Education Plan 2026-2029

Approved June 6, 2026

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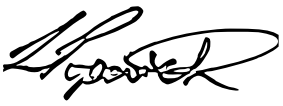
Accountability Statement

The Education Plan for Education Unlimited Academy (EUA) commencing September 1, 2026, was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the *Independent Schools Regulation* and the *Ministerial Grants Regulation*. This plan was developed in the context of the provincial government's business and fiscal plans. The operator and/or governing body has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The operator and/or governing body approved the 2026/2027 Education Plan on June 6, 2026.



Original Signed

Lyndon Popovitch,

Board Chair

2026-2029 Education Plan

This 2026-2029 Education Plan represents significant changes to the form and substance of EUA's previous version. The changes have been the result of an extended revision process to the 2024-2025 AERR. Key elements of what EUA has learned since the completion of the revised 2024-2025 AERR are articulated in the preamble to that document. For this Education Plan, the opening paragraph of that preamble provides important context.

> *As a newly accredited independent school since the 2022–2023 academic year, EUA has been on an organization-wide learning curve to understand the information-feedback loop using the information in the Alberta Education and Childcare accountability and assurance system. At the time of the original submission in November 2025, the direct correlation between the Education Plan and Annual Education Results Report and the requirement to embed a framework of domain-specific Outcomes, Measures, and Strategies operating within a Continuous Improvement Cycle was not yet fully understood by the school.*
>
> *From the Education Unlimited 2024-2025 AERR*

With this in view, this 2026-2029 Education Plan represents an effort to more closely align with the ECC Assurance Framework articulated in the *Funding Manual for School Authorities 2026/27 School Year.*

About Education Unlimited

Education Unlimited was originally founded in 1999 as a traditional home education provider, working on behalf of a private school to assist families throughout the province of Alberta. For many years, Education Unlimited successfully facilitated only traditional home education programs without using provincial accreditation or blended programs, and consistently demonstrated principled leadership in home education.

Education Unlimited's purpose has always been to recognize the authority and responsibility of parents, and to enable, equip, and encourage them in the training of their children at home.

"Our purpose is to recognize the authority and responsibility of parents, and to enable, equip, and encourage them in the training of their children at home."

In 2022, Education Unlimited was reorganized as Education Unlimited Academy (EUA), an independent, accredited-funded private school. Like the original Education Unlimited, Education Unlimited Academy has one purpose: to support and encourage parents who choose to educate their children at home. EUA offers parents choice and control in the freest possible educational environment. It is a place where true unschooling is understood and celebrated.

EUA **enables** parents to home educate by helping them to understand the requirements of provincial regulations and their own rights as home educators, while at the same time greatly simplifying the required paperwork for registration and funding.

EUA **equips** parents by providing them with the knowledge and tools necessary to lead their children to responsible adulthood.

EUA **encourages** parental authority in home education by promoting the foundational principles for educating children within the family created by God, and by reminding parents that these principles do not change with time.

EUA views these responsibilities as a trust. As such, when parents choose EUA, they are choosing to educate outside the conventional system. This is a choice with the full intention of pursuing an alternative to the Alberta Programs of Study, not as a workaround or a concession, but because this alternative reflects the foundational conviction that parents are the ones best positioned to determine what their children need to learn, when they need to learn it, and how that learning should take place.

As an alternative, learning is not organized around standardized benchmarks or institutional timelines. It is organized around the child, the family, and the God-given responsibility of parents to raise their children toward capable, responsible adulthood. Provincial Achievement Tests, diploma examinations, and formal screening tools were designed for a classroom-based delivery model. EUA families are not following that model. Their children's progress is measured differently because it is happening differently: through daily life, real-world application, and the kind of sustained, individualized attention that no classroom can replicate. EUA does not view low participation in these provincial measures as a deficiency to be corrected. We view it as a natural and expected outcome of a home education philosophy that measures growth by what a child can do, not by what a child can score.

