

**New Brunswick Action Plans
on French First-Language Education and
French Second-Language Instruction**

**Regular Programs and Additional Strategies
2005-06 to 2008-09**

Preamble

I. INTRODUCTION

On June 7, 2002, the Government of New Brunswick passed a new *Official Languages Act* (the Act), in which it made a commitment to fulfill its constitutional obligations under the *Canadian Charter of Rights and Freedoms*. The Act reaffirms the rights of New Brunswickers to communicate with provincial institutions and obtain services in the official language of their choice and to use the official language of their choice in provincial courts. In passing this new Act, New Brunswick has taken on new linguistic obligations that did not exist in the *Official Languages Act* of 1969.

On the strength of this new Act, and increasingly convinced of the advantages of official bilingualism, New Brunswick hopes to build once again on its collaboration with the federal government in the area of official languages to improve services to the public in both official languages. Immediately following the announcement of the federal government's Action Plan for Official Languages in March 2003, the Government of New Brunswick, through its Francophonie and Official Languages Branch of the Department of Intergovernmental and International Relations, set up a committee to explore partnership opportunities available to it under the new federal plan and to prepare the *Government of New Brunswick's Interdepartmental Action Plan for Official Languages*. The New Brunswick Interdepartmental Committee consisted of representatives of the following departments: Education, Training and Employment Development, Culture and Sport Secretariat, Environment and Local Government, Health and Wellness, Family and Community Services, Business New Brunswick, Supply and Services, and Justice. This interdepartmental plan was submitted to senior government officials on March 17, 2004. The Policy and Priorities Committee, chaired by Premier Bernard Lord, accepted the Interdepartmental Committee's proposal and authorized the Department of Intergovernmental and International Relations to work with the federal government to conclude a new multi-year cooperation framework agreement on official languages in education.

New Brunswick is, as it were, a microcosm of Canada when it comes to the two official language communities. The Province is without doubt the partner in Canada that has benefited the most from official language programs in the past and has achieved the best results. The new social and demographic realities, which bring with them new challenges, require the Province to do more because its population, Anglophone and Francophone alike, demand such services. Canada must recognize the province's unique nature so that it can continue to grow and even speed up the current pace of growth, with a view to capitalizing on New Brunswick's success and the example it holds up for the country as a whole. It is in this context that the action plans related to French first-language education and French second-language instruction have been developed.

II. DEPARTMENT OF EDUCATION

1. Background

New Brunswick has adopted a structure that takes the unique nature of the two linguistic groups into account by recognizing their duality within the Department of Education and the fourteen school districts, nine of which are Anglophone and five, Francophone. This structure enables the two linguistic groups to independently manage, implement, and evaluate curricula and manage budgets using an equity formula based on enrolment at the schools in each of the sectors.

On September 30, 2005, the Francophone public sector had a network of 98 schools around the province and was accessible to all children of Charter rights parents wishing to send their child to a French school. As of the fall of 2005, 33,460 children were enrolled in Francophone public

school. The Francophone sector, on its own or in cooperation with partners in other provinces, develops curricula adapted to its needs. All programs are developed in French for kindergarten to Grade 12. The teaching of English as a second language begins in Grade 3 or 4, depending on the area and the degree of knowledge of the second language in that area. There are two English second-language programs, one for children who already have an understanding of the second language, and another for beginners. In contrast to other French-language schools in Canada, the student population and retention rate in French schools in New Brunswick are undeniably a success: the province has some 34,000 Francophone students, representing about 85% of the target school population in the province. Yet, the French fact in New Brunswick will face some serious issues in the future. The social, linguistic, and cultural trends of New Brunswick's Francophone community are rather problematic. In many respects, young Francophones are in a fairly difficult position, not only from an education standpoint, but also with respect to economic and health indicators, when compared with their counterparts in the rest of Canada, regardless of language group.

The Anglophone sector has a network of 232 schools accessible to all children whose parents want them to be educated in English. Programs extend from kindergarten to Grade 12. As of September 30, 2005, the Anglophone public sector included a total of 81,360 students. There are three French second-language programs: core French, beginning in Grade 1; the early immersion program, which begins in Grade 1 and continues to the end of Grade 12; and intermediate immersion, which begins in Grade 6 and continues to the end of Grade 12. Over 26% of the student population, or 21,526 students, take part in these immersion programs.

2. Quality Learning Agenda (2002-2012)

There were a number of Canada-wide and international evaluation reports in the past decade that clearly demonstrated that New Brunswick's young Francophones – and Anglophones – were not performing up to expectations or even at the minimum level required to carve out a special place for themselves in tomorrow's society. In short, New Brunswick is faced with new challenges that bring with them new needs.

To give young New Brunswickers some hope of an equal chance to make a full contribution to Canadian society in the future, it is deemed essential to focus all efforts and energy at the provincial level on these youths' overall academic success, starting immediately. In order to do so, the Government of New Brunswick has set out its Quality Learning Agenda (QLA) for the next ten years (2002 to 2012). The QLA contains four education stepping stones, namely early childhood development, kindergarten to Grade 12 (K-12), postsecondary education and training, and adult and lifelong learning.

The first of the four stepping stones announced in April 2003 deals with kindergarten to Grade 12, i.e. *Quality Schools, High Results*. Designed to build a quality education system for elementary and secondary schools, its implementation has already begun and will continue over a ten-year period. It contains five main strategic objectives, namely:

- Ensure students achieve at the highest standards of excellence;
- Develop the whole child;
- Promote strong, successful schools within involved communities;
- Support successful transitions to further learning and training;
- Ensure accountability throughout the education system.

3. Action Plans related to regular programs and additional strategies (2005-06 to 2008-09)

New Brunswick has developed two separate four-year action plans (2005-06 to 2008-09) for French first-language education and French second-language instruction. The action plans for the regular programs and additional strategies are in line with the Protocol for Agreements between Canada and the Council of Ministers of Education, Canada (CMEC), the objectives of the federal Action Plan for Official Languages and the provincial priorities set out in its QLA.

The Department's measures follow through on New Brunswick's Prosperity Plan (2002-2012), particularly in terms of its "investing in people" component. The measures submitted by the Department of Education are supported by two of the three main axes of Canada's Action Plan

for Official Languages: education and community development. Education is one of the building blocks of both the federal and New Brunswick plans. The main objectives of Canada's Action Plan for Official Languages in the fields of minority-language education (3.2.1), second-language instruction (3.2.3), early childhood (4.2.1 literacy, research), and economic development (4.2.5 knowledge-based economy, e-training) correspond perfectly with the results sought by the QLA.

The Department of Education's Francophone and Anglophone divisions put forward the largest number of measures with a view to implementing the aforementioned policy statements.

One of the themes developed by the Department of Education in its proposal for action, "responding to the literacy challenge: accent on reading," seeks first and foremost to promote literacy. The Department is thus addressing both the "early childhood" and "lifelong learning" stepping stones of the QLA, as well as sections 4.2.1 and 4.2.5 of Canada's Action Plan for Official Languages.

The Department's Francophone division will present a range of measures relating mainly to early childhood, eligible students from kindergarten to the end of high school, development of identity, and student success. The Anglophone Division will in turn focus its attention to French second-language learning from kindergarten to the end of high school.

More specifically, in terms of education, the Province of New Brunswick strongly supports the federal government's official language objectives. In particular, it adheres to the objective of doubling the percentage of high school graduates with a working knowledge of the second official language within the next ten years. The Province is also committed to the objectives related to the promotion of access and integration, enhanced quality of learning, and the cultural enrichment of the school environment. Note, however, that the Province of New Brunswick must adjust the federal government's objectives to its own particular situation. The Province will need to focus on improved quality and attaining enhanced performance thresholds, since its schools have already achieved and surpassed the targets set by the Government of Canada with regard to recruiting eligible students.

Considering the importance of enhancing the quality of the spoken and written language of students enrolled in French first-language education programs, the regular and additional funding will assist the Department of Education and the district education councils in the Francophone sector to implement the special literacy measures. The objective is to make it so that all students achieve an adequate reading level by the end of Grade 2.

As for the learning of French as a second language, the Anglophone sector of the Department of Education is also focusing on developing literacy while seeking to improve learning, teaching, and the supervision of the teaching of French. New Brunswick is aiming for a level of 70 percent of high school graduates able to express themselves orally in their second official language by 2013.

III. DEPARTMENT OF POST-SECONDARY EDUCATION AND TRAINING

1. Background

Within the postsecondary education and training system in New Brunswick, students may receive their education in the official language of their choice. That illustrates the Province's commitment toward preserving and promoting the language and culture of each of its official language communities.

a) College sector

The Francophone network of the New Brunswick Community College (*Collège communautaire du Nouveau-Brunswick*) must take up some major challenges in order to better meet the Province's training and employment needs, especially in relation to recruitment, access, retention of students, and quality of instruction.

Overall, the campuses are having serious problems recruiting students for the regular programs. The problem is getting worse every year, with only 60% of the seats filled at the beginning of the 2005-06 academic year for all campuses. Statistics show that over two thirds of high school

graduates in New Brunswick do not go on to postsecondary education, despite the demand for trained workers. Students often lack information about the possibility of getting postsecondary education in fields in demand and on Community College campuses. There is a major problem related to the tendency of Francophones to leave the regions to pursue their studies in the larger Anglophone-majority educational institutions. The smaller campuses in the regions are confronted with a special challenge as far as recruiting is concerned.

Access to information, services, and training programs at the campuses are certainly factors underlying the recruiting problem. Canadians are increasingly turning to Internet sites for their information. A New Brunswick study during the summer of 2003 of the target groups most likely to access postsecondary training services delivered by the campuses was very revealing. It confirmed that over 80% of this group prefer to get their information from the Internet before contacting the stakeholders and institutions. Research also clearly shows that people demand concise, intuitive, and precise information from electronic sites that will enable them to find everything they are looking for quickly and easily. The "electronic one-stop shopping" concept is by far the preferred option.

Today, distance training is a crucial component of access to training. This approach is already available on the various campuses, but the challenge consists in offering more courses on line in French and incorporating them into a smoothly running, coherent provincial system.

In addition to the recruitment problem is the difficulty in retaining students. This is related to various factors, including language and the quality of instruction. There are significant differences in the level of communication skills in French and English between students from different regions of the province and elsewhere. Many students have considerable difficulties with French and/or English. That has serious repercussions, including a large number of dropouts, transfers to Anglophone campuses, and an inability to meet employers' demands. They need workers who can express themselves orally and in writing in both official languages. Also, the teaching staff on the campuses is generally made up of specialists and professionals who come directly from the labour market and do not necessarily have training in teaching. It is therefore necessary to offer training and support in teaching to ensure the quality of instruction. In addition to these resources, they also need well-developed, accessible student and student-life services since the campuses are all in rural areas, with one exception. To interest and retain students on rural campuses, it is essential to offer services and activities on campus, or they will choose to pursue their training in an urban centre.

