =	2023/24
Program:				
3d Printer Workshop	11,725		10,696	1,029
OBS Studio	135		227	(92)
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
Program Total	11,860	-	10,923	937

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.



**Certification of
Regional Consortium Financial Statements
For the Year Ended June 30, 2024 (in dollars)**

CONSORTIUM NAME: **Southern Alberta Professional Development 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)

October 24, 2024

Date

Financial Officer (Signature)

October 24, 2024

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 than 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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