EUA believes that we fulfill a unique role in the Alberta home education community by primarily supporting parents who are looking for an alternative to the Alberta Programs of Study. This approach is not taken lightly or without thought, nor do we stand alone in this from either an epistemological or pedagogical perspective.

The use of standardized testing to evaluate students has been questioned by many prominent educators. Testing doesn't necessarily measure what people commonly assume it does, and the testing process itself can be potentially detrimental for student learning.

Professor Daniel Koretz of the Harvard Graduate School of Education has critiqued the use of standardized testing in his 2017 book *The Testing Charade: Pretending to Make Schools Better* (University of Chicago Press). Citing a famous James Coleman study *Equality of Educational Opportunity* published in 1966 by the US Office of Education, Koretz writes, this report "found that student background and parental education had a bigger impact than schooling on student achievement." Although there is still a debate over "the precise relative contributions of schooling and background," nevertheless "there is no doubt that factors other than schooling are enormously important."

This means that the results derived from standardized testing may say more about the students' backgrounds and family life than about their educational programs.

Furthermore, some argue that testing itself can be detrimental for learning. Professor Peter Gray of the Department of Psychology at Boston College, in his 2015 book *Free to Learn: Why Unleashing the Instinct to Play Will Make Our Children Happier, More Self-Reliant, and Better Students for Life*, writes that children are natural learners but their desire for learning is inhibited by some of the things they experience at school.

One of those inhibiting factors is testing. Gray notes that "[w]hen students are evaluated for their learning and are compared with other students, as they constantly are in school, learning becomes not only work but a source of anxiety." Indeed, "[t]ests and fear of failure create anxiety in almost everyone who takes school seriously."

The anxiety itself leads to other emotions that reduce children's ability to learn: "Children are made to feel ashamed (inferior) if they perform worse than their peers and proud (superior) if they perform better."

According to Gray, research shows that evaluation reduces creative abilities in students, at least for those who have few skills in the activity being observed. As he explains, "When research subjects believe their performance is being observed and evaluated, those who are already skilled become better and those who are not so skilled become worse."

As a result, testing can actually hamper the educational experience of at least some students.

Stakeholder Engagement

Starting in 2025-2026, EUA initiated a broader stakeholder engagement process involving parents, Facilitators, Board, and PAC members. The ultimate goal of this engagement process is to establish a plan for the long-term sustainability of EUA as we continue to navigate the full extent of the transition to becoming an accredited funded, independent school.

Of primary importance in the transition is for EUA to better understand the motivations, priorities, and experiences of the families we serve.

EUA is committed to developing engagement practices, such as focus groups, PAC involvement, and survey instruments that are meaningfully connected to the Outcomes, Measures, and Strategies established in this Plan, and to executing a coherent, evidence-informed Continuous Improvement Cycle.

This will be accomplished through the following initiatives, as well as any other means we determine advantageous in the coming year(s):

- Twice-annual in-person meetings hosting all Board, PAC, Teaching-Facilitation Staff, and management,
- Monthly, virtual PD Meetings with Facilitators,
- Monthly, virtual Board/PAC Meetings,
- Annual experience/satisfaction surveys,
- Ad hoc surveys and discussions regarding topical items that arise, and
- School-wide engagement in the school's preparation of submissions that fulfill the ECC Assurance Framework.

Each of these is detailed in the Outcomes, Strategies, and Measures associated with each of the Assurance Domains and are articulated below.

1.0 Domain: Student Growth and Achievement

With the exception of students enrolled in Shared Responsibility programs, all EUA students are in a home education program that is an alternative to the Alberta Programs of study. As such, the approach to demonstrating assurance for Student Growth and Achievement is not directly achieved using standardized measures.