Since the knowledge economy enables any society to develop and benefit from new discoveries resulting from applied research, innovation, and technology transfer, the *Collège communautaire du Nouveau-Brunswick* (CCNB) wants to become an important partner of companies in this field of activity. Not only are applied research and innovation at the heart of our society's development, they go hand in hand with quality instruction and foster recruitment and retention of students in strategic fields for New Brunswick.

b) University sector

The province of New Brunswick has a university network that allows its residents to attend university in either official language.

The University of New Brunswick is recognized for training in French as a second language, French immersion, and English as a second language.

The Université de Moncton is still the only Francophone liberal arts university outside Quebec that offers a variety of programs and courses to the Acadian and Francophone populations of New Brunswick. It has campuses in the southeast (Moncton), the northwest (Edmundston), and the northeast (Shippagan), three regions where there is a significant concentration of Acadians and Francophones. The Université de Moncton offers Bachelor's, Master's, and Ph.D. programs, which has enabled New Brunswick's Acadians and Francophones to play an active role in the development of society at the provincial, national, and international levels. However, it does not have certain economic, cultural, and social advantages that other New Brunswick universities may have because of their long history, and it cannot take advantage of economies of scale comparable to larger institutions, which poses an additional challenge for the Université de Moncton.

2. Quality Learning Agenda (2002-2012)

The second of the four stepping stones of the QLA, *Quality postsecondary opportunities*, represents a complete ten-year action plan that aims to position the postsecondary education and training sector for the future. It begins where *Quality Schools, High Results* leaves off, by supporting successful transitions to more education and training. *Quality Postsecondary Opportunities* stresses improved quality and accessibility and is designed to help New Brunswickers of all ages continue and successfully complete postsecondary education or training, including higher or professional studies.

New Brunswick's Prosperity Plan gives a high priority to postsecondary training. Studies show that more than 100,000 jobs would be created while the plan is being implemented and that these jobs would require postsecondary education, 40% at the college level. The CCNB must therefore increase training opportunities in the regular programs and customized training to respond to an isolated need.

Furthermore, the Premier of New Brunswick announced five new objectives in five years in his 2006 State of the Province Address. Among the five objectives, the Government of New Brunswick has made a commitment to have the highest increase in workers with postsecondary education in Canada.”

3. Action Plans relating to regular programs and additional strategies (2005-06 to 2008-09)

The initiatives proposed by the Department of Post-Secondary Education and Training within the action plans related to regular programs and additional strategies were designed to effectively address these numerous challenges. By building on the objectives of access, recruitment, retention, and improvement in the quality of teaching, they are directly in line with the objectives of Canada's Action Plan, the strategic priorities of the Protocol for Agreements, and the provincial priorities established in 2003 in its QLA. The departments of Education and Post-Secondary Education and Training will work with the educational and postsecondary training institutions to improve access for French immersion graduates who want to pursue their postsecondary education in the second language. The Department of Education will work with postsecondary institutions in New Brunswick to encourage more exchanges between English- and French-language institutions.

In addition, the "capacity of post-secondary institutions" seeks to raise the capacity of universities to teach in French as a first language. Thus the measures will be aimed at implementing new programs and access to strategic niches. This theme ties up with "postsecondary education and training" in the QLA and sections 3.2.1 and 3.2.3 of Canada's Action Plan.

The action plans submitted under the additional strategies will enable the Department of Post-Secondary Education and Training, on the one hand, to continue restructuring the *Collège communautaire* to meet the needs of the community in respect to the new *Official Languages Act*. On the other hand, they contain certain elements of the Province's interdepartmental plan for university instruction. The University of New Brunswick hopes to improve the quality of its programs in that respect and do research on French as a second language, French immersion, and English as a second language. It will seek to recruit qualified instructors for second-language instruction. The Agreement will enable the university sector to continue developing programs in French. More specifically, the Université de Moncton will be able to improve its school administration, special education, economics, engineering, criminology, agroforestry, and forestry programs. Efforts will also be made to attract women to the field of engineering. It should be noted that the development of information technologies and the Ph.D. program in Education still remain a priority. An effort will be made to recruit more students provincially, nationally, and internationally. There will be more investment in research in Acadian studies, humanities, and education.

Second languages will receive their share of investment in an effort to improve postsecondary programs. Furthermore, the Université de Moncton will continue its partnership projects with Mount Allison University and the University of Prince Edward Island in an attempt to offer enriching second-language experiences.

IV OTHER CONSIDERATIONS

New Brunswick reaffirms that action plans related to regular programs and additional strategies for 2005-06 to 2008-09 continue to achieve the objectives of the Government of Canada and will help to attain the Province's education objectives. The strategies and activities proposed in the action plan relating to the additional strategies complement, without duplicating, the ones in the regular programs. The measures in both action plans are also separate from those that are or could be funded jointly by Canada and New Brunswick under other agreements on official languages in education that include the years 2005-06 to 2008-09.

The action plans were developed with the participation of the various levels of education in the province, which in turn consulted various community stakeholders for each level. The Department of Intergovernmental Affairs organized sectorial discussions with the organizations of the Forum de concertation des organismes acadiens du Nouveau-Brunswick to talk about complementary activities under the various agreements on official languages.

The Province of New Brunswick adheres to the principle of accountability set out in Canada's Action Plan. New Brunswick will develop mechanisms for reporting on the effectiveness of the measures implemented. It aims to achieve transparency in accountability. To that end, the action plans contain initiatives, expected outcomes, and performance indicators. At reporting time, the performance indicators will make it possible to draw conclusions about the expected outcomes and the attainment of objectives.

The Province of New Brunswick plans to invest \$495,104,672 to implement the action plans under the agreement. The Government of Canada has committed to a total contribution of \$86,391,956 spread out over four years. That represents a distribution of 83/17 in favour of the Province. This shows New Brunswick's commitment and its unique nature and bears out the genuineness of its arguments.

V. CONCLUSION

The action plans related to the regular programs and additional strategies for 2005-06 to 2008-09 should enable the various levels of education in New Brunswick to offer better French first-language education and French second-language instruction.

The departments of Intergovernmental Affairs, Education, and Post-Secondary Education and Training and their components are thrilled with this opportunity to work together. They agree to work closely with the students, parents, and respective councils to implement the various components presented hereafter, in accordance with the Agreement.

**ACTION PLAN – 2005-06 to 2008-09
REGULAR PROGRAMS**

LINGUISTIC OBJECTIVE 1: French First-Language Education (FFL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
DIVISION SCOLAIRE FRANCOPHONE						
I. Education Structure and Support						
1.1 School Districts Support school districts in covering additional costs related to French-language education from kindergarten to Grade 12.	Francophone students have access to education of comparable quality to that of the Anglophone community.	Percentage of eligible students receiving their education in French	2005-2006	19,783,400	4,201,600	23,985,000
			2006-2007	19,783,400	4,201,600	23,985,000
			2007-2008	19,783,400	4,201,600	23,985,000
			2008-2009	19,783,400	4,201,600	23,985,000
			Total	79,133,600	16,806,400	95,940,000
1.2 Resources Provide the resources required to provide support services to French-language education.	By 2012, Francophone school authorities, teachers, and students will receive quality support services: libraries, educational material, francization, research and planning, promotion of the French-language sector.	Replacement of educational material	2005-2006	5,633,600	1,196,792	6,830,392
			2006-2007	5,633,600	1,196,792	6,830,392
			2007-2008	5,633,600	1,196,793	6,830,393
			2008-2009	5,633,600	1,196,793	6,830,393
			Total	22,534,400	4,787,170	27,321,570
1.3 Independent system Support the province's ability to offer a quality French-language education system.	By 2012, the province will have maintained its ability to administer an independent French-language education system.	Increase curricula	2005-2006	1,814,600	385,400	2,200,000
			2006-2007	1,814,600	385,400	2,200,000
			2007-2008	1,814,600	385,400	2,200,000
			2008-2009	1,814,600	385,400	2,200,000
			Total	7,258,400	1,541,600	8,800,000
			2005-2006	27,231,600	5,783,792	33,015,392
			2006-2007	27,231,600	5,783,792	33,015,392
			2007-2008	27,231,600	5,783,793	33,015,393
			2008-2009	27,231,600	5,783,793	33,015,393
			Total	108,926,400	23,135,170	132,061,570

LANGUAGE OBJECTIVE 1: French First-Language Education (FFL)						
Action	Expected outcomes	Performance Indicators	Planned investment			
			Years	Province	Federal	Total
II. Program Development						
2.1 Provincial education officer responsible for francization services Supervise additional francization services (instructional material and training).	Students who speak little or no French when entering kindergarten will receive additional services to help them achieve the same success as Francophone children.	Percentage of children who needed francization support services who achieve an "acceptable" level on the Grade 2 reading test	2005-2006	17,500	17,500	35,000
			2006-2007	17,500	17,500	35,000
			2007-2008	17,500	17,500	35,000
			2008-2009	17,500	17,500	35,000
			Total	70,000	70,000	140,000
2.2 E-courses Offer Francophone students access to a range of elective e-courses.	Retention rates of children of Charter rights parents in the French-language school system are improved.	Number of enrolments in electives offered to Francophone students Retention rates of children of Charter rights parents	2005-2006	360,000	360,000	720,000
			2006-2007	360,000	360,000	720,000
			2007-2008	360,000	360,000	720,000
			2008-2009	360,000	360,000	720,000
			Total	1,440,000	1,440,000	2,880,000
2.3 Support network for eligible students Consolidate community support networks for integrating children of Charter rights parents into the Francophone education system.	Children of Charter rights parents are better integrated into the French-language school system.	Research and consultation done to better identify eligible students in the province	2005-2006	11,500	11,500	23,000
			2006-2007	11,500	11,500	23,000
			2007-2008	11,500	11,500	23,000
			2008-2009	11,500	11,500	23,000
			Total	46,000	46,000	92,000
2.4 Family literacy Offer a family literacy program to promote students' transition to kindergarten.	Children are at a suitable level of development when it comes time to start school.	Number of students at risk identified in kindergarten	2005-2006	163,488	163,488	326,976
			2006-2007	163,488	163,488	326,976
			2007-2008	163,488	163,488	326,976
			2008-2009	163,488	163,488	326,976
			Total	653,952	653,952	1,307,904
2.5 Provincial education officer responsible for special education Hire a provincial education officer specializing in special education.	Children with learning difficulties have adequate guidance and supervision.	Number of students diagnosed who have caught up with the others Percentage of students who finish their schooling in less than thirteen years	2005-2006	40,000	40,000	80,000
			2006-2007	40,000	40,000	80,000
			2007-2008	40,000	40,000	80,000
			2008-2009	40,000	40,000	80,000
			Total	160,000	160,000	320,000
Subtotal – Program Development			2005-2006	592,488	592,488	1,184,976
			2006-2007	592,488	592,488	1,184,976
			2007-2008	592,488	592,488	1,184,976
			2008-2009	592,488	592,488	1,184,976
			Total	2,369,952	2,369,952	4,739,904

