

**CANADA - PRINCE EDWARD ISLAND AGREEMENT
ON MINORITY LANGUAGE EDUCATION AND
SECOND OFFICIAL LANGUAGE INSTRUCTION
2005-2006 à 2008-2009**

ACTION PLANS

PREAMBLE

INTRODUCTION

The action plan developed by the province under the Canada - Prince Edward Island Agreement for Minority Language Education and Second Language Instruction 2005-06 to 2008-09 outlines various measures for Regular Funds and additional strategies.

The measures in this action plan for additional strategies are complementary, yet different from those for the Regular Funds. The initiatives planned within the scope of the Regular Funds are geared toward pursuing the activities funded in the past to offer Francophone community members the opportunity to get an education in their mother tongue and to contribute to cultural enrichment by becoming more familiar with their own culture. They also aim at pursuing initiatives that make it possible to offer PEI residents the opportunity to study French as a second language and to enrich their cultural life thanks to better knowledge of the provincial Francophone culture.

EDUCATION IN THE LANGUAGE OF THE FRANCOPHONE MINORITY

“Offering members of official language minority communities a quality education in their own language in their own community is a major factor contributing to the vitality of these communities.” (excerpt from the report *Evaluation of the Official Languages in Education Program*, Canadian Heritage, 2003). The Government of Canada, in its Action Plan for Official Languages, presents the key official language priorities in education.

Following the submission of this document, the Province planned to implement measures to help attain the objectives in the federal Action Plan for Official Languages. It is also planning to take various measures to satisfy its complementary objectives, particularly the objectives identified in its report on academic achievement entitled *Excellence in Education: A Challenge for Prince Edward Island*.

The strategic plan of the Commission scolaire de langue française (CSLF) was also an important guide in preparing this multi-year provincial action plan. The province is working with representatives of the CSLF and consulting them on a regular basis to ensure that their interests are adequately represented. In this context, this action plan presents the priorities developed by the Department of Education, together with the CSLF.

Since 2000, the Commission scolaire de langue française has opened four new schools and student enrollment continues to rise. In 2005-2006, the total number of students in the French-language schools was 699, an increase of 96 students (15.9%) since 2001. The future also looks promising in the regions served by a new school, since the potential number of eligible students in the province is thought to be 1,620. One of the objectives in the federal Action Plan for Official Languages is to **increase enrollment of students eligible for French school by 12% by 2013**. In order to attain this objective, the province plans to boost the number of students enrolled in French schools from 699 to 800 in 2008-2009.

A second objective in the Action Plan for Official Languages aims to encourage the provinces to **offer quality programs comparable to those of the majority**. In this respect, new challenges include students entering Elementary Cycle 2 and Secondary Cycles 1 and 2 in new schools, the implementation of a program in West Prince for Grade 10 to 12 students, and the implementation of a new program for Grade 7 to 12 students in Eastern Kings. In order to satisfy the specific needs of this clientele, it is important to add homeroom, special education, guidance, music and other teachers. It is also important to complement the curricula with educational resources (books, manipulative equipment, software, learning tools and others). The province has outlined measures in this action plan to adopt these measures.

The situation of small schools requires unique and creative planning to meet their particular needs. In these schools, the number of students per class, the choice of courses and teachers' expertise in arts, math and science are all limited. The province also plans to offer quality programming to recruit and retain students and to increase the number of enrollments at the secondary level. This action plan specifically outlines **the creation of a program geared toward integrating the arts into the learning outcomes of the curricula**. Thanks to this program, students can participate in various enriching learning activities involving the arts.

Furthermore, the province wants to examine the needs of secondary students more in depth and propose a restructuring of the delivery of the secondary program, particularly with regard to the importance given to the instruction of trades. The provincial government also intends to test a distance course between schools in the province in order to satisfy the academic needs of students who attend small schools and to make use of the expertise of teachers from larger schools, who are most often specialized in one subject.

This provincial action plan also contains measures for training qualified teachers to teach in minority communities. Preventive intervention in reading and writing is one such measure implemented in the past few years; now, it must reach more students. It will be possible to do so by training teachers throughout the province. Teachers will also require specialized training for teaching multi-age classes. In these circumstances, on-the-job training for teachers is essential.

In Spring 2005, the Société éducative de l'Î.-P.-É. adopted a new strategic orientation for offering training services to more of the Island adult population. To do this, the Société éducative set an objective to establish a training centre in the Greater Charlottetown area, then two others in West Prince and Eastern PEI, respectively. In the coming years, it also intends to diversify its partnerships with postsecondary Francophone educational institutions in order to be more up to date with the current and future labour force training needs in Prince Edward Island.

SECOND LANGUAGE LEARNING

The Government of Canada's support of various projects involving teaching the second official language is more important than ever. The report *Evaluation of the Official Languages in Education Program* points out the importance of learning a second language, educationally and professionally speaking. Knowing the two official languages contributes to the quality of education and job readiness of young Canadians.

One of the recommendations in this report is to improve Core French programs so that young people acquire a working knowledge of their second language. Following these findings and publication of the federal Action Plan for Official Languages, provincial education departments tested new intensive French programs. Using the positive experiences of Newfoundland and Labrador as well as Saskatchewan, Prince Edward Island decided to implement an intensive French program; incidentally, Canadian Parents for French had asked the Department of Education to test this program in the province.

Enrollment in French immersion has been very strong in PEI. According to the most recent report from Canadian Parents for French, the province ranks third nationally for number of enrollments. Moreover, enrollments in the Late Immersion program and Secondary Cycle 2 immersion could still see increases.

Since 2001-2002, enrollment in the immersion program has risen from 3,792 to 4,164 in 2005-2006. On the other hand, enrollments in the Core French program have dropped, from 10,607 students in 2001-2002 to 9,391 in 2004-2005.

The literature confirms that the immersion program has had success and that it is considered to be a quality program. This provincial action plan includes the establishment of a **new quality immersion program**, which will require more human and educational material resources. **To help teachers meet certain needs of immersion students**, the province has included measures in its action plan to bring specialized support to at-risk students. As such, the province wants to expand the preventive intervention program in reading and writing available to students enrolled in Grade 1 immersion programs. It also wishes to implement various initiatives aimed at encouraging students to opt for the Late Immersion program or to continue their secondary and post-secondary studies in French.

The governments of Canada and Prince Edward Island have the same priorities with regard to the importance of recruiting qualified teachers. In this respect, the province wishes to continue supporting the Specialization in French Immersion program offered at the University of Prince Edward Island. Major spin-offs from this program have been seen, namely in training and research, and the province is determined to remain a leader in this field.

The Core French programs attract a greater number of students. With the collaboration of Canadian Heritage, the province can renew the educational approaches and tools and support the study of alternative methods.

The priorities below were determined following a consultation and collaboration with the program branches of the Eastern School District and the Western School Board. The province also often meets with representatives of Canadian Parents for French.

The province has defined initiatives to help attain the objective in the federal Action Plan for Official Languages to double the proportion of high school graduates with a working knowledge of their second official language by 2013. It also wants to boost the enrollment of Anglophone students in Core French and immersion programs by 4% by 2008-2009.

OTHER CONSIDERATIONS

In January 2006, the province presented the final report of the Task Force on Student Achievement entitled *Excellence in Education: A Challenge for Prince Edward Island*. This report contains 20 recommendations. In order to implement these recommendations, the French Programs Division and the school boards must adopt an action plan. Some of these recommendations cover the work already initiated by the educators, such as the literacy program, the academic redesign of the secondary level and preventive intervention in reading and writing. However, the province may have to build on this action plan in order to meet the other recommendations in the report, once it has identified its priorities. Three of the most important recommendations are: 1) learning to read by Grade 3; 2) student assessment, which requires that the province, in conjunction with stakeholders, administer common assessments to Island students at grades 3, 6 and 9 and at the senior high school level; and 3) the Department of Education create and provide clear outcomes, standards and benchmarks in all areas of the curriculum.