Provincial Achievement Tests (PATs)

Understanding that PATs are aligned with the Alberta Programs of study, these instruments will not adequately reflect progress for a student in a home education program. EUA recognizes this can create a tension between the observation that PATs do not effectively assess progress under alternative programs of study and ECC's need for assurance of student growth and achievement.

EUA does not encourage parents or students in an alternative home education program to write the PAT. However, to make parents aware PATs are available, they are notified by email with instructions to contact the Principal if they are interested in having a student write the PAT.

As an alternative, EUA has developed a Student Progress Report (SPR) that is aligned with the outcomes in the Schedule to the Home Education Regulation (HER). The combination of parents populating the SPR and the certificated facilitators' review ensures EUA is confident in the ability to demonstrate student progress.

High School Completion

Formal recognition, including tracking completion, is primarily considered by EUA as the domain of parents in discussion with their children. Each family and student is engaged in the determination of their own completion. EUA's digital online system does include a Transcript feature that allows a parent to enter high school-level content and subject matter that their student has completed for use in postsecondary applications, employment purposes, and other uses. Transcript completions, including time in high school, are being explored as measures by which EUA can demonstrate outcomes related to high school completion.

Literacy and Numeracy strategies for Grades K-5

An annual Student Progress Report is completed for each student by their parent and reviewed with their Facilitator. All areas of student progress, including progress in subjects that lead to development of Literacy and Numeracy, are included in the SPR. With each home education program being primarily parent-directed, EUA has not articulated a school-wide strategy related to Literacy and Numeracy; rather, our Facilitators support families and students' case-by-case.

1.1 Outcome - Student Success

All EUA students are successful in a home education program as an alternative to the Alberta Programs of Study that meets the learning outcomes in the Schedule to the Home Education Regulation.

Strategies

1.1.S1 Articulate a reasonable and observable set of qualities that identify a completed home education program that follows an alternative to the Alberta Programs of Study (High School Completion).

1.1.S2 Include high school students in facilitation visits to encourage student engagement in meeting learning outcomes (Student Learning Engagement).

1.1.S3 Develop Facilitator-led approaches to support K–5 Literacy and Numeracy on a case-by-case basis, with annual review through the Student Progress Report (Literacy and Numeracy).

1.1.S4 Encourage parent use of the MyEU Transcript to record high-school-level work for post-secondary, employment, and other purposes (High School Completion).

Initiatives

- Define a "completion" marker within MyEU and align it to a parent-defined description of a completed program.
- Describe and document Facilitator K–5 literacy and numeracy support to inform a school-wide reference (Facilitator engagement ongoing for 2025–2026, per AERR p. 7).
- Identify student engagement through facilitation visits for High School students, and track from Grade 10 through to completion.

Measures

1.1.M1 Number and percentage of students aged 16+ identified by parents as having completed an alternative-to-Alberta-Programs-of-Study home education program.

1.1.M2 Transcript completions recorded in MyEU for high-school-aged students (baseline 2026–2027).

1.1.M3 Percentage of Grade 10–12 facilitation visits that include direct student engagement with learning outcomes.

1.1.M4 Annual Student Progress Report completion rate.

1.2 Outcome - FNMI Student Success

All EUA students, including First Nations, Métis, and Inuit (FNMI) students, are successful in a home education program as an alternative to the Alberta Programs of Study that meets the learning outcomes in the Schedule to the Home Education Regulation.

Strategies

1.2.S1 Develop FNMI-specific guidance for Facilitators, consistent with TQS Competency 5 (cross-reference: Schedule A to the Teacher-Facilitator Policy).

1.2.S2 Identify culturally responsive resources that fit a parent-directed home education model for FNMI Students.

1.2.S3 Review and update the voluntary self-identification pathway in registration to ensure families who wish to identify can do so.

Initiatives

- Develop FNMI guidance content in 2026–2027 PD meetings.
- Identify a parent-friendly resource list consistent with a faith-respecting home education philosophy accessible through MyEU.

Measures

1.2.M1 Number of families self-identifying as FNMI on registration (baseline year 2026–2027).