LINGUISTIC OBJECTIVE 1: French First-Language Education (FFL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
III. Teacher Training						
3.1 Professional development			2005-2006	470,000	0.00	470,000
Ensure that teaching staff have ongoing professional development.	Teachers have access to innovative teaching strategies and additional resources to improve French-language education in the classroom.	Rate of teachers participating in professional development activities	2006-2007	470,000	0.00	470,000
			2007-2008	470,000	0.00	470,000
			2008-2009	470,000	0.00	470,000
			Total	1,880,000	0.00	1,880,000
3.2 Support for teaching staff			2005-2006	250,000	250,000	500,000
Support the regular teachers, resource persons, and literacy mentors.	An ongoing training and instructional resource program is offered so that all students receive the educational support needed to learn to read and write. Students learn to read as of Grade 2 and learn successfully throughout their academic career.	Percentage of students who achieve the "acceptable" level in the Grade 2 reading test Reading outcomes among 13- and 15-year-old students in the Canada-wide PISA assessment	2006-2007	250,000	250,000	500,000
			2007-2008	250,000	250,000	500,000
			2008-2009	250,000	250,000	500,000
			Total	1,000,000	1,000,000	2,000,000
3.3 Support for Math and Science			2005-2006	589,000	589,000	1,178,000
Offer math and science teachers a training program.	Students improve their math and science performance.	Math and science outcomes for 13- and 15-year-old students in the Canada-wide PISA assessment	2006-2007	589,000	589,000	1,178,000
			2007-2008	589,000	589,000	1,178,000
			2008-2009	589,000	589,000	1,178,000
			Total	2,356,000	2,356,000	4,712,000
			2005-2006	1,309,000	839,000	2,148,000
			2006-2007	1,309,000	839,000	2,148,000
			2007-2008	1,309,000	839,000	2,148,000
			2008-2009	1,309,000	839,000	2,148,000
			Total	5,236,000	3,356,000	8,592,000
			Subtotal – Teacher Training			
IV. Student Development						
4.1 Identity building for students			2005-2006	90,000	90,000	180,000
Organize Francophone cultural activities on a provincial scale.	The Francophone culture is an important component of the identity-building process.	Number of parents who report that the main language spoken at home is French Number of students who report that the language spoken at home is French	2006-2007	90,000	90,000	180,000
			2007-2008	90,000	90,000	180,000
			2008-2009	90,000	90,000	180,000
			Total	360,000	360,000	720,000

LINGUISTIC OBJECTIVE 1: French First-Language Education (FFL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
			2005-2006	90,000	90,000	180,000
			2006-2007	90,000	90,000	180,000
			2007-2008	90,000	90,000	180,000
			2008-2009	90,000	90,000	180,000
			Subtotal – Student Development	Total	360,000	360,000
			2005-2006	29,223,088	7,305,280	36,528,368
			2006-2007	29,223,088	7,305,280	36,528,368
			2007-2008	29,223,088	7,305,281	36,528,369
			2008-2009	29,223,088	7,305,281	36,528,369
			TOTAL – Francophone Division	Total	116,892,352	29,221,122
UNIVERSITÉ DE MONCTON						
I. Education Structure and Support						
1.1 Grants Support the Université de Moncton (UdeM) with respect to additional costs related to French-language education at the postsecondary level. ¹	The UdeM favours access to quality postsecondary training that meets the needs of the Francophone community.	Increased enrolments in programs offered at the Université de Moncton	2005-2006	21,857,400	997,667	22,855,067
			2006-2007	21,857,400	997,667	22,855,067
		Reduction in the dropout rate	2007-2008	21,857,400	997,667	22,855,067
			2008-2009	21,857,400	997,668	22,855,068
		Increased percentage of New Brunswick high school graduates attending the UdeM	Total	87,429,600	3,990,669	91,420,269
			Subtotal – Education Structure and Support			Total
II. Program development						
Component 1: Support for training in French						
2.1 Language training Support and energize the Centre d'aide en français (CAF) (<i>French Help Centre</i>).	Students' needs are tied in better with disciplines.	Number of enrolments in workshops	University			
			2005-2006	869,810	536,056	1,405,866
			2006-2007	912,532	536,056	1,448,588
	Stay the course for reform of language training.	Number of new language training activities	2007-2008	957,390	536,055	1,493,445
			2008-2009	1,004,490	536,055	1,540,545
			Total	3,744,222	2,144,222	5,888,444

[1] The provincial contribution includes the amount of \$3,900,000 granted to the Université de Moncton to support programs delivered in French.

LINGUISTIC OBJECTIVE 1: French First-Language Education (FFL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
2.2 Centre international d'apprentissage du français (CIAF) Implement a dynamic marketing program. Establish a complete assessment program to meet the needs of students coming to the CIAF.	Recruitment of international students is increased.	Establishment of strategic partnerships with other institutions		University		
			2005-2006	275,000	87,500	362,500
			2006-2007	232,500	87,500	320,000
			2007-2008	162,500	87,500	250,000
			2008-2009	80,000	87,500	167,500
Total	750,000	350,000	1,100,000			
2.3 Master of Forestry and co-op option Offer advanced forestry training in French. Provide access to international experience and set up specific training workshops.	The Université de Moncton meets requirements of employers seeking highly qualified forestry staff.	Increase in the number of Francophone professionals working in forestry		University		
			2005-2006	66,518	67,643	134,161
			2006-2007	67,258	67,643	134,901
			2007-2008	68,013	67,643	135,656
			2008-2009	68,783	67,643	136,426
Total	270,572	270,572	541,144			
2.4 Science in French (Phase 2) Set up a "transition program" for high school students so they can retake courses they have failed and thus ensure a continuity in the science program. Develop an assistantship system to improve guidance to bursaries, a priority for undergraduates.	The student help and guidance program is improved.	Increase in the number of enrolments and retention in science and health sciences		University		
			2005-2006	600,000	350,000	950,000
			2006-2007	600,000	350,000	950,000
			2007-2008	600,000	350,000	950,000
			2008-2009	600,000	350,000	950,000
Total	2,400,000	1,400,000	3,800,000			
2.5 Art programs Give students the opportunity to be involved in the production of an opera. Organize an audition workshop program in five Francophone composite high schools. Set up a script development certification program.	Film, television, and documentary production personnel have more training in Acadia.	Increased enrolment in courses and programs		University		
			2005-2006	29,722	46,284	76,006
			2006-2007	55,811	46,284	102,095
			2007-2008	48,946	46,284	95,230
			2008-2009	50,656	46,283	96,939
Total	185,135	185,135	370,270			
2.6 Part-time and distance training Set up a multidisciplinary network team to put the educational content on line.	E-training programs are consolidated. Greater Francophone presence in the university environment.	Four specialists are hired for the multidisciplinary team design Increase in the number of programs available on line		University		
			2005-2006	615,168	295,454	910,622
			2006-2007	634,844	295,454	930,298
			2007-2008	655,295	295,455	950,750
			2008-2009	676,512	295,455	971,967
Total	2,581,819	1,181,818	3,763,637			

LINGUISTIC OBJECTIVE 1: French First-Language Education (FFL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
Component 2: Improve access to education						
2.7 Ph.D. program in Education				University		
Support the Ph.D. program in Education aimed at better serving minority Francophone school systems.	Emerging professors and teacher-trainers, trained to work in minority education, are prepared.	Increase in the number of enrolments in the Ph.D. program	2005-2006	125,000	75,000	200,000
			2006-2007	125,000	75,000	200,000
			2007-2008	125,000	75,000	200,000
			2008-2009	125,000	75,000	200,000
			Total	500,000	300,000	800,000
2.8 Promotion of university education in French				University		
Restructuring of the Université de Moncton's website.	Promotional campaigns directed at Francophones and students graduating from French immersion programs are developed.	Increase in the number of students from within and outside the province (FFL and FSL)	2005-2006	270,348	170,306	440,654
Renewal of special promotional projects (e.g.: <i>Destination</i>).		Better market penetration rate for graduates of Francophone high schools in New Brunswick	2006-2007	267,820	170,306	438,126
			2007-2008	270,292	170,306	440,598
			2008-2009	272,765	170,307	443,072
			Total	1,081,225	681,225	1,762,450
Component 3: Consolidation of teaching and research infrastructures						
2.9 Research Centre for Acadian Studies				University		
Acquire publications in the field of Acadian studies and hire a specialized librarian on a part-time basis.	Acadian studies research capacity is improved.	Increase in the number of Master's and Ph.D. theses in Acadian studies	2005-2006	50,000	37,500	87,500
Make new digital conservation technologies available.		Increase in the number of enrolments at the UdeM for the Master's in Acadian studies	2006-2007	50,000	37,500	87,500
Set up a prestigious Ph.D. scholarship.			2007-2008	50,000	37,500	87,500
			2008-2009	50,000	37,500	87,500
			Total	200,000	150,000	350,000
2.10 Humanities research				University		
Enrich scientific production, award grants, and establish humanities research networks.	Increased research in the humanities will act as a lever for economic, cultural, and social development, ease problems for researchers who must work in a location that is distant from the large centres, and promote the viability and vitality of minority Francophone communities.	Increase in the rate of scientific production, grants awarded, and research networks established	2005-2006	127,500	77,500	205,000
			2006-2007	127,500	77,500	205,000
			2007-2008	127,500	77,500	205,000
			2008-2009	127,500	77,500	205,000
			Total	510,000	310,000	820,000

LINGUISTIC OBJECTIVE 1: French First-Language Education (FFL)						
Action	Expected outcomes	Performance indicators	Planned Investment			
			Years	Province	Federal	Total
2.11 Education research Support the participation of over 200 Master's and Ph.D. student researchers in education training and supervision. Facilitate the establishment and consolidation of national research teams.	Research capacity of groups, teams, and researchers in the Faculty of Education is improved.	Increase in the number of publications dealing with minority education	University			
			2005-2006	143,775	102,313	246,088
		2006-2007	157,800	102,313	260,113	
		2007-2008	151,825	102,312	254,137	
		2008-2009	155,850	102,312	258,162	
		Total	609,250	409,250	1,018,500	
2.12 Library development Maintain basic collections required to support education and research at the Université de Moncton. Offer quality document delivery services for local university communities and off-campus clientele. Implement a document archiving process to save space at the library.	Library documentation at the Université de Moncton meets the needs of the university communities.	Rejuvenated collection of monographs	University			
			2005-2006	159,970	121,410	281,380
		2006-2007	167,879	121,410	289,289	
		2007-2008	174,093	121,411	295,504	
		2008-2009	183,700	121,411	305,111	
		Total	685,642	485,642	1,171,284	
2.13 Promotion and distribution of cultural products Provide technical assistance for the publication of five manuscripts and cultural works per year. Procure a mobile kiosk to exhibit university's scientific and cultural works. Develop support and distribution tools.	Scientific and cultural publications by the university community bring expertise and assistance to distribution and outreach. The various cultural organizations, including Francophone communities farther away from the campus, are served and participate in various activities such as book fairs, launchings, and other events through the mobile kiosk.	Support and distribution tools in place	University			
			2005-2006	78,393	56,669	135,062
			2006-2007	77,921	56,669	134,590
			2007-2008	81,380	56,669	138,049
			2008-2009	88,981	56,668	145,649
			Total	326,675	226,675	553,350
2.14 Development of technological infrastructure Equip classrooms with modern technological facilities for training and learning. Set up a modern learning content management system.	Improved ability to communicate with Canadian and international research networks.	Increased number of conventional rooms converted into multimedia rooms	University			
			2005-2006	371,000	208,500	579,500
		2006-2007	371,000	208,500	579,500	
		2007-2008	346,000	208,500	554,500	
		2008-2009	346,000	208,500	554,500	
		Total	1,434,000	834,000	2,268,000	
		Installation of new learning content systems Better capacity of the Université de Moncton to communicate with other networks				