DATA SOURCES

The province can relevantly measure the outcomes in this action plan and identify the data sources to be used for this purpose. Moreover, the province believes that the recommendations in the report *Excellence in Education: A Challenge for Prince Edward Island* will help to establish reliable performance indicators for a more consistent assessment in administering the French, First Language, French Immersion and Core French programs.

CONCLUSION

The statements in the *Evaluation of the Official Languages in Education Program* report refer to equity in distributing funds. It is very difficult to come up with the ideal formula to meet all official languages needs in teaching. Two elements stood out during the discussions with stakeholders:

1. “One of the main factors that justify federal intervention in this area is the necessity to encourage and support the jurisdictions where the critical mass of students is lowest, which leads to significant additional costs.”
2. “The further a province/territory gets in establishing mother tongue and second language systems of comparable quality to those offered to the majority, the bigger the investments (number of schools in the minority, number of immersion programs, level of expertise with the departments of education, etc.).”

It is increasingly difficult to deliver a quality program. Prince Edward Island is living this reality in all aspects and with all the challenges that the various education bodies face. It is also increasingly complex. The province is still counting on contributions from Canadian Heritage to continue implementing various projects our province would like to see through in order to provide everyone with an education that contributes to the development of the Francophone identity, and to the learning and enrichment of both official languages.

There is no question that, in our society, parents, schools and cultures can and do shape each succeeding generation, both in terms of the cognitive skills they acquire and the character they possess. In shaping our children for the 21st century, it is imperative that we encourage them to reach beyond their comfort zones, to exploit each and every learning opportunity, and to seek to do things right (taken from *Excellence in Education: A Challenge for Prince Edward Island*, page 9).

ACTION PLAN FOR REGULAR PROGRAMS

2005-2006 TO 2008-2009

EDUCATION IN THE LANGUAGE OF THE FRANCOPHONE MINORITY

1: Support and administration of education

DESIRED OUTCOMES		MEASURES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT	
1.1	Maintain provincial management of minority-language curricula.	Administration and coordination of programs and policies on first-language instruction. This will be the Department of Education's responsibility.	<ul style="list-style-type: none"> · The number of courses and programs offered · The number of graduates · The rate of dropouts and of transfers to English schools 	Federal contribution Provincial contribution Subtotal	\$85,898 \$113,166 \$199,064
1.2	The French Language School Board can increase access to minority-language education and offer instruction of comparable quality to that in the majority language. Quality support services become more and more available.	Subsidy to the French Language School Board to defray extra costs related to administration and minority-language instruction at the elementary and secondary levels.	<ul style="list-style-type: none"> · Rates of participation by those entitled to education in French · The number of courses and programs available · The dropout rate 	Federal contribution Provincial contribution Subtotal	\$334,583 \$149,025 \$483,608
1.3	The French Language School Board can increase access to minority-language instruction and partnerships are created with the community.	Promotion of La Francophonie among and by board members, advisors, parents and the community	<ul style="list-style-type: none"> · Rates of participation by those entitled to education in French · Projects implemented in collaboration with the community and the French Language School Board 	Federal contribution Provincial contribution Subtotal	\$1,250 \$3,750 \$5,000
1.4	Programs and policies are supported by recent research and statistics.	Support for research into minority-language education	<ul style="list-style-type: none"> · Updating provincial databases on minority-language instruction 	Federal contribution Provincial contribution Subtotal	\$1,250 \$3,750 \$5,000
				Total federal contribution Total provincial contribution TOTAL:	\$422,981 \$269,691 \$692,672

EDUCATION IN THE LANGUAGE OF THE FRANCOPHONE MINORITY

2: Program development

DESIRED OUTCOMES	MEASURES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT																
2.1 One-time programs based on the newest research.	Creation and updating of curricula for French, social studies, mathematics, health, personal and social education, physical education, technology and careers.	<ul style="list-style-type: none"> · The number of new courses and programs available 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Federal contribution 05-06</td> <td style="text-align: right;">\$190,087</td> </tr> <tr> <td>Federal contribution 06-07, 07-08, 08-09</td> <td style="text-align: right;">\$170,785</td> </tr> <tr> <td>Provincial contribution</td> <td style="text-align: right;">\$117,623</td> </tr> <tr> <td>Subtotal 05-06</td> <td style="text-align: right;">\$307,710</td> </tr> <tr> <td>Subtotal 06-07, 07-08, 08-09</td> <td style="text-align: right;">\$288,408</td> </tr> </table>	Federal contribution 05-06	\$190,087	Federal contribution 06-07, 07-08, 08-09	\$170,785	Provincial contribution	\$117,623	Subtotal 05-06	\$307,710	Subtotal 06-07, 07-08, 08-09	\$288,408						
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2.2 Teaching material that better meets needs. More minority-language resources available.	Update, purchase or development of teaching resources, including support for school libraries.	<ul style="list-style-type: none"> · The quantity of material available · The availability of material containing a local, regional and national Acadian/Francophone cultural component 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Federal contribution</td> <td style="text-align: right;">\$40,000</td> </tr> <tr> <td>Provincial contribution</td> <td style="text-align: right;">\$60,000</td> </tr> <tr> <td>Subtotal</td> <td style="text-align: right;">\$100,000</td> </tr> </table>	Federal contribution	\$40,000	Provincial contribution	\$60,000	Subtotal	\$100,000										
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2.3 Improved learning. Better access to linguistic resources in French. Better choice of courses for students in small schools.	Integration of new technologies in instruction and learning and development of learning outcomes.	<ul style="list-style-type: none"> · The use of new technologies by teachers and students · The number of technology specific training initiatives available 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Federal contribution</td> <td style="text-align: right;">\$1,852</td> </tr> <tr> <td>Provincial contribution</td> <td style="text-align: right;">\$2,778</td> </tr> <tr> <td>Subtotal</td> <td style="text-align: right;">\$4,630</td> </tr> </table> <hr/> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Total federal contribution 05-06</td> <td style="text-align: right;">\$231,939</td> </tr> <tr> <td>Federal contribution 06-07, 07-08, 08-09</td> <td style="text-align: right;">\$212,637</td> </tr> <tr> <td>Total provincial contribution</td> <td style="text-align: right;">\$180,401</td> </tr> <tr> <td>TOTAL 05-06:</td> <td style="text-align: right;">\$412,340</td> </tr> <tr> <td>TOTAL 06-07, 07-08, 08-09:</td> <td style="text-align: right;">\$393,038</td> </tr> </table>	Federal contribution	\$1,852	Provincial contribution	\$2,778	Subtotal	\$4,630	Total federal contribution 05-06	\$231,939	Federal contribution 06-07, 07-08, 08-09	\$212,637	Total provincial contribution	\$180,401	TOTAL 05-06:	\$412,340	TOTAL 06-07, 07-08, 08-09:	\$393,038
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EDUCATION IN THE LANGUAGE OF THE FRANCOPHONE MINORITY