1.2.M2 Number of FNMI-related resource items added to the EUA library and views/downloads through MyEU.

1.3 Outcome - Shared Responsibility Student Success

Students enrolled in EUA's Shared Responsibility (K&E) program demonstrate readiness for trades, post-secondary, or workforce participation.

Strategies

1.3.S1 Maintain improved enrolment, record-keeping, and attendance practices for SR students.

1.3.S2 Articulate the trades-pathway purpose of the K&E program, highlighting Math and Science, in communication materials.

1.3.S3 Achieve 100% AECA survey invitation to SR families and incorporate results into the AERR.

Initiatives

- Spring information sessions for prospective SR families (continuing the 2024–2025 practice).
- Direct follow-up protocol for SR survey response, addressing the zero-response result from June 2025.
- Map K&E content to Alberta Trades Entrance Exam preparation (e.g., NAIT, SAIT, Lethbridge Polytechnic) as a parent reference.

Measures

1.3.M1 Continue tracking the number of SR students registered vs. funded each year.

1.3.M2 SR family AECA survey response rate.

1.3.M3 Self-reported parent and student satisfaction that the SR program prepared the student to challenge a trades entrance exam.

1.3.M4 Number of SR students completing the K&E sequence.

2.0 Domain: Teaching and Leading

Building on lessons from the 2024-2025 AERR, EUA has articulated a detailed application of the *Teaching Quality Standard (TQS)* as an appendix to a revised and updated Teacher-Facilitator Policy. The following summarizes EUA's approach to Teaching and Leading in the context of an alternative home education program.

EUA's supervisory model, the teaching function of education is primarily conducted by the parent(s) with the Facilitator providing the role of assurance partner or supervisor of the home education program. From EUA's Teacher-Facilitator Policy:

2.1 The Parent as Primary Educator

In EUA's model, the parent bears primary responsibility for instructional design and delivery. Parents select learning resources, determine the pace and sequence of learning, and integrate educational content into the daily life of the family. EUA does not prescribe curriculum. Learning is life-integrated and context-driven, informed by the family's goals for their children's development toward responsible adulthood.

2.2 The Facilitator as Professional Supervisor

EUA's Facilitators are certificated teachers who fulfill the supervisory role as defined in Alberta's Home Education Regulation. This role is not merely administrative. It requires the Facilitator to:

- *assess the home learning context on an ongoing basis;*
- *apply professional pedagogical knowledge to evaluate whether the parent's program is supporting student growth;*
- *make informed decisions about what guidance, direction, or resources to offer;*
- *exercise professional judgment in determining whether the student's program meets the outcomes articulated in the Schedule to the Home Education Regulation; and*
- *maintain the legal supervisory relationship required by the Regulation.*

The Facilitator does not design or deliver instruction. Instead, the Facilitator professionally assures the educational program — bringing certificated expertise to bear in support of the parent's role and the student's growth.

Additional work remains articulating the *Leadership Quality Standard* (LQS) and will form some of the work contained within this Education Plan.

The outcomes below represent EUA's approach to accomplishing the integration of the TQS into daily practice as well as supporting parents in their role as teachers.

2.1 Outcome - Prepared Parents

EUA's parents are enabled, equipped, and encouraged to confidently fulfill their God-given responsibility as the primary leaders of their children's development and education.

Strategies

2.1.S1 Three-times-annual Facilitator contact with each family: two in-person home visits plus one phone or virtual mid-year check-in.

2.1.S2 Develop tracking metrics for MyEU portal usage to understand the frequency and types of content parents access.

2.1.S3 Articulate a plan for longer-term improvement, design, and development of the MyEU portal and services.

Initiatives

- Maintain multi-year Facilitator-family pairings to provide consistency, continuity, and familiarity.
- Develop survey instruments aligned to facilitation quality indicators, embedded into the parent satisfaction survey cycle.