LINGUISTIC OBJECTIVE 1: French First-Language Education (FFL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
			2005-2006	3,782,204	2,232,135	6,014,339
			2006-2007	3,847,865	2,232,135	6,080,000
			2007-2008	3,818,234	2,232,135	6,050,369
			2008-2009	3,830,237	2,232,134	6,062,371
Subtotal – Program Development			Total	15,278,540	8,928,539	24,207,079
III. Teacher Training						
3.1 Assistance to trainers Develop a document, reference, and practical instructional tool bank on the learning process, approaches that promote the building of knowledge and current research on the workings of the brain, the learning process, and social constructivism. Offer teaching development workshops on different topics identified ahead of time during individual meetings.	A long-term professional training plan is established based on the results of neuroscientific research and its effect on education.	Increased number of teachers benefiting from training and supervision A bank of documents accessible to trainers	University			
			2005-2006	32,500	33,250	65,750
			2006-2007	33,000	33,250	66,250
			2007-2008	33,500	33,250	66,750
			2008-2009	34,000	33,250	67,250
			Total	133,000	133,000	266,000
Subtotal – Teacher Training			Total	133,000	133,000	266,000
IV. Student Development						
4.1 Bursaries for postsecondary education in French Offer bursaries to access postsecondary education in French.	Access to postsecondary training programs is improved.	Maintain value and number of bursaries	University			
			2005-2006	0.00	170,000	170,000
			2006-2007	0.00	170,000	170,000
			2007-2008	0.00	170,000	170,000
			2008-2009	0.00	170,000	170,000
			Total	0.00	680,000	680,000
4.2 Bursaries promoting French-language education Recruit Francophone students from other Canadian universities.	Young Francophones pursue a university education in French throughout the country.	Increased number of students from Francophone environments who begin and finish postsecondary education in French at the Université de Moncton	University			
			2005-2006	0.00	103,153	103,153
			2006-2007	0.00	103,153	103,153
			2007-2008	0.00	103,153	103,153
			2008-2009	0.00	103,153	103,153
			Total	0.00	412,612	412,612

LINGUISTIC OBJECTIVE 1: French First-Language Education (FFL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
4.3 Scholarships for higher education Recruit excellent students for graduate programs.	The Université de Moncton proposes more research activities in its preferred programs.	Increase in the number of students finishing graduate programs	University			
			2005-2006	0.00	148,000	148,000
		2006-2007	0.00	148,000	148,000	
		2007-2008	0.00	148,000	148,000	
		2008-2009	0.00	148,000	148,000	
Total	0.00	592,000	592,000			
4.4 Faculty of Law Offer recruiting scholarships for law programs.	The Université de Moncton recruits more law students.	Increased enrolment in law programs	University			
			2005-2006	0.00	70,000	70,000
		2006-2007	0.00	70,000	70,000	
		2007-2008	0.00	70,000	70,000	
		2008-2009	0.00	70,000	70,000	
Total	0.00	280,000	280,000			
4.5 Public Administration Offer recruiting scholarships for the Master of Public Administration program.	The public service has competent, bilingual employees at the three levels of government.	Increase in the number of students enrolled in the Master of Public Administration program	University			
			2005-2006	0.00	50,000	50,000
		2006-2007	0.00	50,000	50,000	
		2007-2008	0.00	50,000	50,000	
		2008-2009	0.00	50,000	50,000	
Total	0.00	200,000	200,000			
4.6 Exemption from Fee Differential Program Pay the fee differential for 20 new international students per year. Evaluate existing cooperation projects.	The Université de Moncton recruits more international students.	Increased number of international students	University			
			2005-2006	0.00	156,995	156,995
			2006-2007	0.00	156,995	156,995
			2007-2008	0.00	156,995	156,995
			2008-2009	0.00	156,995	156,995
Total	0.00	627,980	627,980			
4.7 Student integration program Set up academic supervision services for first-year students in the form of mentoring and tutorials on the three campuses. Offer targeted training for students, professors, and departmental administration as part of academic guidance.	New students receive academic guidance services.	Increased student retention rates at the Université de Moncton	University			
			2005-2006	184,975	134,975	319,950
		2006-2007	184,975	134,975	319,950	
		2007-2008	184,975	134,975	319,950	
		2008-2009	184,975	134,975	319,950	
Total	739,900	539,900	1,279,800			

LINGUISTIC OBJECTIVE 1: French First-Language Education (FFL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
			University			
			2005-2006	184,975	833,123	1,018,098
			2006-2007	184,975	833,123	1,018,098
			2007-2008	184,975	833,123	1,018,098
			2008-2009	184,975	833,123	1,018,098
Subtotal – Student Development			Total	739,900	3,332,492	4,072,392
			University			
			2005-2006	25,857,079	4,096,175.00	29,953,254.00
			2006-2007	25,923,240	4,096,175.00	30,019,415.00
			2007-2008	25,894,109	4,096,175.00	29,990,284.00
			2008-2009	25,906,612	4,096,175.00	30,002,787.00
TOTAL – Université de Moncton			Total	103,581,040	16,384,700	119,965,740
COLLÈGE COMMUNAUTAIRE DU NOUVEAU-BRUNSWICK (CCNB)						
I. Education Structure and Support						
1.1 Grants			2005-2006	42,409,989	0.00	42,409,989
Support the CCNB to cover additional costs related to French-language education at the college level.	Greater access to quality postsecondary training that meets the needs of Francophone students.	Number of programs maintained	2006-2007	42,409,989	0.00	42,409,989
			2007-2008	42,409,989	0.00	42,409,989
		Increased number of enrolments and graduates	2008-2009	42,409,990	0.00	42,409,990
			Total	169,639,957	0.00	169,639,957
		Reduced dropout rate				
		Increased transition levels from high school to college				
1.2 CCNB infrastructures and reorganization			2005-2006	442,750	442,750	885,500
Plan and reorganize the management of educational and administrative activities of the Francophone division of the Collège communautaire du Nouveau-Brunswick.	The restructuring of the community college is supported to meet the needs of the community in relation to the <i>Official Languages Act</i> .	Percentage of educational and administrative files written in French on Francophone campuses	2006-2007	442,750	442,750	885,500
			2007-2008	442,750	442,750	885,500
			2008-2009	442,750	442,750	885,500
			Total	1,771,000	1,771,000	3,542,000
			Students and staff of the CCNB have access to a more functional computer system.			

LINGUISTIC OBJECTIVE 1: French First-Language Education (FFL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
1.3 Technology in education Improve technological tools and increase offer of distance training for all Francophone CCNB campuses.	The five campuses have access to a common platform and updates for on-line course delivery. More courses and regular programs offered on line. Increased partnerships for the development of courses and programs on line. Increased number of enrolments of Francophone students from the other Atlantic Provinces. Increased number of part-time enrolments in CCNB regular programs.	Number of technological tools updated to develop and deliver training on line	2005-2006	215,875	215,875	431,750
			2006-2007	215,875	215,875	431,750
			2007-2008	215,875	215,875	431,750
			2008-2009	215,875	215,875	431,750
		Total	863,500	863,500	1,727,000	
1.4 Communication tools Develop communication tools to better inform CCNB clientele of its programs, projects, and services.	Improved information service.	Number of communication tools that will be developed	2005-2006	122,500	122,500	245,000
			2006-2007	122,500	122,500	245,000
			2007-2008	122,500	122,500	245,000
			2008-2009	122,500	122,500	245,000
		Total	490,000	490,000	980,000	
			2005-2006	43,191,114	781,125	43,972,239
			2006-2007	43,191,114	781,125	43,972,239
			2007-2008	43,191,114	781,125	43,972,239
			2008-2009	43,191,115	781,125	43,972,240
			Total	172,764,457	3,124,500	175,888,957
Subtotal – Education Structure and Support						
II. Program Development						
2.1 Course-based college training Adapt training programs in technical, technological, and trades sectors to enable students to register in courses on a part-time basis without having to register in a program.	Reorganization of courses to better incorporate them into articulated programs and to be recognized by Atlantic universities.	Number of CCNB specialty courses revised and recognized from one program to another	2005-2006	397,995	397,995	795,990
			2006-2007	397,995	397,995	795,990
			2007-2008	397,995	397,995	795,990
			2008-2009	397,995	397,995	795,990
		Total	1,591,980	1,591,980	3,183,960	
		Bank of courses common to all CCNB programs is in place				
		Number of courses recognized from one program to another				
		Number of two-year CCNB programs recognized by Francophone universities in the Atlantic Provinces, either through articulation or recognition agreements				

LINGUISTIC OBJECTIVE 1: French First-Language Education (FFL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
2.2 Access to college programs Improve access of Francophone students and staff to college programs to offer them various opportunities to develop in a Francophone training environment.	Increased accessibility to CCNB regular courses and programs. Enhanced professional development of teaching faculty in support of teaching and research and development.	Number of professional development days offered to staff	2005-2006	250,000	250,000	500,000
			2006-2007	250,000	250,000	500,000
			2007-2008	250,000	250,000	500,000
			2008-2009	250,000	250,000	500,000
			Total	1,000,000	1,000,000	2,000,000
		Number of courses in the regular programs that will be mediated and accessible on line				
		Number of instructors who have taken a seminar on renewed pedagogy in French				
		Number of instructors who have taken professional development sessions in their area of expertise				
2.3 Program development Offer Francophone students a wider variety of training programs that meet the needs of the labour market.	Increased development of technical, vocational, and trades training programs on Francophone CCNB campuses.	Number of new programs developed and available to Francophone students	2005-2006	175,000	175,000	350,000
			2006-2007	175,000	175,000	350,000
			2007-2008	175,000	175,000	350,000
			2008-2009	175,000	175,000	350,000
			Total	700,000	700,000	1,400,000
2.4 Applied research and innovation Develop applied research and innovation potential of CCNB teaching faculty and students.	Develop a team of instructors interested in the applied research and innovation component of CCNB.	Number of research experts recruited	2005-2006	137,500	137,500	275,000
			2006-2007	137,500	137,500	275,000
			2007-2008	137,500	137,500	275,000
			2008-2009	137,500	137,500	275,000
			Total	550,000	550,000	1,100,000
		Number of seminars held on CCNB applied research activities				
		Number of applied research projects identified				
Subtotal – Program Development			2005-2006	960,495	960,495	1,920,990
			2006-2007	960,495	960,495	1,920,990
			2007-2008	960,495	960,495	1,920,990
			2008-2009	960,495	960,495	1,920,990
			Total	3,841,980	3,841,980	7,683,960