3: Teacher training and development

DESIRED OUTCOMES	MEASURES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT														
3.1 Teachers who are better trained in teaching and know more about their culture and identity.	Individual and joint scholarships for teachers to participate in courses or professional internships	<ul style="list-style-type: none"> · The number of scholarship recipients or projects · Teachers' level of education 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Federal contribution</td> <td style="text-align: right;">\$9,200</td> </tr> <tr> <td>Provincial contribution</td> <td style="text-align: right;">-</td> </tr> <tr> <td>Subtotal</td> <td style="text-align: right;">\$9,200</td> </tr> </table>	Federal contribution	\$9,200	Provincial contribution	-	Subtotal	\$9,200								
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3.2 Teachers who are better trained in teaching and know more about their culture and identity. Teachers who are better qualified to be leaders in educational development (as mentors, for example).	On-the-job training of teachers to develop projects for minority-language instruction	<ul style="list-style-type: none"> · Mentoring or exchange projects among teachers · Employees' level of personal satisfaction 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Federal contribution</td> <td style="text-align: right;">\$15,550</td> </tr> <tr> <td>Provincial contribution</td> <td style="text-align: right;">\$23,325</td> </tr> <tr> <td>Subtotal</td> <td style="text-align: right;">\$38,875</td> </tr> </table>	Federal contribution	\$15,550	Provincial contribution	\$23,325	Subtotal	\$38,875								
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3.3 A wider choice of training opportunities and research is available. A support system is in place for interveners in the schools.	Support for teachers' associations	<ul style="list-style-type: none"> · Participation in conferences and seminars · Information and communication networks 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Federal contribution</td> <td style="text-align: right;">\$750</td> </tr> <tr> <td>Provincial contribution</td> <td style="text-align: right;">\$2,250</td> </tr> <tr> <td>Subtotal</td> <td style="text-align: right;">\$3,000</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Total federal contribution</td> <td style="text-align: right;">\$25,500</td> </tr> <tr> <td>Total provincial contribution</td> <td style="text-align: right;">\$25,575</td> </tr> <tr> <td>TOTAL:</td> <td style="text-align: right;">\$51,075</td> </tr> </table> </td> </tr> </table>	Federal contribution	\$750	Provincial contribution	\$2,250	Subtotal	\$3,000	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Total federal contribution</td> <td style="text-align: right;">\$25,500</td> </tr> <tr> <td>Total provincial contribution</td> <td style="text-align: right;">\$25,575</td> </tr> <tr> <td>TOTAL:</td> <td style="text-align: right;">\$51,075</td> </tr> </table>		Total federal contribution	\$25,500	Total provincial contribution	\$25,575	TOTAL:	\$51,075
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EDUCATION IN THE LANGUAGE OF THE FRANCOPHONE MINORITY

4: Student aid

DESIRED OUTCOMES	MEASURES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT																						
<p>4.1 Better access to training programs in the student's mother tongue. Increased mastery of the mother tongue and knowledge of the related culture. Better integration of graduates into a work environment where the minority language is used.</p> <p>4.2 Increased mastery of the mother tongue and knowledge of the related culture.</p>	<p>Scholarships and trips for minority students to study in their mother tongue and support for projects allowing minority students to participate in training projects.</p> <p>Cultural exchanges and activities.</p>	<ul style="list-style-type: none"> · The number of scholarship recipients or projects · Students' level of education · The number of cultural exchanges and activities. 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Federal contribution</td> <td style="text-align: right;">\$30,080</td> </tr> <tr> <td>Provincial contribution</td> <td style="text-align: right;">-</td> </tr> <tr> <td>Subtotal</td> <td style="text-align: right;">\$30,080</td> </tr> <tr> <td colspan="2" style="height: 20px;"> </td> </tr> <tr> <td>Federal contribution</td> <td style="text-align: right;">\$4,500</td> </tr> <tr> <td>Provincial contribution</td> <td style="text-align: right;">\$4,500</td> </tr> <tr> <td>Subtotal</td> <td style="text-align: right;">\$9,000</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; height: 10px;"> </td> </tr> <tr> <td>Total federal contribution</td> <td style="text-align: right;">\$34,580</td> </tr> <tr> <td>Total provincial contribution</td> <td style="text-align: right;">\$4,500</td> </tr> <tr> <td>TOTAL:</td> <td style="text-align: right;">\$39,080</td> </tr> </table>	Federal contribution	\$30,080	Provincial contribution	-	Subtotal	\$30,080			Federal contribution	\$4,500	Provincial contribution	\$4,500	Subtotal	\$9,000			Total federal contribution	\$34,580	Total provincial contribution	\$4,500	TOTAL:	\$39,080
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Minority Language (2005-2006 to 2008-2009)

Total transfer to Accent and Odyssey Programs	\$30,600
Total federal contribution – 05-06	\$715,000
Total federal contribution – 06-07, 07-08, 08-09 (\$695,698/fiscal year)	\$2,087,094
Total federal contribution (over four years)	\$2,802,094
Total provincial contribution (over four years)	\$1,920,668
OVERALL TOTAL (OVER FOUR YEARS)	\$4,722,762

SECOND LANGUAGE LEARNING

1: Support and administration for education

DESIRED OUTCOMES	MEASURES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT
1.1 Maintaining provincial management of second language curricula.	Administration and coordination of programs and policies for teaching in a second language. The Department of Education will be responsible for this activity.	<ul style="list-style-type: none"> · The number of courses and programs offered · The number of graduates · The rate of dropouts and of transfers to programs in English 	Federal contribution \$85,898
			Provincial contribution \$113,166
			Subtotal \$199,064
1.2 Programs and policies are supported by recent research and statistics.	Support for research into education in a second language.	<ul style="list-style-type: none"> · Updating provincial data bases on teaching in a second language 	Federal contribution \$1,250
			Provincial contribution \$3,750
			Subtotal \$5,000
1.3 Parents and students are better able to make enlightened decisions. School Boards are better able to recruit teachers.	Promotion of teaching and learning a second language among board members, advisors, parents and the public.	<ul style="list-style-type: none"> · The number of information meetings · The enrolment rate 	Federal contribution \$1,250
			Provincial contribution \$3,750
			Subtotal \$5,000
			Total federal contribution \$88,398
			Total provincial contribution \$120,666
			TOTAL: \$209,064

SECOND LANGUAGE LEARNING

2: Program development

DESIRED OUTCOMES	MEASURES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT
2.1 One-time programs based on the latest research.	Creation and updating of curricula in French second language and immersion, social studies, science, mathematics, etc.	<ul style="list-style-type: none"> · The number of new courses and programs available 	Federal contribution 05-06 \$176,434 Federal contribution 06-07, 07-08, 08-09 \$175,336 Provincial contribution \$117,623
2.2 Teaching material that better meets needs. More resources available.	Updating, purchase or development of teaching resources, including support for school libraries	<ul style="list-style-type: none"> · The quantity of material available · The availability of material containing a local, regional and national Acadian/Francophone cultural component. 	Subtotal 05-06 \$294,057 Subtotal 06-07, 07-08, 08-09 \$292,959 Federal contribution \$100,000 Provincial contribution \$300,000 Subtotal \$400,000
2.3 Improved learning. Better access to linguistic resources in French.	Integration of new technologies in teaching and learning and development of learning outcomes	<ul style="list-style-type: none"> · Specific training initiatives in technology. · Use of new technologies by students and teachers. 	Federal contribution \$10,418 Provincial contribution \$3,473 Subtotal \$13,891
			<hr/> Total federal contribution 05-06 \$286,852 Federal contribution 06-07, 07-08, 08-09 \$285,754 Total provincial contribution \$421,096 TOTAL 05-06 \$707,948 TOTAL 06-07, 07-08, 08-09 \$706,850

SECOND LANGUAGE LEARNING

3: Teacher training and development

DESIRED OUTCOMES	MEASURES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT
3.1 Teachers who are better trained in language and in teaching. Teachers who are better trained in culture.	Individual and joint scholarships for teachers to participate in professional or language courses or internships.	<ul style="list-style-type: none"> · The number of scholarship recipients or projects · The educational level of teachers · Employers' feedback 	Federal contribution \$36,800
			Provincial contribution -
			Subtotal \$36,800
3.2 Teachers who are better trained in language and in teaching. Teachers who are better trained in culture. Teachers who are better able to be leaders in educational development (mentor, etc.).	On-the-job training of teachers through professional or linguistic development projects.	<ul style="list-style-type: none"> · Mentorship or exchange programs among teachers · Employees' level of personal satisfaction 	Federal contribution \$64,530
			Provincial contribution \$96,795
			Subtotal \$161,325
3.3 A greater choice of training opportunities and research is available. A support system is in place for interveners in the schools.	Support for teachers' associations.	<ul style="list-style-type: none"> · Participation in conferences · Information and communication networks 	Federal contribution \$500
			Provincial contribution \$1,500
			Subtotal \$2,000
			Total federal contribution \$101,830
			Total provincial contribution \$98,295
			TOTAL: \$200,125

Second Language (2005-2006 to 2008-2009)