Measures

2.1.M1 In-person Facilitator visits completed (total and as a percentage of registered families).

2.1.M2 Mid-year check-ins completed.

2.1.M3 Parent satisfaction with Facilitator support, tracked annually through structured survey instruments aligned to facilitation quality indicators (baseline: 93% completely/very satisfied, 2025).

2.1.M4 Usage of EUA's MyEU web portal (baseline year 2026–2027).

2.2 Outcome - Assurance-Partner Facilitators

EUA's Facilitators consistently demonstrate, in their supervisory practice, the pedagogical decision-making described in the TQS resulting in home education programs that support student growth and achievement in accordance with the Schedule to the Home Education Regulation.

Strategies

2.2.S1 Revise the PGP process to connect Facilitator growth goals to TQS competencies and Home Education Regulation Schedule outcomes (cross-reference: Schedule A, Teacher-Facilitator Policy).

2.2.S2 Develop a Facilitator practice guide articulating what context analysis and pedagogical decision-making look like within EUA's supervisory model.

2.2.S3 Introduce structured reflection at monthly PD meetings, enabling Facilitators to share practice observations and develop shared professional norms.

2.2.S4 Develop FNMI-specific guidance for Facilitators (cross-reference: SGA Outcome 2).

Initiatives

- Pilot the Facilitator practice framework in 2026–2027.
- Embed Facilitator self-assessment against TQS competencies into the annual PGP.
- Use anonymized practice anecdotes from monthly PD as continuous-improvement input.

Measures

2.2M1 Annual PGP completion rates and goal quality, assessed against alignment with Home Education Regulation outcomes and TQS competencies.

2.2M2 Facilitator self-assessment of practice against TQS competencies, incorporated into the PGP process.

2.2M3 Adoption of the Facilitator practice framework articulating how supervisory activities correspond to TQS competencies (piloted 2026–2027).

2.3 Outcome - Teacher Growth and Development

The Professional Growth Plan (PGP) and Education Plan are appreciated as valuable tools to understand EUA's goals, to continuously improve support for families, and to fulfill the school's accountabilities under the Alberta Education and Childcare Assurance Framework.

Strategies

2.3.S1 Incorporate the Leadership Quality Standard (LQS) into school policy.

2.3.S2 Use elements of the Education Plan and common themes from PGPs as agenda items for monthly PD meetings (commencing 2026–2027).

2.3.S3 Identify candidates for potential future leadership by interest in pursuing a Leadership Certificate.

Initiatives

- Map monthly PD agendas to Education Plan strategies.
- Continue twice-annual, in-person Board / PAC / Staff gatherings (October, June) to reinforce shared understanding.
- Develop a draft companion Leadership Policy or LQS-aligned amendment for Board consideration in 2027–2028.

Measures

2.3.M1 Increase Facilitators' average survey rating on the value of their PGP to >3.5.

2.3.M2 Facilitators' awareness of the contents of the Education Plan and AERR (annual survey).

2.3.M3 Number of Facilitators expressing interest in pursuing a Leadership Certificate.

3.0 Domain: Additional Learning Supports

Education Unlimited Library of Resources

Over EUA's more than 25 years of supporting home educating students and families, we have amassed a vast library of resources that are available to families through the MyEU portal. The resources cover a variety of topics of interest from learning challenges, parents' confidence to teach their children, high school, post-secondary/vocational transitions and more. There are articles, links to third-party resources, post-secondary schools, and videos. Our Facilitators are prepared for guiding parents to the resources and many are referenced in regular newsletters through the school year.

Activities Unlimited

One of EUA's goals is to establish personal interaction between families through organizing activities that supplement the program options students receive in their home education programs.

EUA's initiative called Activities Unlimited has been established and developed to this end.

Started in September 2024, Activities Unlimited has grown each year and continues to expand offerings both in scope and geography. There is continued investment in the expansion of the initiative under the guidance of a full-time Chief Activities Officer (CAO) to plan and coordinate activities across the province.