LINGUISTIC OBJECTIVE 1: French First-Language Education (FFL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
III. Teacher Training						
3.1 Instructor support service			2005-2006	150,000	150,000	300,000
Establish an educational technology support service for instructors.	Greater incorporation of technology support services for instructors on all CCNB campuses.	Number of support services to instructors in educational technology	2006-2007	150,000	150,000	300,000
			2007-2008	150,000	150,000	300,000
	2008-2009	150,000	150,000	300,000		
	Total	600,000	600,000	1,200,000		
	Increased development of material relating to best practices in teaching using educational technology.	Number of instructors having taken specific training in this field				
		Amount of teaching support materials produced				
			2005-2006	150,000	150,000	300,000
			2006-2007	150,000	150,000	300,000
			2007-2008	150,000	150,000	300,000
			2008-2009	150,000	150,000	300,000
Subtotal – Teacher Training			Total	600,000	600,000	1,200,000
			2005-2006	44,301,609	1,891,620	46,193,229
			2006-2007	44,301,609	1,891,620	46,193,229
			2007-2008	44,301,609	1,891,620	46,193,229
			2008-2009	44,301,610	1,891,620	46,193,230
TOTAL – Collège communautaire du Nouveau-Brunswick			Total	177,206,437	7,566,480	184,772,917

LINGUISTIC OBJECTIVE 1: French First-Language Education (FFL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
SUMMARY - FFL	Education Structure and Support	2005-2006	92,280,114	7,562,584	99,842,698	
		2006-2007	92,280,114	7,562,584	99,842,698	
		2007-2008	92,280,114	7,562,585	99,842,699	
		2008-2009	92,280,115	7,562,586	99,842,701	
		Total	369,120,457	30,250,339	399,370,796	
		Program Development	2005-2006	5,335,187	3,785,118	9,120,305
			2006-2007	5,400,848	3,785,118	9,185,966
			2007-2008	5,371,217	3,785,118	9,156,335
			2008-2009	5,383,220	3,785,117	9,168,337
			Total	21,490,472	15,140,471	36,630,943
	Teacher Training	2005-2006	1,491,500	1,022,250	2,513,750	
		2006-2007	1,492,000	1,022,250	2,514,250	
		2007-2008	1,492,500	1,022,250	2,514,750	
		2008-2009	1,493,000	1,022,250	2,515,250	
		Total	5,969,000	4,089,000	10,058,000	
	Student Development	2005-2006	274,975	923,123	1,198,098	
		2006-2007	274,975	923,123	1,198,098	
		2007-2008	274,975	923,123	1,198,098	
		2008-2009	274,975	923,123	1,198,098	
		Total	1,099,900	3,692,492	4,792,392	
	TOTAL	2005-2006	99,381,776	13,293,075	112,674,851	
		2006-2007	99,447,937	13,293,075	112,741,012	
		2007-2008	99,418,806	13,293,076	112,711,882	
		2008-2009	99,431,310	13,293,076	112,724,386	
Total		397,679,829	53,172,302	450,852,131		

LINGUISTIC OBJECTIVE 2: French Second-Language Instruction (FSL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
ANGLOPHONE SCHOOL DIVISION						
I. Education Structure and Support						
1.1 School districts Provide funding to school districts to help cover the additional costs associated with teaching French as a second language at the primary and secondary levels.	Students will have access to quality French second language instruction programs.	Increased enrolment rates in immersion programs Increased enrolment rates in core program in Grades 11 and 12	2005-2006 2006-2007 2007-2008 2008-2009 Total	15,715,300 15,715,300 15,715,300 15,715,300 62,861,200	3,242,700 3,242,700 3,242,700 3,242,700 12,970,800	18,958,000 18,958,000 18,958,000 18,958,000 75,832,000
1.2 Support services Provide services supporting second-language - Educational material - FSL education consultants	By 2012, school officials, teachers, and students will be receiving quality support services. Core resources will be updated.	More FSL educational resources available	2005-2006 2006-2007 2007-2008 2008-2009 Total	663,200 663,200 663,200 663,200 2,652,800	137,012 137,012 137,011 137,011 548,046	800,212 800,212 800,211 800,211 3,200,846
1.3 Support FSL programs Develop curricula for teaching the second language.	By 2012, the province will have maintained its ability to administer the second-language education system.	More programs available in French	2005-2006 2006-2007 2007-2008 2008-2009 Total	82,900 82,900 82,900 82,900 331,600	17,100 17,100 17,100 17,100 68,400	100,000 100,000 100,000 100,000 400,000
			2005-2006 2006-2007 2007-2008 2008-2009 Total	16,461,400 16,461,400 16,461,400 16,461,400 65,845,600	3,396,812 3,396,812 3,396,811 3,396,811 13,587,246	19,858,212 19,858,212 19,858,211 19,858,211 79,432,846
			Subtotal – Education Structure and Support			
II. Program Development						
2.1 Educational material Update educational material and existing textbooks and develop new tools to support classroom instruction in French language arts, math, and science.	Educational material better suited to needs. Old resources updated. Curricula developed.	More materials available to students and teachers More programs available in French	2005-2006 2006-2007 2007-2008 2008-2009 Total	260,000 260,000 260,000 260,000 1,040,000	130,000 130,000 130,000 130,000 520,000	390,000 390,000 390,000 390,000 1,560,000
2.2 Translation Translate educational material into French for immersion classes.	Additional educational material available to students and teachers. Ability to offer a wider selection of courses at all levels.	More educational material available More optional courses offered	2005-2006 2006-2007 2007-2008 2008-2009 Total	150,000 150,000 150,000 150,000 600,000	150,000 150,000 150,000 150,000 600,000	300,000 300,000 300,000 300,000 1,200,000

LINGUISTIC OBJECTIVE 2: French Second-Language Instruction (FSL)							
Action	Expected outcomes	Performance indicators	Planned investment				
			Years	Province	Federal	Total	
2.3 Intensive French Programs Evaluate Grade 4 and 5 Intensive French Programs.	Increased fluency of students.	Evaluation results	2005-2006	60,000	67,500	127,500	
			2006-2007	60,000	67,500	127,500	
	Ability to communicate in writing in the second language.		2007-2008	75,000	67,500	142,500	
			2008-2009	75,000	67,500	142,500	
			Total	270,000	270,000	540,000	
2.4 Student performance Evaluate student performances in FSL programs: - Oral Reading and Writing proficiency; - Examinations in both official languages for Mathematics and Science.	Students will be able to function effectively in their second official language (all skills).	Improved student performance in all areas	2005-2006	92,500	92,500	185,000	
			2006-2007	92,500	92,500	185,000	
			2007-2008	92,500	92,500	185,000	
			2008-2009	92,500	92,500	185,000	
			Total	370,000	370,000	740,000	
			2005-2006	562,500	440,000	1,002,500	
			2006-2007	562,500	440,000	1,002,500	
			2007-2008	577,500	440,000	1,017,500	
			2008-2009	577,500	440,000	1,017,500	
			Total	2,280,000	1,760,000	4,040,000	
Subtotal – Program Development							
III. Teacher Training							
3.1 Bursaries Provide bursaries to teachers enabling them to attend courses or training sessions on second language instruction.	Teachers trained in language and instructional skills and greater knowledge of the other culture.	Number of bursaries granted	2005-2006	60,000	25,000	85,000	
			2006-2007	60,000	25,000	85,000	
		Participant evaluations		2007-2008	60,000	25,000	85,000
				2008-2009	60,000	25,000	85,000
				Total	240,000	100,000	340,000
3.2 Professional development Support professional development for second language teachers.	Access to teaching methods and additional resources to enhance FSL instruction in the classroom.	Number of training sessions offered	2005-2006	500,000	0.00	500,000	
			2006-2007	500,000	0.00	500,000	
		Number of teachers trained		2007-2008	500,000	0.00	500,000
				2008-2009	500,000	0.00	500,000
				Total	2,000,000	0.00	2,000,000
3.3 FSL proficiency outcomes Define national outcomes in FSL proficiency in cooperation with other provinces/territories.	National outcomes in FSL proficiency are defined.	Outcomes are defined in the four language skills	2005-2006	5,000	5,000	10,000	
			2006-2007	5,000	5,000	10,000	
	Increased communications between provinces and Second Language organizations.		2007-2008	5,000	5,000	10,000	
			2008-2009	5,000	5,000	10,000	
			Total	20,000	20,000	40,000	

LINGUISTIC OBJECTIVE 2: French Second-Language Instruction (FSL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
			2005-2006	565,000	30,000	595,000
			2006-2007	565,000	30,000	595,000
			2007-2008	565,000	30,000	595,000
			2008-2009	565,000	30,000	595,000
Subtotal – Teacher Training			Total	2,260,000	120,000	2,380,000
IV. Student Development						
4.1 Bursaries Provide bursaries to majority community students enabling them to improve their knowledge of the second language through summer immersion programs (Grades 9 and 10).	Increased access to programs in the other official language.	Continuity in the number of bursary holders and projects	2005-2006	127,000	0.00	127,000
			2006-2007	127,000	0.00	127,000
			2007-2008	127,000	0.00	127,000
			2008-2009	127,000	0.00	127,000
			Total	508,000	0.00	508,000
4.2 Cultural programs Support cultural programs that consolidate students' language learning.	Knowledge of the second language and its culture (cultural activities in the second language).	Greater participation in cultural activities in French	2005-2006	104,500	60,113	164,613
			2006-2007	104,500	60,113	164,613
			2007-2008	104,500	60,113	164,613
			2008-2009	104,500	60,113	164,613
			Total	418,000	240,452	658,452
4.3 Junior Immersion Camp Provide programs that consolidate students' language learning through a Junior Immersion Camp.	Increased competence in French (all skills).	Increase in the number of students in the program	2005-2006	100,000	100,000	200,000
			2006-2007	100,000	100,000	200,000
			2007-2008	100,000	100,000	200,000
			2008-2009	100,000	100,000	200,000
			Total	400,000	400,000	800,000
Subtotal – Student Development			Total	1,326,000	640,452	1,966,452
			2005-2006	17,920,400	4,026,925	21,947,325
			2006-2007	17,920,400	4,026,925	21,947,325
			2007-2008	17,935,400	4,026,924	21,962,324
			2008-2009	17,935,400	4,026,924	21,962,324
TOTAL – Anglophone School Division			Total	71,711,600	16,107,698	87,819,298