Total transfer to Accent and Odyssey Programs	\$30,600
Total federal contribution – 05-06	\$507,500
Total federal contribution – 06-07, 07-08, 08-09 (\$506,402/fiscal year)	\$1,519,206
Total federal contribution (over four years)	\$2,026,706
Total provincial contribution (over four years)	\$2,614,228
OVERALL TOTAL (OVER FOUR YEARS)	\$4,640,934

**TOTAL – REGULAR PROGRAMS – Minority Language and Second Language
(2005-2006 to 2008-2009)**

Total transfer to Accent and Odyssey Programs	\$61,200
Total federal contribution – 05-06	\$1,222,500
Total federal contribution – 06-07, 07-08, 08-09 (\$1,206,651/fiscal year)	\$3,606,300
Total federal contribution (over four years)	\$4,828,800
Total provincial contribution (over four years)	\$4,534,896
OVERALL TOTAL (OVER FOUR YEARS)	\$9,363,696

Canada – Prince Edward Island
Regular Programs
Action Plan for Minority-Language Education and Second-Language Education
2005-2006 to 2008-2009

SUMMARY SPREADSHEET

Minority Language													
	2005-2006	2005-2006	2005-2006	2006-2007	2006-2007	2006-2007	2007-2008	2007-2008	2007-2008	2008-2009	2008-2009	2008-2009	
1. Support and administration of education	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Subtotal - Support and administration of education
1.1 Administration and coordination of programs and policies on first-language instruction. This will be the Department of Education's responsibility.	85,898	113,166	199,064	85,898	113,166	199,064	85,898	113,166	199,064	85,898	113,166	199,064	796,256
1.2 Subsidy to the French Language School Board to defray extra costs related to administration and minority-language instruction at the elementary and secondary levels.	334,583	149,025	483,608	334,583	149,025	483,608	334,583	149,025	483,608	334,583	149,025	483,608	1,934,432
1.3 Promotion of La Francophonie among and by board members, advisors, parents and the community	1,250	3,750	5,000	1,250	3,750	5,000	1,250	3,750	5,000	1,250	3,750	5,000	20,000
1.4 Support for research into minority-language education	1,250	3,750	5,000	1,250	3,750	5,000	1,250	3,750	5,000	1,250	3,750	5,000	20,000
Subtotal - Support and administration of education	422,981	269,691	692,672	422,981	269,691	692,672	422,981	269,691	692,672	422,981	269,691	692,672	2,770,688

Minority Language													
	2005-2006	2005-2006	2005-2006	2006-2007	2006-2007	2006-2007	2007-2008	2007-2008	2007-2008	2008-2009	2008-2009	2008-2009	
2. Program development	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Subtotal - Program development
2.1 Creation and updating of curricula for French, social studies, mathematics, health, personal and social education, physical education, technology and careers.	190,087	117,623	307,710	170,785	117,623	288,408	170,785	117,623	288,408	170,785	117,623	288,408	1,172,934
2.2 Update, purchase or development of teaching resources, including support for school libraries.	40,000	60,000	100,000	40,000	60,000	100,000	40,000	60,000	100,000	40,000	60,000	100,000	400,000
2.3 Integration of new technologies in instruction and learning and development of learning outcomes.	1,852	2,778	4,630	1,852	2,778	4,630	1,852	2,778	4,630	1,852	2,778	4,630	18,520
Subtotal - Program development	231,939	180,401	412,340	212,637	180,401	393,038	212,637	180,401	393,038	212,637	180,401	393,038	1,591,454

Minority Language													
	2005-2006	2005-2006	2005-2006	2006-2007	2006-2007	2006-2007	2007-2008	2007-2008	2007-2008	2008-2009	2008-2009	2008-2009	
3. Teacher training and development	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Subtotal - 3: Teacher training and development
3.1 Individual and joint bursaries for teachers to participate in professional courses or internships	9,200	0	9,200	9,200	0	9,200	9,200	0	9,200	9,200	0	9,200	36,800
3.2 On-the-job training of teachers by means of development projects for minority-language instruction	15,550	23,325	38,875	15,550	23,325	38,875	15,550	23,325	38,875	15,550	23,325	38,875	155,500
3.3 Support for teachers' associations	750	2,250	3,000	750	2,250	3,000	750	2,250	3,000	750	2,250	3,000	12,000
Subtotal - 3: Teacher training and development	25,500	25,575	51,075	25,500	25,575	51,075	25,500	25,575	51,075	25,500	25,575	51,075	204,300

Minority Language													
	2005-2006	2005-2006	2005-2006	2006-2007	2006-2007	2006-2007	2007-2008	2007-2008	2007-2008	2008-2009	2008-2009	2008-2009	
4. Student aid	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Subtotal - Student aid
4.1 Bursaries and trips for minority students to study in their mother tongue and support for projects allowing minority students to participate in training projects.	30,080	0	30,080	30,080	0	30,080	30,080	0	30,080	30,080	0	30,080	120,320
4.2 Cultural exchanges and activities.	4,500	4,500	9,000	4,500	4,500	9,000	4,500	4,500	9,000	4,500	4,500	9,000	36,000
Subtotal - Student aid	34,580	4,500	39,080	34,580	4,500	39,080	34,580	4,500	39,080	34,580	4,500	39,080	156,320
<u>TOTAL – MINORITY LANGUAGE</u>	715,000	480,167	1,195,167	695,698	480,167	1,175,865	695,698	480,167	1,175,865	695,698	480,167	1,175,865	4,722,762

Second Language													
	2005-2006	2005-2006	2005-2006	2006-2007	2006-2007	2006-2007	2007-2008	2007-2008	2007-2008	2008-2009	2008-2009	2008-2009	
1. Support and administration for education	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Subtotal - Support and administration for education
1.1 Administration and coordination of programs and policies for teaching in a second language. The Department of Education will be responsible for this activity.	85,898	113,166	199,064	85,898	113,166	199,064	85,898	113,166	199,064	85,898	113,166	199,064	796,256
1.2 Support for research into education in a second language.	1,250	3,750	5,000	1,250	3,750	5,000	1,250	3,750	5,000	1,250	3,750	5,000	20,000
1.3 Promotion of teaching and learning a second language among board members, advisors, parents and the public.	1,250	3,750	5,000	1,250	3,750	5,000	1,250	3,750	5,000	1,250	3,750	5,000	20,000
Subtotal - Support and administration for education	88,398	120,666	209,064	88,398	120,666	209,064	88,398	120,666	209,064	88,398	120,666	209,064	836,256

Second Language													
	2005-2006	2005-2006	2005-2006	2006-2007	2006-2007	2006-2007	2007-2008	2007-2008	2007-2008	2008-2009	2008-2009	2008-2009	
2. Program development	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Subtotal - Program development
2.1 Creation and updating of curricula in French second language and immersion, social studies, science, mathematics, etc.	176,434	117,623	294,057	175,336	117,623	292,959	175,336	117,623	292,959	175,336	117,623	292,959	1,172,934
2.2 Updating, purchase or development of teaching resources, including support for school libraries	100,000	300,000	400,000	100,000	300,000	400,000	100,000	300,000	400,000	100,000	300,000	400,000	1,600,000
2.3 Integration of new technologies in teaching and learning and development of learning outcomes	10,418	3,473	13,891	10,418	3,473	13,891	10,418	3,473	13,891	10,418	3,473	13,891	55,564
Subtotal - Program development	286,852	421,096	707,948	285,754	421,096	706,850	285,754	421,096	706,850	285,754	421,096	706,850	2,828,498

Second Language													
	2005-2006	2005-2006	2005-2006	2006-2007	2006-2007	2006-2007	2007-2008	2007-2008	2007-2008	2008-2009	2008-2009	2008-2009	
3. Teacher training and development	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Subtotal - Teacher training and development
3.1 Individual and joint scholarships for teachers to participate in professional or language courses or internships.	36,800	0	36,800	36,800	0	36,800	36,800	0	36,800	36,800	0	36,800	147,200
3.2 On-the-job training of teachers by means of professional or linguistic development projects.	64,530	96,795	161,325	64,530	96,795	161,325	64,530	96,795	161,325	64,530	96,795	161,325	645,300
3.3 Support for teachers' associations.	500	1,500	2,000	500	1,500	2,000	500	1,500	2,000	500	1,500	2,000	8,000
Subtotal - Teacher training and development	101,830	98,295	200,125	101,830	98,295	200,125	101,830	98,295	200,125	101,830	98,295	200,125	800,500