School Sport Alberta (SSA) Participation

Education Unlimited is a member of School Sport Alberta (SSA). Through Activities Unlimited, EUA has encouraged students to be aware of and participate in SSA team and individual sports.

We have adopted the SSA eligibility requirements for sport participation and will continue to with other schools, through their Athletic Director and Principal, to allow students to participate on 'joint teams'. There is a desire to increase participation on both joint teams and in individual sports (as defined in the SSA handbook) to create more of these opportunities for EUA students.

Expanding Capacity and Learner Supports (ECLS)

EUA has been made aware of ECLS offerings available through the Association of Independent Schools & Colleges in Alberta (AISCA) and will be working to share resources with our facilitators starting in the 2026-2027 school year through monthly PD meetings and in preparation for fall family visits.

3.1 Outcome - Continuum of Supports

EUA students and families benefit from a coherent set of supplementary learning supports that strengthen the home education program without displacing the parent's primary teaching role.

Strategies

3.1.S1 Continue the growth and provincial reach of Activities Unlimited under the Chief Activities Officer (CAO).

3.1.S2 Maintain and expand membership benefits through School Sport Alberta (SSA), including joint-team participation and individual sport access.

3.1.S3 Expand and structure the EUA YouTube and online resource library by category, tracking views and learning category demand.

3.1.S4 Strengthen pathways for families with learning challenges through Special Needs Policy guidance and ECLS access via AISCA.

Initiatives

- Operate activitiesunlimited.ca as the registration and reporting platform for Activities.
- Maintain categorical reporting of YouTube content (Encouragement & Mindset, Defence of Home Education, Practical Instruction, etc.) and build upon the baseline established in 2024–2025.
- Develop a Facilitator reference guide for other, third-party supports, such as ECLS (available through AISCA).
- Promote SSA eligibility and joint-team opportunities to EUA students through Facilitator communications.

Measures

3.1.M1 Number of Activities Unlimited activities held, by category and community.

3.1.M2 Number of student attendances and unique participants.

3.1.M3 Number of EUA students participating in SSA joint teams or individual sports.

3.1.M4 EUA YouTube total views, total and by content category (annual).

3.1.M5 Number of students/families accessing information on ECLS through AISCA.

3.1.M6 Parent satisfaction with EUA's Digital System.

4.0 Domain: Governance

The EUA board and PAC are comprised of parents whose children have been registered through EUA, both currently or graduated. They are committed to the success and long-term sustainability of the school. Meetings are well-attended, conducted smoothly, and exhibit a unity of purpose among the members.

EUA holds monthly meetings through the school year with the Board and PAC with a focus on developing Board capacity to become familiar with Governance, oversight on school operations, and policy development. Monthly meetings are conducted over Zoom while twice each year (in October and June) both the board and PAC meetings are held in person.

EUA Board and PAC have also identified the need to establish organizational strategic planning for the long-term sustainability of the school. Progress toward understanding and establishing this strategy will be established through 2025-2026 and has informed this 2026-2029 Education Plan. At the start of the 2025-2026 school year, the school created a new leadership position of Chief Operating Officer (COO). The incumbent will be working to define both the role and duties, but it is expected to include both administrative and school operational priorities.

4.1 Outcome - Long-Term Sustainability

EUA is governed and led by a Board, PAC, and operational leadership team committed to the long-term sustainability of the school and to the parents and families it serves.

Strategies

4.1.S1 Operationalize the use of the Education Plan as the key strategic planning process and vehicle for EUA.

4.1.S2 Build leadership succession capacity at Board, PAC, and management levels.

4.1.S3 Establish regular stakeholder engagement that brings parent input through the PAC into the school's decision and forecasting cycle.

4.1.S4 Strengthen risk management in the areas of data security, occupational health and safety, and financial policies through annual policy review.