LINGUISTIC OBJECTIVE 2: French Second-Language Instruction (FSL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
UNIVERSITY OF NEW BRUNSWICK						
I. Program Development						
1.1 Second language programs and research Develop FSL, French immersion and ESL second language programs and research activities for teaching education students.	Cover additional costs associated with developing FSL, French immersion, and ESL second-language programs and research activities enabling the community to acquire and/or maintain expertise in strategic areas. Students' second language needs met and additional financial resources secured. Needs of national and international knowledge market better met. Improved FSL and ESL second language instruction.	Improvement in programs on the didactics of FSL, French immersion, and ESL second language Continued research to support FSL, French immersion and ESL second language	University 2005-2006 2006-2007 2007-2008 2008-2009 Total	127,000 127,000 127,000 127,000 508,000	127,000 127,000 127,000 127,000 508,000	254,000 254,000 254,000 254,000 1,016,000
1.2 Best Practices database Develop multimedia materials related to best practices to be used in the context of undergraduate and graduate courses, research projects and for dissemination via the website.	Increased awareness of and access to best practices in second language teaching among education students, researchers and teachers.	Multimedia materials developed and disseminated on the Web	University 2005-2006 2006-2007 2007-2008 2008-2009 Total	30,000 30,000 30,000 30,000 120,000	30,000 30,000 30,000 30,000 120,000	60,000 60,000 60,000 60,000 240,000
1.3 Follow-up research on Intensive French (IF) Assess at the end of middle school aspects such as language proficiency, motivation, attitudes, and content area knowledge of students who took part in IF programs.	Better knowledge of long term effects of IF programs.	Assessments completed and long term effects of IF programs identified	University 2005-2006 2006-2007 2007-2008 2008-2009 Total	27,500 27,500 27,500 27,500 110,000	27,500 27,500 27,500 27,500 110,000	55,000 55,000 55,000 55,000 220,000
1.4 Bachelor of Education program Develop recruitment initiatives to attract FSL and ESL teacher education candidates with a particular emphasis on FSL candidates who are also qualified in math and science.	Increased number of graduates of the Bachelor of Education program, who are specialized in the teaching of French as a second language (core French, immersion and intensive French) and English as a second language.	Rate of graduates from the Bachelor of Education programs (second language teaching) Rate of shortage of qualified second language teachers	University 2005-2006 2006-2007 2007-2008 2008-2009 Total	15,000 9,000 9,000 9,000 42,000	10,500 10,500 10,500 10,500 42,000	25,500 19,500 19,500 19,500 84,000

LINGUISTIC OBJECTIVE 2: French Second-Language Instruction (FSL)							
Action	Expected outcomes	Performance indicators	Planned investment				
			Years	Province	Federal	Total	
			2005-2006	199,500	195,000	394,500	
			2006-2007	193,500	195,000	388,500	
			2007-2008	193,500	195,000	388,500	
			2008-2009	193,500	195,000	388,500	
		Subtotal – Program Development	Total	780,000	780,000	1,560,000	
			2005-2006	199,500	195,000	394,500	
			2006-2007	193,500	195,000	388,500	
			2007-2008	193,500	195,000	388,500	
			2008-2009	193,500	195,000	388,500	
		TOTAL – University of New Brunswick	Total	780,000	780,000	1,560,000	
SUMMARY - FSL	Education Structure and Support		2005-2006	16,461,400	3,396,812	19,858,212	
			2006-2007	16,461,400	3,396,812	19,858,212	
			2007-2008	16,461,400	3,396,811	19,858,211	
			2008-2009	16,461,400	3,396,811	19,858,211	
			Total	65,845,600	13,587,246	79,432,846	
		Program Development		2005-2006	762,000	635,000	1,397,000
				2006-2007	756,000	635,000	1,391,000
				2007-2008	771,000	635,000	1,406,000
				2008-2009	771,000	635,000	1,406,000
				Total	3,060,000	2,540,000	5,600,000
	Teacher Training		2005-2006	565,000	30,000	595,000	
			2006-2007	565,000	30,000	595,000	
			2007-2008	565,000	30,000	595,000	
			2008-2009	565,000	30,000	595,000	
			Total	2,260,000	120,000	2,380,000	
	Student Development		2005-2006	331,500	160,113	491,613	
			2006-2007	331,500	160,113	491,613	
			2007-2008	331,500	160,113	491,613	
			2008-2009	331,500	160,113	491,613	
			Total	1,326,000	640,452	1,966,452	
		TOTAL	Total	72,491,600	16,887,698	89,379,298	

LINGUISTIC OBJECTIVE 2: French Second-Language Instruction (FSL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
GRAND TOTAL - REGULAR PROGRAMS			2005-2006	117,501,676	17,515,000	135,016,676
			2006-2007	117,561,837	17,515,000	135,076,837
			2007-2008	117,547,706	17,515,000	135,062,706
			2008-2009	117,560,210	17,515,000	135,075,210
			Total	470,171,429	70,060,000	540,231,429

**ACTION PLAN - 2005-06 to 2008-09
ADDITIONAL STRATEGIES**

LINGUISTIC OBJECTIVE 1: French First-Language Education (FFL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
FRANCOPHONE SCHOOL DIVISION						
I. Promotion of Access and Integration						
1.1 Francization of children eligible to attend French-language schools Offer additional programs and services to children with little ability to speak the language of instruction. Set high performance standards. Offer training to teachers on strategies for francization and developing cultural identity in a minority environment.	Increased support for special needs students to foster the success of children of Charter rights parents.	Percentage of children of Charter rights parents reading at levels 3 and 4 at the end of Grade 2	2005-2006	0.00	775,000	775,000
			2006-2007	0.00	775,000	775,000
			2007-2008	0.00	775,000	775,000
			2008-2009	0.00	775,000	775,000
			Total	0.00	3,100,000	3,100,000
1.2 School evaluation Set up a program to evaluate French-language schools.	Better educational guidance in French-language schools.	Graduation rates Retention rates	2005-2006	78,950	78,950	157,900
			2006-2007	78,950	78,950	157,900
			2007-2008	78,950	78,950	157,900
			2008-2009	78,950	78,950	157,900
			Total	315,800	315,800	631,600
			2005-2006	78,950	853,950	932,900
			2006-2007	78,950	853,950	932,900
			2007-2008	78,950	853,950	932,900
			2008-2009	78,950	853,950	932,900
			Total	315,800	3,415,800	3,731,600
Subtotal – Promotion of Access/Integration						
II. Program Quality and Cultural Enrichment of School Environment						
2.1 Literacy mentors Support the teaching staff with specialized literacy teachers in each school.	Increased support to literacy in the lower grades to foster the success of all students.	Percentage of children of Charter rights parents reading at levels 3 and 4 at the end of Grade 2	2005-2006	4,300,000	0.00	4,300,000
			2006-2007	4,300,000	0.00	4,300,000
			2007-2008	4,300,000	0.00	4,300,000
			2008-2009	4,300,000	0.00	4,300,000
			Total	17,200,000	0.00	17,200,000

LINGUISTIC OBJECTIVE 1: French First-Language Education (FFL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
2.2 English second-language program (ESL) Develop and implement a language interview program. Implement new ESL programs.	Improve language programs so that students can express themselves orally in English.	Percentage of graduates who can speak English effectively	2005-2006	0.00	201,750	201,750
			2006-2007	0.00	201,750	201,750
			2007-2008	0.00	201,750	201,750
			2008-2009	0.00	201,750	201,750
			Total	0.00	807,000	807,000
2.3 Heritage Week Encourage student participation in Heritage Week activities.	More opportunities for enrichment to help students develop their personal, linguistic, and cultural identity.	School staff report that students recognize the importance of promoting the French language and culture at school Number of students participating in Heritage Week activities	2005-2006	0.00	555,641	555,641
			2006-2007	0.00	555,641	555,641
			2007-2008	0.00	566,411	566,411
			2008-2009	0.00	544,870	544,870
			Total	0.00	2,222,563	2,222,563
			2005-2006	4,300,000	757,391	5,057,391
			2006-2007	4,300,000	757,391	5,057,391
			2007-2008	4,300,000	768,161	5,068,161
			2008-2009	4,300,000	746,620	5,046,620
Subtotal – Program Quality/Cultural Enrichment			Total	17,200,000	3,029,563	20,229,563
III. Teachers and Education Support Services						
3.1 Support for teachers of French proficiency for Francophones. Offer training to teaching staff on strategies relating to French proficiency for Francophones. Provide resource teachers with support in the area of French proficiency for Francophones (software, listening centre, books).	Enrichment of French proficiency for Francophones strategies to stimulate and support special needs students.	Percentage of students who need support in French proficiency for Francophones, who achieve an acceptable level in the Grade 2 reading test	2005-2006	0.00	275,000	275,000
			2006-2007	0.00	275,000	275,000
			2007-2008	0.00	275,000	275,000
			2008-2009	0.00	275,000	275,000
			Total	0.00	1,100,000	1,100,000
			2005-2006	0.00	275,000	275,000
			2006-2007	0.00	275,000	275,000
			2007-2008	0.00	275,000	275,000
			2008-2009	0.00	275,000	275,000
Subtotal – Teachers/Support Services			Total	0.00	1,100,000	1,100,000
			2005-2006	4,378,950	1,886,341	6,265,291
			2006-2007	4,378,950	1,886,341	6,265,291
			2007-2008	4,378,950	1,897,111	6,276,061
			2008-2009	4,378,950	1,875,570	6,254,520
TOTAL – Francophone School Division			Total	17,515,800	7,545,363	25,061,163

LINGUISTIC OBJECTIVE 1: French First-Language Education (FFL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
UNIVERSITÉ DE MONCTON						
I. Teachers and Education Support Services						
1.1 School administration for administrators Offer training in school administration for Francophone school administrators.	Increased human and material resources for Francophone school administration. Improved training in school administration.	Increase in the number of qualified principals and vice-principals	University			
			2005-2006	6,960	59,000	65,960
			2006-2007	7,160	60,000	67,160
			2007-2008	9,360	64,000	73,360
			2008-2009	8,560	67,000	75,560
Total			32,040	250,000	282,040	
1.2 Special education - resource teachers Offer Francophone resource teachers specialized training on a part-time basis, leading to certification recognized by the New Brunswick Department of Education.	Improved specialized training of New Brunswick resource teachers.	At least two courses are offered to at least two cohorts of 25 resource teachers every spring-summer session	University			
			2005-2006	6,960	56,000	62,960
			2006-2007	7,160	59,000	66,160
			2007-2008	9,360	64,000	73,360
			2008-2009	8,560	68,540	77,100
Total			32,040	247,540	279,580	
			2005-2006	13,920	115,000	128,920
			2006-2007	14,320	119,000	133,320
			2007-2008	18,720	128,000	146,720
			2008-2009	17,120	135,540	152,660
Subtotal – Teachers/Support Services			Total	64,080	497,540	561,620
II. Improved Access to Postsecondary Education						
2.1 Applied Bachelor of Agroforestry Consolidate the applied Bachelor of Agroforestry program.	Train professionals qualified to manage farmland in an agroforestry context while respecting the environment and sustainable development.	Number of enrolments Number of students retained and the percentage of Maritime students and the number of graduates	University			
			2005-2006	20,000	10,000	30,000
			2006-2007	30,000	10,000	40,000
			2007-2008	20,000	10,000	30,000
			2008-2009	20,000	10,000	30,000
Total			90,000	40,000	130,000	
2.2 Mediated Master of Business Administration (MBA) Mediate the MBA program offered in Francophone regions of the Atlantic Provinces.	Improved pool of resources and competitiveness of organizations. Improved export activities and skills.	MBAs granted to a minimum of 45 Acadians and Francophones in the regions	University			
			2005-2006	10,000	50,000	60,000
			2006-2007	10,000	50,000	60,000
			2007-2008	10,000	50,000	60,000
			2008-2009	10,000	50,000	60,000
Total			40,000	200,000	240,000	