Second Language													
	2005-2006	2005-2006	2005-2006	2006-2007	2006-2007	2006-2007	2007-2008	2007-2008	2007-2008	2008-2009	2008-2009	2008-2009	
4. Student aid	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Subtotal - Student aid
4.1 Study and travel bursaries for students to study in the second language and support for projects allowing students to participate in training projects	16,920	0	16,920	16,920	0	16,920	16,920	0	16,920	16,920	0	16,920	67,680
4.2 Cultural exchanges and activities	13,500	13,500	27,000	13,500	13,500	27,000	13,500	13,500	27,000	13,500	13,500	27,000	108,000
Subtotal - Student aid	30,420	13,500	43,920	30,420	13,500	43,920	30,420	13,500	43,920	30,420	13,500	43,920	175,680
<u>TOTAL – SECOND LANGUAGE</u>	507,500	653,557	1,161,057	506,402	653,557	1,159,959	506,402	653,557	1,159,959	506,402	653,557	1,159,959	4,640,934

ACTION PLAN FOR ADDITIONNAL STRATEGIES

2005-2006 TO 2008-2009

EDUCATION IN THE LANGUAGE OF THE FRANCOPHONE MINORITY

I - Promotion of access and integration

Project 1 - Offer programs of comparable quality to those in the majority language.

DESIRED OUTCOMES	MEASURES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT
<ul style="list-style-type: none"> · The French Language School Board can increase access to minority-language education and offer instruction of comparable quality to that in the majority language. · Quality support services become more and more available. · Improved learning and better access to linguistic resources in French. · Better choice of courses for students in small schools. 	<ul style="list-style-type: none"> · Implementing minority-language education for students in Grades 7 to 12 in East Kings. · Implementing minority-language education for students in Grades 10 to 12 in West Prince. 	<ul style="list-style-type: none"> · Rates of participation by those entitled to French education · The number of courses and new programs offered · Retention rate in the target schools. 	2005-2006 Federal: \$126,000 Provincial: <u>\$54,000</u> Total: \$180,000
			2006-2007 Federal: \$117,000 Provincial: <u>\$63,000</u> Total: \$180,000
			2007-2008 Federal: \$65,000 Provincial: <u>\$35,000</u> Total: \$100,000
			2008-2009 Federal: \$103,000 Provincial: <u>\$55,480</u> Total: \$158,514
TOTAL			Federal: \$411,034 Provincial: <u>\$207,480</u> TOTAL: \$618,514

Project 2 – Reading Recovery

Context: One component of the Government of Canada’s Action Plan for Official Languages is setting up francization measures and specialized support for students at risk. The provincial government wants to broaden the Reading Recovery Program in the province’s six Francophones schools. This program targets students with the most difficulty in literacy, or the lowest 15% to 20%. The program requires very intensive teacher training, one day every two weeks. In 2004-2005, one teacher was trained and is now certified to train teachers around the province. Teachers in the province will now be trained locally to offer this service to Francophone students in the province.

DESIRED OUTCOMES	MEASURES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT
<ul style="list-style-type: none"> · More specialized services for students in difficulty. · Specialized teachers who can give other teachers the resources needed to implement the program. 	<ul style="list-style-type: none"> · Continue implementing a Reading Recovery Program in all Grade 1 classes in the province. 	<ul style="list-style-type: none"> · The rates of students with learning difficulties. · The number of teachers trained for Reading Recovery. · Students’ academic performance. 	2005-2006 Federal: \$70,000 Provincial: <u>\$30,000</u> Total: \$100,000
			2006-2007 Federal: \$65,000 Provincial: <u>\$35,000</u> Total: \$100,000
			2007-2008 Federal: \$65,000 Provincial: <u>\$35,000</u> Total: \$100,000
			2008-2009 Federal: \$65,000 Provincial: <u>\$35,000</u> Total: \$100,000
TOTAL			Federal: \$265,000 Provincial: <u>\$135,000</u> TOTAL: \$400,000

II – Program quality and cultural enrichment of school environment

Project 3 – Advisor on high school special projects

Context: The Government of Canada’s Action Plan for Official Languages clearly states that we have to encourage young people to continue in the Francophone system, especially in high school. Now that there are new schools in the province, we have to implement the recommendations of the French Language School Board’s strategic plan to retain students, especially in high school. There are three challenges: the number and choice of courses, the mode of delivery of these courses and the promotion to high school students of the importance of their participation in the Island community as Francophones. We also want to reduce the dropout rates in schools under the French Language School Board. In the Excellence in Education report, the province proposes a trades strategy emphasizing postsecondary studies in this area. The report also recommends that delivery to the high school system be evaluated. Minority high schools could benefit from this strategy, which will surely increase retention in high schools and reduce the transfer of students to English schools.

DESIRED OUTCOMES	MEASURES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT
<p>More high school courses.</p> <p>A proud, motivated student population.</p> <p>Better trained teaching staff.</p>	<ul style="list-style-type: none"> · Creation and updating of high school curricula and review of how programs are organized. · Coordination of the implementation of the trades strategy adopted by the Department of Education. 	<ul style="list-style-type: none"> · The number of high school courses. · Dropout rates. · The number of students enrolled in courses. 	<p>2005-2006</p> <p>Federal: \$70,000</p> <p>Provincial: <u>\$30,000</u></p> <p>Total: \$100,000</p>
			<p>2006-2007</p> <p>Federal: \$78,000</p> <p>Provincial: <u>\$42,000</u></p> <p>Total: \$120,000</p>
			<p>2007-2008</p> <p>Federal: \$78,000</p> <p>Provincial: <u>\$42,000</u></p> <p>Total: \$120,000</p>
			<p>2008-2009</p> <p>Federal: \$78,000</p> <p>Provincial: <u>\$42,000</u></p> <p>Total: \$120,000</p>
TOTAL			<p>Federal: \$304,000</p> <p>Provincial: <u>\$156,000</u></p> <p>TOTAL: \$460,000</p>

Project 4 - Distance education

Context: Creative, unique planning is needed to meet the special needs of the limited clientele in the French Language School Board's small schools. It goes without saying that distance education can fill these students' academic needs. To take advantage of the expertise of teachers from larger schools, we want to take steps to offer distance courses between schools in the province using teachers with expertise in teaching sciences, math, etc. We also want to develop an on-line professional development module so teachers can benefit from this training locally.

DESIRED OUTCOMES	MEASURES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT
<ul style="list-style-type: none"> · Better access to a greater variety of courses. · Students who want to continue their studies in French. · Access to on-line professional development. 	<ul style="list-style-type: none"> · Development and testing of distance courses between schools under the School Board. · Testing an on-line component for teacher professional development. 	<ul style="list-style-type: none"> · Rates of enrolment in on-line courses. · The number of courses available. · Rates of use of on-line development modules. 	<p>2005-2006</p> <p>Federal: \$11,614</p> <p>Provincial: <u>\$4,977</u></p> <p>Total: \$16,591</p> <p>2006-2007</p> <p>Federal: \$39,000</p> <p>Provincial: <u>\$21,000</u></p> <p>Total: \$60,000</p> <p>2007-2008</p> <p>Federal: \$85,800</p> <p>Provincial: <u>\$46,200</u></p> <p>Total: \$132,000</p> <p>2008-2009</p> <p>Federal: \$85,800</p> <p>Provincial: <u>\$46,200</u></p> <p>Total: \$132,000</p>
TOTAL			<p>Federal: \$222,214</p> <p>Provincial: <u>\$118,377</u></p> <p>TOTAL: \$340,591</p>

Project 5 – Arts and culture advisor

Context: Research over the last few years has shown that students need to be exposed to the arts as it improves their self-esteem, communication and performance. Students, teachers and artists collaborate so that students can acquire new knowledge and carry out projects related to learning outcomes. In a minority area, arts and culture need to be emphasized so that students will have rewarding experiences.