4.1.S5 Review and update the governance structure in the Articles of Incorporation and Administrative Bylaws.

Initiatives

- Annual brand and digital presence review (social media, public talks, Google Insights / web analytics).
- PAC-supported parent engagement schedule aligned to the AERR / Education Plan reporting cycle.
- Privacy and data-security training for all Facilitators and staff (annual).
- Continue twice-annual in-person Board / PAC / Staff gatherings (October, June).

Measures

4.1.M1 Education plan adoption and progress against Outcomes, Strategies and Measures.

4.1.M2 Board and PAC meeting attendance rates.

4.1.M3 Operational surplus maintained per Financial Policy and Procedures.

4.1.M4 Developed Succession plan for Board/PAC, Administration/Management, and School personnel.

4.1.M5 Reviewed and approved Articles and Administrative Bylaws as required.

4.1.M6 Number of privacy or data-security incidents reported (target: 0).

4.1.M7 Whistleblower disclosures filed under the Public Interest Disclosure Act (target: 0; reported annually).

5.0 Domain: Local and Societal Context

EUA fulfills a unique role in the Alberta home education community by primarily supporting parents who are looking for an alternative to the Alberta Programs of Study. EUA does not offer in-person learning and has no brick-and-mortar presence; we pioneer ways of providing school services to home-educating families across the province.

EUA provides these parents the tools and resources to deliver a ‘supervised home education program’ within the Home Education Regulation. Having begun this approach in 1999 as a home education services provider to affiliate school boards, EUA continues to pioneer new ways of providing school services to families throughout the province. EUA encourages parents in their belief that parents are best suited to lead their children’s education, and that the family home is the best possible educational environment for their children.

5.1 Outcome - Understanding of the Families EUA Serves

EUA understands and articulates the family environments and motivations of the families it serves, and reports its impact in terms that reflect the diversity of the home education community.

Strategies

5.1.S1 Survey EUA families' perspectives and motivations on a recurring basis.

5.1.S2 Articulate value statements regarding home-based learning environments as outcomes, measures, and strategies to support the philosophical approach(es) of our families (AERR p. 13).

5.1.S3 Incorporate relevant items from the Schedule to the Home Education Regulation (Citizenship, Student Learning Engagement, Education Quality) to articulate EUA’s Local and Societal Context.

Initiatives

- Articulate and understand various family learning environments (i.e. family business, farming/ranching, urban family, etc.) for common characteristics and needs.
- Build on the "Motivations and Perspectives" survey initiated with the PAC in 2025-2026 to obtain input from a larger sample of EUA families and students.

Measures

5.1.M1 Distribution of EUA families across Family Learning Environment categories (annual).

5.1.M2 Survey response rate on Motivations and Perspectives.

5.1.M3 Self-reported parent satisfaction that the home environment is the right environment for their child's education.

5.2 Outcome - Offering a Choice in the Home Education Community

EUA pioneers practical models for delivering school services to home-educating families and contributes to the broader Alberta home education community.

Strategies

5.2.S1 Continue the alternative-to-Alberta-Programs-of-Study service model as the school's primary offering.

5.2.S2 Maintain a leadership presence in the home education sector through public talks, content, and partnerships with other home education organizations.

5.2.S3 Use the Schedule to the Home Education Regulation as the framework for assurance reporting in this domain.

Initiatives

- Develop engaging content (blog, articles, talks) explaining EUA's model, evidence, and outcomes.
- Maintain ongoing communication with the Field Services Manager and Alberta Education to keep the assurance cycle coherent.
- Track the geographic footprint of Activities Unlimited as evidence of provincial reach.

Measures

5.2.M1Parent retention rate (multi-year continuity of family enrolment).

5.2.M2 Number of new families coming through referral or public engagement.

5.2.M3 Reach of EUA public content (talks, articles, Activities Unlimited footprint by community, etc.).

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