LINGUISTIC OBJECTIVE 1: French First-Language Education (FFL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
2.3 Translation recruitment program Produce a video on the translation profession, openings, its role through the ages, which would be distributed to composite high schools in New Brunswick and around the country. Design an interactive website. Resume a bursary program to attract students to the program.	Increased number of translation graduates to meet the growing demand for translators nationally (the need for new translators is estimated at 1,000 per year for the next few years). Increased numbers in the Canadian language industry sector, which is experiencing a serious shortage of human resources. Design tools to recruit high school students more actively.	Number of enrolments in the specialized bachelor of translation program		University		
			2005-2006	55,000	16,000	71,000
			2006-2007	5,000	16,000	21,000
			2007-2008	5,000	4,000	9,000
			2008-2009	5,000	4,000	9,000
Total	70,000	40,000	110,000			
2.4 Master's degree in Acadian studies Hire a professor for five years to: > Establish training programs in Acadian studies; > Ensure mobility of faculty between Canadian universities interested in Acadian studies; > Establish dynamic partnerships between Canadian universities interested in Acadian studies and the various departments and agencies.	Development of analytical and intervention skills in the Acadian and Francophone communities in Canada for all stakeholders related to the governance of minority groups . Possibility of students undertaking Ph.D. studies. Improved exchanges and cooperation between the different English- and French-language universities in Canada.	Establishment of programs in Acadian studies in partnership with other Anglophone and Francophone universities that already have an Acadian studies Collaboration between researchers interested in minorities, be they in the Maritimes, the rest of Canada, or elsewhere in the world		University		
			2005-2006	5,000	16,800	21,800
			2006-2007	25,000	33,600	58,600
			2007-2008	25,000	34,800	59,800
			2008-2009	25,000	34,800	59,800
Total	80,000	120,000	200,000			
2.5 Applied Bachelor of Criminology Hire two full-time professors to offer an articulated program in criminology to Francophones with a diploma in Correctional Techniques from CCNB-Dieppe or with professional experience.	Improved access by the Acadian and Francophone populations in the Atlantic Provinces to criminology programs to meet the needs of individuals who have worked in the correctional field and want to resume their studies. Establishment and implementation of an applied Bachelor of Criminology degree. Partnership between the UdeM and the Collège communautaire du N.-B. in Dieppe.	Number of enrolments and graduates Partnerships between the Université de Moncton and correctional environments		University		
			2005-2006	0.00	18,000	18,000
			2006-2007	0.00	60,000	60,000
			2007-2008	0.00	60,000	60,000
			2008-2009	0.00	62,000	62,000
Total	0.00	200,000	200,000			

LINGUISTIC OBJECTIVE 1: French First-Language Education (FFL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
2.6 Master's degree in Development Economics Train analysts specializing in Francophone development able to make a dynamic contribution to the development of their community.	Training of Francophone specialists who are able to make a dynamic contribution to the development of their community.	Number of enrolments and graduates Placement of development analysts in the labour market		University		
			2005-2006	27,000	10,000	37,000
			2006-2007	7,000	30,000	37,000
			2007-2008	7,000	0.00	7,000
			2008-2009	7,000	0.00	7,000
Total			48,000	40,000	88,000	
2.7 Minor in technology program Develop and implement a minor in technology program.	Improved B.Sc. (multidisciplinary) designed to expose students in Francophone schools to technological subjects, enabling them to make an informed choice about their postsecondary education and career.	Enrolment of 20 students per year in the minor in technology program, at least 10 of whom are in B.Sc.-B.Ed.		University		
			2005-2006	12,000	60,000	72,000
			2006-2007	12,000	60,000	72,000
			2007-2008	12,000	60,000	72,000
			2008-2009	2,000	20,000	22,000
Total			38,000	200,000	238,000	
2.8 Second year of engineering at UMCE Firmly establish the second year of the engineering programs at the Edmundston Campus.	Increased number of students enrolled in third, fourth, and fifth year of engineering programs offered in French at the Edmundston Campus. Increased access of Francophones to different engineering disciplines. Retention of students enrolled in engineering programs in French.	Consistent enrolment of at least 15 students in first-year engineering in Edmundston Consistent enrolment of at least 10 students in second-year engineering in Edmundston		University		
			2005-2006	80,000	60,000	140,000
			2006-2007	0.00	40,000	40,000
			2007-2008	0.00	40,000	40,000
			2008-2009	0.00	33,000	33,000
Total			80,000	173,000	253,000	
2.9 Bursaries for women in engineering Establish a bursary program for women in engineering.	Increased participation of women in engineering programs.	Each cohort in the Faculty of Engineering is made up of at least 10 female students		University		
			2005-2006	0.00	60,000	60,000
			2006-2007	0.00	60,000	60,000
			2007-2008	0.00	60,000	60,000
			2008-2009	0.00	70,000	70,000
Total			0.00	250,000	250,000	
2.10 Bursaries in forestry and agroforestry Offer bursaries in forestry and agroforestry to recruit and support students on practicums and assistantships (research).	Increase in the number of young Francophones taking undergraduate and master's level programs in forestry and agroforestry.	Number of bursaries		University		
			2005-2006	28,000	7,800	35,800
			2006-2007	28,000	17,400	45,400
			2007-2008	28,000	17,400	45,400
			2008-2009	28,000	17,400	45,400
Total			112,000	60,000	172,000	

LINGUISTIC OBJECTIVE 1: French First-Language Education (FFL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
2.11 Centre d'aide en français (CAF) Establish bursaries for students attached to the CAF as first-language monitors. Design and develop supporting educational tools for compulsory language training. Develop a series of courseware and banks of examples to support more independent learning.	Improve compulsory language training by offering students not only development tools adapted to their situation (courseware and banks of examples) but also individual guidance to keep them in the Francophone system from school to university and prepare them to pursue an occupation in French.	Increased use of the CAF and accelerated language training Strengthen mastery of linguistic repertoire at university level		University		
			2005-2006	15,000	56,000	71,000
			2006-2007	10,000	56,000	66,000
			2007-2008	0.00	19,000	19,000
			2008-2009	0.00	19,000	19,000
		Total	25,000	150,000	175,000	
			2005-2006	252,000	364,600	616,600
			2006-2007	127,000	433,000	560,000
			2007-2008	107,000	355,200	462,200
			2008-2009	97,000	320,200	417,200
			Total	583,000	1,473,000	2,056,000
Subtotal – Postsecondary Access						
			2005-2006	265,920	479,600	745,520
			2006-2007	141,320	552,000	693,320
			2007-2008	125,720	483,200	608,920
			2008-2009	114,120	455,740	569,860
			Total	647,080	1,970,540	2,617,620
COLLÈGE COMMUNAUTAIRE DU NOUVEAU-BRUNSWICK (CCNB)						
I. Teachers and Education Support Services						
1.1 Teaching support service Establish a support service to instructors newly hired by the CCNB. Hire a person with teaching skills at each campus. Set up a training and supervision program for new instructors.	Improve supervision, support, and follow-up for new instructors at the CCNB. Increased development of materials related to good teaching practices.	Number of support services for new instructors on the campuses Number of new instructors who have taken this training Amount of teaching support material produced and available to all CCNB instructors	2005-2006	118,250	160,000	278,250
			2006-2007	118,250	160,000	278,250
			2007-2008	118,250	160,000	278,250
			2008-2009	118,250	160,000	278,250
			Total	473,000	640,000	1,113,000
			2005-2006	118,250	160,000	278,250
			2006-2007	118,250	160,000	278,250
			2007-2008	118,250	160,000	278,250
			2008-2009	118,250	160,000	278,250
			Total	473,000	640,000	1,113,000
Subtotal – Teachers/Support Services						

LINGUISTIC OBJECTIVE 1: French First-Language Education (FFL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
II. Improved Access to Postsecondary Education						
2.1 Student recruitment			2005-2006	275,000	152,250	427,250
Update and implement CCNB marketing and promotion plan.	Increased number of applications for admission and enrolments at CCNB (regular and new programs).	Number of applications for admission and enrolments	2006-2007	275,000	152,250	427,250
Produce promotional tools.		Number of students enrolled part time in courses in the regular program	2007-2008	275,000	152,250	427,250
Mount an advertising campaign on the radio, on television, and in the newspapers.		Promotional brochure produced every year	2008-2009	275,000	152,250	427,250
		Promotional campaign conducted every year in New Brunswick	Total	1,100,000	609,000	1,709,000
		Number of students enrolled in new programs				
2.2 Student life			2005-2006	115,198	100,199	215,397
Establish a student life facilitation service at each CCNB campus.	Improvement of student life on each campus.	Number of campuses that have a student life facilitation service	2006-2007	115,199	100,199	215,398
Hire a full-time student life facilitator at each campus.	Increased rate of retention of Francophones in rural communities.	Retention rate in rural regions	2007-2008	115,199	100,199	215,398
Develop programs adapted to an active, healthy student life.		Satisfaction rate of students with student life on each campus	2008-2009	115,199	100,198	215,397
			Total	460,795	400,795	861,590
2.3 Language support service			2005-2006	104,000	200,000	304,000
Establish a language support service for students and staff on Francophone campuses.	Improvement in the quality of French among students and staff on CCNB campuses.	Rate of requests for assistance by teaching faculty and students	2006-2007	104,000	200,000	304,000
Hire a person with language skills on each campus to deliver the service.	Improvement in the quality of the second language among the student population.	Resource centre in place on each campus	2007-2008	104,000	200,000	304,000
Set up a language support centre on each campus and develop various tools to assist students and staff in the preparation of written documents, i.e., course notes, tests, exams, and assignments.	Increased retention of students.		2008-2009	104,000	200,000	304,000
			Total	416,000	800,000	1,216,000

LINGUISTIC OBJECTIVE 1: French First-Language Education (FFL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
			2005-2006	494,198	452,449	946,647
			2006-2007	494,199	452,449	946,648
			2007-2008	494,199	452,449	946,648
			2008-2009	494,199	452,448	946,647
		Subtotal – Improvement/Access to Postsecondary Education	Total	1,976,795	1,809,795	3,786,590
			2005-2006	612,448	612,449	1,224,897
			2006-2007	612,449	612,449	1,224,898
			2007-2008	612,449	612,449	1,224,898
			2008-2009	612,449	612,448	1,224,897
		Total – Collège communautaire du Nouveau-Brunswick	Total	2,449,795	2,449,795	4,899,590
SUMMARY - FFL			2005-2006	78,950	853,950	932,900
			2006-2007	78,950	853,950	932,900
			2007-2008	78,950	853,950	932,900
			2008-2009	78,950	853,950	932,900
		Promotion of Access/Integration	Total	315,800	3,415,800	3,731,600
			2005-2006	4,300,000	757,391	5,057,391
			2006-2007	4,300,000	757,391	5,057,391
			2007-2008	4,300,000	768,161	5,068,161
			2008-2009	4,300,000	746,620	5,046,620
		Program Quality	Total	17,200,000	3,029,563	20,229,563
			2005-2006	132,170	550,000	682,170
			2006-2007	132,570	554,000	686,570
			2007-2008	136,970	563,000	699,970
			2008-2009	135,370	570,540	705,910
		Teachers	Total	537,080	2,237,540	2,774,620
			2005-2006	746,198	817,049	1,563,247
			2006-2007	621,199	885,449	1,506,648
			2007-2008	601,199	807,649	1,408,848
			2008-2009	591,199	772,648	1,363,847
		Access to Postsecondary Education	Total	2,559,795	3,282,795	5,842,590
		2005-2006	5,257,318	2,978,390	8,235,708	
		2006-2007	5,132,719	3,050,790	8,183,509	
		2007-2008	5,117,119	2,992,760	8,109,879	
		2008-2009	5,105,519	2,943,758	8,049,277	
	TOTAL	Total	20,612,675	11,965,698	32,578,373	