DESIRED OUTCOMES	MEASURES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT
<ul style="list-style-type: none"> · Better academic results in reading and writing. · A proud school clientele exposed to arts and culture. · Proud students trained in leadership. 	<ul style="list-style-type: none"> · Development and implementation of an arts program that integrates the arts through learning outcomes. · Training for teachers and artists to integrate the arts into learning outcomes in French, mathematics, sciences, social studies, etc. 	<ul style="list-style-type: none"> · Students' academic performance. · The number of activities organized related to arts and culture. · Evaluations by teachers and artists. 	2005-2006 Federal: \$70,000 Provincial: <u>\$30,000</u> Total: \$100,000
			2006-2007 Federal: \$65,000 Provincial: <u>\$35,000</u> Total: \$100,000
			2007-2008 Federal: \$78,000 Provincial: <u>\$42,000</u> Total: \$120,000
			2008-2009 Federal: \$78,000 Provincial: <u>\$42,000</u> Total: \$120,000
			Federal: \$291,000 Provincial: <u>\$149,000</u> Total: \$440,000

III - Teaching staff and teaching support services

Project 6 - Literacy

Context: In January 2006, the government of Prince Edward Island adopted the report of the Task Force on Student Achievement. The report made several recommendations and brought out two major priorities:

1. Ensure that all students can read by the end of Grade 3.
2. Implement a program to evaluate academic performance in mathematics and French at the end of Grades 3, 6 and 9.

The literacy project has been expanding for three years and continues to serve both clientele, around 60% in immersion and 40% in French first language. The goal of the project is to improve the performance of all students from kindergarten to Grade 12. Elementary schools have developed action and improvement plans for youth literacy. Intermediate school staff are starting the training and preparing their plan. These plans vary, but may include:

- offering on-site training to personnel on evaluating students' performance in reading;
- broadening their base of teaching strategies;
- reducing the number of students needing support from special education services and preventing long-term learning difficulties;
- promoting reading for pleasure.

At the end of the 2003-2004 school year, the literacy team identified benchmarks for evaluating the reading performance of students from Grade 1 to Grade 3. In 2005-2006, after studying their students' results, the school literacy teams were able to identify gaps in the program and in the strategies used. In 2006-2007, these steps will be adopted in the upper primary grades and there will be a pilot project in the two levels of high school.

Mentors will help implement these plans in the province's schools and will support resourcing with the addition of literacy teaching material. Literacy rates among adult Francophones, mainly in the region west of Summerside, are the lowest in the country. It has become a priority for the government of Prince Edward Island to improve this situation. One important strategy is to put in place preventive intervention (Reading Recovery™), another is to have students better prepared throughout their first years in school. The report of the Task Force on Student Achievement recommends that all students master reading by Grade 3 at the latest. These mentors will also help to implement the francization projects of the Council of Ministers of Education (Canada) [CMEC] and the Atlantic Provinces Council of Ministers of Education and Training, and will train parents.

Numerous research projects show that one of the best forms of training is on-the-job training. Mentors, working directly in the schools, will help to target the specific needs of regions and various clientele. It is also our intention to research the effects of this project on students' performance in reading and writing.

Multi-age instruction

Context: In 2005-2006, the French Language School Board adopted the multi-age approach for its primary schools. Given the small number of students in each class, schools have to group students together for instruction. Multi-age instruction involves a group of students of different ages, having different aptitudes and interests and representing a random sample of the school population. The curriculum is not divided by levels. Emphasis is on learning outcomes rather than on content. Evaluation is holistic and qualitative, not competitive and quantitative.

The proposed training shows how to integrate this type of instruction into a class with various age levels. The trainers will present existing research in the field. The trainers will also give the participants the tools they need to implement this program in schools where staff will then be able to work more effectively with multi-age classes.

DESIRED OUTCOMES	MEASURES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT
<ul style="list-style-type: none"> · Better academic results in reading and writing. · Better trained teachers. · Fewer students in difficulty. · Classroom management that encourages multi-age classes. 	<ul style="list-style-type: none"> · Establishment of a mentorship program in literacy in primary and/or elementary French first language or immersion schools, especially in Grades 7 to 12. · Implement a process to measure the reading performance of students in Grades 4 to 6. · Implement an educational approach that encourages multi-age classes. 	<ul style="list-style-type: none"> · Students' academic performance. · The rates of students needing specialized services. · The number of training sessions offered to teachers. 	<p>2005-2006</p> <p>Federal: \$84,000</p> <p>Provincial: <u>\$36,000</u></p> <p>Total: \$120,000</p> <p>2006-2007</p> <p>Federal: \$174,200</p> <p>Provincial: <u>\$93,800</u></p> <p>Total: \$268,000</p> <p>2007-2008</p> <p>Federal: \$175,534</p> <p>Provincial: <u>\$94,518</u></p> <p>Total: \$270,053</p> <p>2008-2009</p> <p>Federal: \$105,000</p> <p>Provincial: <u>\$56,538</u></p> <p>Total: \$161,538</p>
TOTAL			<p>Federal: \$538,734</p> <p>Provincial: <u>\$280,856</u></p> <p>TOTAL: \$819,590</p>

IV - Improved access to postsecondary studies

Project 7 - La Société éducative



The Société éducative de l'Île-du-Prince-Édouard is the Francophone postsecondary institution serving Acadians and Francophones on Prince Edward Island. Since 1992, it has been committed to excellence in its training programs and to promoting life-long learning. In collaboration with its partners, it contributes to the development of the knowledge economy.

Since the principal delivery mode for its programming is videoconference, the Société éducative wants to diversify its delivery modes while at the same time maintaining close ties with the Université Sainte-Anne in Nova Scotia. Since the recent fusion of the Collège de l'Acadie with the Université Sainte-Anne in 2003, new programming is gradually being introduced at the Université Sainte-Anne. This is already causing changes in the Société éducative's programming and that of the Université Sainte-Anne. These repercussions on the Société éducative's programming will also continue for the next few years.

In the spring of 2005, the Société éducative adopted a new strategic direction aimed at offering training services to a broader range of adult Islanders. In order to do so, the Société éducative has set itself the objective, over the course of the current development plan, of establishing a training centre in the greater Charlottetown region, first, and then of setting up two more in West Prince and in the eastern part of the Island. This initiative will help reach a new clientele, either full- or part-time, and ensure the vitality and viability of the Société éducative as the only organization offering postsecondary courses in French in Prince Edward Island. The establishment of satellite training centres in all regions of the province will certainly help to slow the brain drain among youth by making postsecondary training and adult education more accessible in the regions where Island Acadians and Francophones are found.

The Société éducative also intends to diversify, over the next few years, its partnerships with other Canadian Francophone postsecondary institutions so as to be more in line with the current and future training needs of the Prince Edward Island workforce. The Société éducative must be able to meet numerous emerging needs for workers in areas such as the trades, health and the service sector. By establishing partnerships with Francophone postsecondary institutions offering training services in these fields, and by developing its own training programs in these fields on occasion, as needed, the Société éducative will be in a better position to fulfill its mandate as a Francophone adult training institution.

This action plan is also designed to meet this new mandate of diversifying clientele, programs and partnerships.