LINGUISTIC OBJECTIVE 2: French Second-Language Instruction (FSL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
ANGLOPHONE SCHOOL DIVISION						
I. Improvement of Core French Programs						
1.1 Intensive French Program - Grade 4 and 5 Introduce Intensive French programs (grade 4-5).	Increased fluency of students	Number of schools / students participating	2005-2006	100,000	260,272	360,272
			2006-2007	100,000	360,272	460,272
		Evaluation results	2007-2008	533,340	275,600	808,940
			2008-2009	556,340	275,601	831,941
			Total	1,289,680	1,171,745	2,461,425
1.2 Post Intensive French Program Support Develop a post Intensive French program for Grades 6 to 9.	Increased fluency of students	Number of schools / students participating	2005-2006	100,000	41,032	141,032
			2006-2007	100,000	244,592	344,592
		Evaluation results	2007-2008	500,000	398,220	898,220
			2008-2009	500,000	398,220	898,220
			Total	1,200,000	1,082,064	2,282,064
Subtotal – Core French Programs			2005-2006	200,000	301,304	501,304
			2006-2007	200,000	604,864	804,864
			2007-2008	1,033,340	673,820	1,707,160
			2008-2009	1,056,340	673,821	1,730,161
			Total	2,489,680	2,253,809	4,743,489
TOTAL – Anglophone School Division			2005-2006	200,000	301,304	501,304
			2006-2007	200,000	604,864	804,864
			2007-2008	1,033,340	673,820	1,707,160
			2008-2009	1,056,340	673,821	1,730,161
			Total	2,489,680	2,253,809	4,743,489
UNIVERSITÉ DE MONCTON						
I. Teachers and Education Support Services						
1.1 Teacher training with specialization in the teaching of FSL Enrich the joint teacher training program with specialization in the teaching of French immersion between UPEI and the Université de Moncton. Set up a program to recruit students from the New Brunswick immersion program to teach French as a second language.	Improvement and diversification of human and material resources in the teaching of the second language at the Université de Moncton. Improved training in the teaching of French as a second language.	Number of teachers qualified to teach French immersion in Prince Edward Island and New Brunswick	University			
			2005-2006	13,460	12,000	25,460
			2006-2007	7,160	14,000	21,160
			2007-2008	9,360	16,000	25,360
			2008-2009	7,560	18,000	25,560
			Total	37,540	60,000	97,540

LINGUISTIC OBJECTIVE 2: French Second-Language Instruction (FSL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
			2005-2006	13,460	12,000	25,460
			2006-2007	7,160	14,000	21,160
			2007-2008	9,360	16,000	25,360
			2008-2009	7,560	18,000	25,560
		Subtotal – Teachers/Support Services	Total	37,540	60,000	97,540
II. Continuation of Learning at the Postsecondary Level						
2.1 FFL and FSL programs						
Extend the French second-language program at the Université de Moncton to the entire country during May and June.	Improve young people's French first-language and French second-language skills.	Increased number of people having participated in a language program		University		
			2005-2006	103,437	119,462	222,899
Set up an immersion program for teachers in Anglophone school districts in New Brunswick at the Edmundston Campus.	Improved access of Anglophone teachers from New Brunswick school districts to second language immersion programs.	Increased participation of Francophones in a minority environment taking credit courses in French using new technologies	2006-2007	103,437	124,462	227,899
			2007-2008	103,437	129,462	232,899
Mediate three French first-language credit courses.		Opportunity for teachers in Anglophone school districts to access second-language immersion courses with Francophone families	2008-2009	103,437	164,463	267,900
			Total	413,748	537,849	951,597
Set up a French first-language program for young Francophones from minority environments who have completed Grade 10 or 11.		Number of immersion sessions offered				
2.2 Language upgrading course (FRAN 1923)						
Mediate the course FRAN 1923 and make it accessible to students at the three campuses and the whole community via Continuing Education.	Improved tools available and improved quality of instruction of French at the UdeM.	Number of enrolments		University		
			2005-2006	10,000	31,000	41,000
	Increased number of students mastering the French language.	Number of freestanding courses online available throughout the UdeM network	2006-2007	10,000	3,000	13,000
			2007-2008	10,000	3,000	13,000
		Recovery of students who do not meet the French admission requirements of the UdeM	2008-2009	10,000	3,000	13,000
			Total	40,000	40,000	80,000
2.3 English second-language course						
Hire a lecturer to add this course offering.	Improved access to English second-language courses at the UdeM.	Number of enrolments in English second-language courses at the UdeM		University		
			2005-2006	0.00	33,000	33,000
Set up a bursary program for English second-language monitors.		Reduced waiting lists for English second-language	2006-2007	0.00	35,000	35,000
			2007-2008	0.00	38,000	38,000
			2008-2009	0.00	44,000	44,000
			Total	0.00	150,000	150,000

LINGUISTIC OBJECTIVE 2: French Second-Language Instruction (FSL)							
Action	Expected outcomes	Performance indicators	Planned investment				
			Years	Province	Federal	Total	
2.4 Study programs alternating between UdeM and Mount Allison University Set up a linguistic duality pilot project between the Université de Moncton and Mount Allison University involving student/professor mobility, shared conferences, shared equipment, language support, financial assistance/bursaries, and logistical support.	Increased number of university graduates with a mastery of both official languages.	Student participation rate		University			
			2005-2006	85,000	30,000	115,000	
	Increased collaboration between partner institutions. The two linguistic communities are brought closer together.	Teamwork involving students from the two institutions and common educational activities		2006-2007	85,000	30,000	115,000
				2007-2008	85,000	30,000	115,000
			2008-2009	85,000	30,000	115,000	
			Total	340,000	120,000	460,000	
2.5 Advanced immersion program in FSL Attract more Anglophone students from the French immersion program to the Université de Moncton by offering them a program that facilitates their integration into existing programs, individual supervision by second-language monitors, and a welcoming, stimulating cultural structure.	Improved training and supervision of Anglophones who register in the advanced FSL immersion program and an increase in their number.	Number of enrolments in the advanced French second-language immersion program		University			
			2005-2006	15,000	28,000	43,000	
	Success rate of Anglophone students in subsequent programs			2006-2007	10,000	30,000	40,000
				2007-2008	10,000	33,000	43,000
			2008-2009	10,000	39,000	49,000	
			Total	45,000	130,000	175,000	
2.6 Language lab at the UMCE Develop the language lab at the UMCE to teach French and English. Equip the lab with qualified human resources and update materials.	Increased profitability of the language lab through better training and supervision of students.	Participation rate of students with special language needs		University			
				2005-2006	10,000	35,000	45,000
	Improved quality of language training in both official languages (mastery of French and upgrading in English).			2006-2007	10,000	39,000	49,000
				2007-2008	10,000	43,000	53,000
			2008-2009	10,000	43,000	53,000	
			Total	40,000	160,000	200,000	
			2005-2006	223,437	276,462	499,899	
			2006-2007	218,437	261,462	479,899	
			2007-2008	218,437	276,462	494,899	
			2008-2009	218,437	323,463	541,900	
			Total	878,748	1,137,849	2,016,597	
			2005-2006	236,897	288,462	525,359	
			2006-2007	225,597	275,462	501,059	
			2007-2008	227,797	292,462	520,259	
			2008-2009	225,997	341,463	567,460	
			Total	916,288	1,197,849	2,114,137	

LINGUISTIC OBJECTIVE 2: French Second-Language Instruction (FSL)						
Action	Expected outcomes	Performance indicators	Planned investment			
			Years	Province	Federal	Total
UNIVERSITY OF NEW BRUNSWICK						
I. Promotion of Research on Teaching of Second Languages						
1.1 Research Centre in Second Language Education				University		
Conduct research in second language education in the areas of program and curriculum design, classroom methodologies and materials, and teacher preparation.	Increased knowledge concerning effective ways of learning and teaching second languages in educational settings, as measured by existing standards for scholarly research.	Amount of research done in the second-language field	2005-2006	228,650	228,650	457,300
			2006-2007	228,650	228,650	457,300
			2007-2008	228,650	228,650	457,300
			2008-2009	228,650	228,650	457,300
			Total	914,600	914,600	1,829,200
			2005-2006	228,650	228,650	457,300
			2006-2007	228,650	228,650	457,300
			2007-2008	228,650	228,650	457,300
			2008-2009	228,650	228,650	457,300
		Subtotal – Promotion of Research	Total	914,600	914,600	1,829,200
			2005-2006	228,650	228,650	457,300
			2006-2007	228,650	228,650	457,300
			2007-2008	228,650	228,650	457,300
			2008-2009	228,650	228,650	457,300
		TOTAL – University of New Brunswick	Total	914,600	914,600	1,829,200

LINGUISTIC OBJECTIVE 2: French Second-Language Instruction (FSL)					
Action	Expected outcomes	Performance indicators	Planned investment		
			Years	Province	Federal
SUMMARY - FSL	Core French Programs	2005-2006	200,000	301,304	501,304
		2006-2007	200,000	604,864	804,864
		2007-2008	1,033,340	673,820	1,707,160
		2008-2009	1,056,340	673,821	1,730,161
		Total	2,489,680	2,253,809	4,743,489
		Teachers	2005-2006	13,460	12,000
	2006-2007		7,160	14,000	21,160
	2007-2008		9,360	16,000	25,360
	2008-2009		7,560	18,000	25,560
	Total		37,540	60,000	97,540
	Postsecondary Learning	2005-2006	223,437	276,462	499,899
		2006-2007	218,437	261,462	479,899
		2007-2008	218,437	276,462	494,899
		2008-2009	218,437	323,463	541,900
		Total	878,748	1,137,849	2,016,597
	Research	2005-2006	228,650	228,650	457,300
		2006-2007	228,650	228,650	457,300
		2007-2008	228,650	228,650	457,300
		2008-2009	228,650	228,650	457,300
		Total	914,600	914,600	1,829,200
TOTAL	2005-2006	665,547	818,416	1,483,963	
	2006-2007	654,247	1,108,976	1,763,223	
	2007-2008	1,489,787	1,194,932	2,684,719	
	2008-2009	1,510,987	1,243,934	2,754,921	
	Total	4,320,568	4,366,258	8,686,826	
GRAND TOTAL - ADDITIONAL STRATEGIES	2005-2006	5,922,865	3,796,806	9,719,671	
	2006-2007	5,786,966	4,159,766	9,946,732	
	2007-2008	6,606,906	4,187,692	10,794,598	
	2008-2009	6,616,506	4,187,692	10,804,198	
	Total	24,933,243	16,331,956	41,265,199	