RECOGNITION OF POSTSECONDARY EDUCATION IN FRENCH IN PRINCE EDWARD ISLAND

DESIRED OUTCOMES	MEASURES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT
<p>Increased recognition and interest among the general public toward the Société éducative as an institution offering postsecondary education in French in Prince Edward Island.</p>	<ul style="list-style-type: none"> · Information campaigns to introduce the Société éducative and its programming. · Approach senior management in the Department of Education to have the Société éducative recognized as a public postsecondary institution by the province thereby obtaining the public status of a Francophone community college. · Approach upper management in the Department of Education to obtain an annual operating budget. · Recruit students from high schools in the province (and elsewhere). · Create partnerships with various networks (health, education, etc.) and other interested institutions and organizations. 	<ul style="list-style-type: none"> · Undertake a strategic repositioning exercise, including a study on changing its name to something more representative of its reality as a Francophone postsecondary institution, and establishing a marketing plan. · Obtaining the status of a Francophone public community college from the provincial Department of Education. · Obtaining an annual operating budget. · Increasing enrolments in the Société éducative's regular and continuing education programs offered in partnership with the Université Sainte-Anne and other Francophone postsecondary institutions; as well as in the Société's new training centres. · The number of partnerships created. 	<p>2005-2006 Federal: \$21,000 Provincial: <u>\$9,000</u> Total: \$30,000</p> <p>2006-2007 Federal: \$19,500 Provincial: <u>\$10,500</u> Total: \$30,000</p> <p>2007-2008 Federal: \$16,250 Provincial: <u>\$8,750</u> Total: \$25,000</p> <p>2008-2009 Federal: \$13,000 Provincial: <u>\$7,000</u> Total: \$20,000</p>
<p>Total</p>			<p>Federal: \$69,750 Provincial: <u>\$35,250</u> TOTAL: \$105,000</p>

DESIRED OUTCOMES	MEASURES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT
<ul style="list-style-type: none"> · Improved access to postsecondary education in French. · Diversification of programming, clientele and partnerships. 	<ul style="list-style-type: none"> · Develop alliances between colleges and universities to increase the variety of training options available. · Access to a variety of postsecondary programs/courses in French. · Offer a variety of postsecondary courses/programs in French by distance education in PEI. · Ensure that the Société éducative is present as an institution in various areas. · Offer applied research and innovation services. · Open the Société éducative onto the world. · Participate in the provincial strategy for the integration of Francophone immigrants. 	<ul style="list-style-type: none"> · The number of partnerships established. · The number of training centres established in the province. · Training programs and services offered by our partners and ourselves. · The number of new programs/courses and number of enrolments. · Setting up a training centre in Charlottetown. · Setting up a training centre in West Prince and in the eastern part of the Island. · The number of projects carried out and partnerships established. · The number of intercultural awareness and national and international development projects · The number of training services adapted to the needs of Francophone immigrants. 	<p>2005-2006</p> <p>Federal: \$168,000 Provincial: <u>\$72,000</u> Total: \$240,000</p> <p>2006-2007</p> <p>Federal: \$162,500 Provincial: <u>\$87,500</u> Total: \$250,000</p> <p>2007-2008</p> <p>Federal: \$182,000 Provincial: <u>\$98,000</u> Total: \$280,000</p> <p>2008-2009</p> <p>Federal: \$214,500 Provincial: <u>\$115,500</u> Total: \$330,000</p>
Total			<p>Federal: \$727,000 Provincial: <u>\$373,000</u> TOTAL: \$1,100,000</p>

DESIRED OUTCOMES	MEASURES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT
<p>· Use by small and medium-sized businesses and by non-profit organizations of the continuing learning and customized training services in French offered by the Société éducative de l'Î.-P.-É.</p>	<p>· Implement a continuing training service serving the community and businesses in order to meet the continuing training requirements in the Acadian and Francophone community's five-year development plan, Plan VISION.</p> <p>· Set up training programs, courses and workshops and integrate them into deliverable "packages".</p> <p>· Offer continuing training services in French in human resource management and project management.</p> <p>· Offer consultation, evaluation and learning broker services to small and medium-sized businesses and non-profit organizations.</p>	<p>· Attaining objectives related to training and human resources development in the Plan VISION.</p> <p>· The number of programs, courses and workshops developed and integrated into deliverable "packages".</p> <p>· The number of continuing education services offered and the number of enrolments.</p> <p>· The level of client satisfaction with the quality of training received.</p> <p>· The number of consultation services provided.</p>	<p>2005-2006 Federal: \$100,000 Provincial: <u>\$42,857</u> Total: \$142,857</p> <p>2006-2007 Federal: \$91,000 Provincial: <u>\$49,000</u> Total: \$140,000</p> <p>2007-2008 Federal: \$78,000 Provincial: <u>\$42,000</u> Total: \$120,000</p> <p>2008-2009 Federal: \$81,250 Provincial: <u>\$43,750</u> Total: \$125,000</p>
<p>Total</p>			<p>Federal: \$350,250 Provincial: <u>\$177,607</u> TOTAL: \$527,857</p>

DESIRED OUTCOMES	MEASURES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT
<p>Use of the training programs and services offered by the Société éducative in the area of oral and written French by the Acadian and Francophone population in general, by assimilated Acadians and Francophone, by parents of children in immersion and by Anglophones in all regions of the province.</p>	<p>Help Acadians and Francophones in general, assimilated Acadians and Francophones and parents of children eligible for French education who do not master the language to improve their knowledge of basic French.</p>	<p>The satisfaction of course participants.</p>	<p>2005-2006</p>
	<p>Give volunteers who work with community groups an opportunity to practice vocabulary.</p>	<p>The number of participants in the courses offered.</p>	<p>Federal: \$26,000 Provincial: <u>\$11,143</u> Total: \$37,143</p>
	<p>Create partnerships with Canadian Parents for French and other groups working for the development of the French language.</p>	<p>The number of partnerships created.</p>	<p>2006-2007</p>
	<p>Create partnerships with organizations delivering French second language training elsewhere in the country.</p>	<p>The level of satisfaction of course participants.</p>	<p>Federal: \$19,500 Provincial: <u>\$10,500</u> Total: \$30,000</p>
	<p>Train trainers to deliver certain courses to immersion parents and other participants.</p>	<p>The number of interprovincial and national partnerships created.</p>	<p>2007-2008</p>
		<p>The number of trainers trained.</p>	<p>Federal: \$16,250 Provincial: <u>\$8,750</u> Total: \$25,000</p>
<p>Total</p>			<p>Federal: \$78,000 Provincial: <u>\$39,143</u> TOTAL: \$117,143</p>

SUMMARY TABLE - EXPECTED ANNUAL INVESTMENT
SOCIÉTÉ ÉDUCATIVE

2005-2006

Federal:		\$315,000
Provincial:		<u>\$135,000</u>
	TOTAL	\$450,000

2006-2007

Federal:		\$292,500
Provincial:		<u>\$157,500</u>
	TOTAL	\$450,000

2007-2008

Federal:		\$292,500
Provincial:		<u>\$157,500</u>
	TOTAL	\$450,000

2008-2009

Federal:		\$325,000
Provincial:		<u>\$175,000</u>
	TOTAL	\$500,000

TOTAL OVER 4 YEARS (2005-06 to 2008-09)		\$1,850,000
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SUMMARY TABLE - EXPECTED ANNUAL INVESTMENT
LANGUAGE OF THE FRANCOPHONE MINORITY

2005-2006

Federal:		\$746,614
Provincial:		<u>\$319,977</u>
	TOTAL	\$1,066,591

2006-2007

Federal:		\$830,700
Provincial:		<u>\$447,300</u>
	TOTAL	\$1,278,000

2007-2008

Federal:		\$839,834
Provincial:		<u>\$452,218</u>
	TOTAL	\$1,292,052

2008-2009

Federal:		\$839,834
Provincial:		<u>\$452,218</u>
	TOTAL	\$1,292,052

TOTAL OVER 4 YEARS (2005-06 to 2008-09) \$4,928,695

SECOND LANGUAGE LEARNING

I – Improve core French programs

Project 1 - Intensive French

Context: Since 1998, an intensive French program has been implemented in most provinces to improve second official language skills among late primary students. The program aims for better linguistic skills among students. After taking the program, students should be more confident in completing the rest of their core French program.

DESIRED OUTCOMES	MEASURES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT
<ul style="list-style-type: none"> · Better academic results in reading and writing. · Better trained teachers. · Students who want to continue to improve in French as a second language. 	<ul style="list-style-type: none"> · Establishment of an intensive French program for Grade 6 in the two English Language School Boards. · Implementation of an educational approach that encourages intensive French as a second language course. 	<ul style="list-style-type: none"> · Students' academic performance. · The number of classes participating in the intensive French program. 	2005-2006 \$0
			2006-2007
			Federal: \$114,400 Provincial: <u>\$61,600</u> Total: \$176,000
			2007-2008
			Federal: \$124,800 Provincial: <u>\$67,200</u> Total: \$192,000
			2008-2009
			Federal: \$124,800 Provincial: <u>\$67,200</u> Total: \$192,000
TOTAL			Federal: \$364,000 Provincial: <u>\$196,000</u> TOTAL: <u>\$560,000</u>

II – Revitalize immersion programs

Project 2 – Reading Recovery

Context: One component of the Government of Canada’s Action Plan for Official Languages related to second language teaching is setting up specialized support measures for students at risk. We want to broaden the Reading Recovery Program in immersion schools. This program targets the students who have the greatest difficulties in literacy or, the lowest 15% to 20%. The program requires very intensive teacher training, one day every two weeks. In 2004-2005, one teacher was trained and is now certified to train teachers around the province. Teachers in the province will now be trained locally to offer this service to immersion students in the province. This training lasts two years and the program will be shared between the two clienteles, immersion and French first language.

DESIRED OUTCOMES	MEASURES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT
<ul style="list-style-type: none"> · More specialized services for students in difficulty · Specialized teachers who can give other teachers the tools needed to implement the program. 	<ul style="list-style-type: none"> · Broaden implementation of a Reading Recovery Program in all Grade 1 immersion classes in the province 	<ul style="list-style-type: none"> · The number of students with learning difficulties. · The number of teachers trained in early intervention. 	<p>2005-2006 Federal: \$126,000 Provincial: \$54,000 Total: \$180,000</p> <p>2006-2007 Federal: \$117,000 Provincial: \$63,000 Total: \$180,000</p> <p>2007-2008 Federal: \$317,850 Provincial: \$171,150 Total: \$489,000</p> <p>2008-2009 Federal: \$317,850 Provincial: \$171,150 Total: \$489,000</p>
TOTAL			Federal: \$878,700 Provincial: \$459,300 TOTAL: \$1,338,000

Project 3 - New immersion program

Context: The Government of Canada's Action Plan for Official Languages considers the creation of more classes and the continuance of the new immersion programs started in 2001-2002 to be desirable. Besides continuity with the program begun in 2002-2003, there is increased interest in certain regions in the eastern and western parts of the province. Several high schools offer an extra credit in immersion. It is important to renew the teaching tools and approaches used.

DESIRED OUTCOMES	MEASURES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT
<ul style="list-style-type: none"> · Better access to immersion programs. · Better trained teachers. · Students who want to continue to improve in French as a second language 	<ul style="list-style-type: none"> · Establish Grade 5 in an Eastern School District school. · Better access to resources for students. 	<ul style="list-style-type: none"> · Rates of enrolment in immersion classes. 	<p>2005-2006 Federal: \$138,054 Provincial: <u>\$59,166</u> Total: \$197,220</p> <p>2006-2007 Federal: \$105,758 Provincial: <u>\$56,947</u> Total: \$162,705</p> <p>2007-2008 Federal: \$97,850 Provincial: <u>\$52,689</u> Total: \$150,539</p> <p>2008-2009 Federal: \$97,850 Provincial: <u>\$52,689</u> Total: \$150,539</p>
TOTAL			Federal: \$439,512 Provincial: <u>\$221,491</u> TOTAL: \$661,003

Project 4 - Promotion of the immersion program

Context: To double the proportion of young people 15 to 19 years old with a functional knowledge of their second official language by 2013, some promotional activities will be organized to encourage students to choose the late immersion program or to continue their secondary and post-secondary studies in French.

DESIRED OUTCOMES	MEASURES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT
<ul style="list-style-type: none"> · Proud students who want to share their second official language. · Students who want to perfect their language. · Students who want to continue their secondary and post-secondary studies in French. 	<ul style="list-style-type: none"> · Summer camp for students. · Weekend institute for intermediate school immersion students. · Promotion to school administration of the importance of a bilingual environment in immersion schools. 	<ul style="list-style-type: none"> · The number of students enrolled in the programs. · Students' level of language skills. · Bilingual signage in immersion schools. 	<p>2005-2006 Federal: \$17,680 Provincial: <u>\$7,577</u> Total: \$25,257</p> <p>2006-2007 Federal: \$16,250 Provincial: <u>\$8,750</u> Total: \$25,000</p> <p>2007-2008 Federal: \$19,500 Provincial: <u>\$10,500</u> Total: \$30,000</p> <p>2008-2009 Federal: \$19,500 Provincial: <u>\$10,500</u> Total: \$30,000</p>
TOTAL			Federal: \$72,930 Provincial: <u>\$37,327</u> TOTAL: \$110,257

III - Teachers and education support services

Project 5 – The specialization in immersion program at UPEI in collaboration with the Université de Moncton

Context: The program has been running since September 2004. The programs in the two faculties were very different and the two partners had to make several compromises to meet the needs of immersion programs. Course development is on-going to make necessary adjustments in order to better meet the needs of future teachers at different levels (primary, elementary, intermediate and high school). The Université de Moncton also needs to hire staff to offer these new courses and supervise internships. The University of Prince Edward Island (UPEI) is currently offering a M.Ed. program. Teachers in this program can do research on immersion and be supervised by professors who are specialists in the field.

DESIRED OUTCOMES	MEASURES	PERFORMANCE INDICATORS	EXPECTED ANNUAL INVESTMENT
<ul style="list-style-type: none"> · Greater availability of teachers. · Better-trained teachers for the immersion program. 	<ul style="list-style-type: none"> · Expand the B.Ed. program with a specialization in immersion at the University of Prince Edward Island in collaboration with the Université de Moncton. 	<ul style="list-style-type: none"> · The number of graduates. · The local availability of researchers. · The education of the teachers. 	<p>2005-2006 Federal: \$216,300 Provincial: <u>\$92,700</u> Total: \$309,000</p> <p>2006-2007 Federal: \$200,850 Provincial: <u>\$108,150</u> Total: \$309,000</p> <p>2007-2008 Federal: \$0 Provincial: \$0 Total: \$0</p> <p>2008-2009 Federal: \$0 Provincial: \$0 Total: \$0</p>
TOTAL			<p>Federal: \$417,150 Provincial: <u>\$200,850</u> TOTAL: \$618,000</p>

SUMMARY TABLE - EXPECTED ANNUAL INVESTMENT
SECOND LANGUAGE LEARNING

2005-2006

Federal:		\$498,034
Provincial:		<u>\$213,443</u>
	TOTAL	\$711,477

2006-2007

Federal:		\$554,258
Provincial:		<u>\$298,447</u>
	TOTAL	\$852,705

2007-2008

Federal:		\$560,000
Provincial:		<u>\$301,539</u>
	TOTAL	\$861,539

2008-2009

Federal:		\$560,000
Provincial:		<u>\$301,539</u>
	TOTAL	\$861,539

TOTAL OVER 4 YEARS (2005-06 to 2008-09)		\$3,287,260
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SUMMARY TABLE - EXPECTED ANNUAL INVESTMENT
LANGUAGE OF THE FRANCOPHONE MINORITY AND SECOND LANGUAGE LEARNING

2005-2006

Federal:		\$1,244,648
Provincial:		<u>\$533,420</u>
	TOTAL	\$1,778,068

2006-2007

Federal:		\$1,384,958
Provincial:		<u>\$745,747</u>
	TOTAL	\$2,130,705

2007-2008

Federal:		\$1,399,834
Provincial:		<u>\$753,757</u>
	TOTAL	\$2,153,591

2008-2009

Federal:		\$1,399,834
Provincial:		<u>\$753,757</u>
	TOTAL	\$2,153,591

TOTAL OVER 4 YEARS (2005-06 to 2008-09)		\$8,215,955
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