



CANADA-ONTARIO AGREEMENT 2005-2009

COMPLEMENTARY FUNDING

**IN SUPPORT OF THE ENHANCEMENT
OF FRENCH-LANGUAGE EDUCATION**

**BUSINESS PLAN
2005-2006 to 2008-2009**



Ministry of Education
French-Language Education
Policy and Programs Branch

February 27, 2006

LEARNING TO 18 - PREAMBLE

Student Success Program / Learning to 18

Under this initiative, the Ministry asks the district school boards and school authorities to prepare an annual master plan. The plan commits school board leaders and their communities to actions to promote student success. It includes a set of 11 student success indicators:

Indicator 1
Credits earned by the end of Grade 9 and Grade 10

Indicator 2
Rate at which Grade 9 and 10 compulsory credits were earned

Indicator 3
Language skill success rate by cohort

Indicator 4
Availability of pre-employment credits

Indicator 5
Availability of pre-employment credits

Indicator 6
Availability of locally developed compulsory credit courses (LDCCC)

Indicator 7
Availability of two co-op courses

Indicator 8
Annual drop-out rate

Indicator 9
Underperforming Grade 7 and 8 students

Indicator 10
Regular day-school Grade 7-12 students in the French school system who decide to switch to the langue française qui choisissent de English school system

Indicator 11
Underperforming regular day-school Grade 7-12 students in the French school system who decide to switch to the English school system

Underperforming students include all elementary school students who are performing at or below Level 1 on the Ontario curriculum expectations; secondary school students who are performing well below the provincial standard (marks of 50% to 60%). Students who do not have the basic knowledge and skills they need to meet the curriculum requirements are those with a very low level of commitment or attendance and inadequate proficiency in French as the language of instruction. The following initiatives also support student success: (1) literacy programs for Grade 7 to 12 students, (2) numeracy programs for Grade 7 to 12 students, and (3) program pathways for school-to-work transition programs. The four strategies that will be used to achieve the Ministry's expected outcomes are as follows: identify and encourage effective teaching, learning and evaluation practices; identify and encourage effective practices for reducing gaps; involve students, families and communities in establishing a favourable learning environment; and increase the system's efficiency, transparency and receptiveness.

On December 8, 2005, the Ontario government launched the third phase of its Student Success Strategy, an ambitious program to ensure that all students are successful. This is the first time that the government has made a commitment to improve academic success by setting graduation targets. By 2010, 85% of Ontario students will graduate from high school, compared with 71% in 2004-2005. That represents an increase of more than 90,000 graduates and a reduction of the drop-out rate by half. The Strategy's third phase will involve (1) the addition of a Specialist High-Skills Major to the Ontario secondary school diploma, which will give students the opportunity to complete a set of courses in specific sectors such as the arts, business, information technology, construction and manufacturing; (2) the tabling of a bill which, if passed, would force students to continue their education in the classroom, an apprenticeship program or an on-the-job training program until they earn their diploma or turn 18; (3) the expansion of co-op programs through more partnerships with businesses and community organizations; (4) the establishment of new dual-credit programs, which will enable students to earn credits toward an Ontario secondary school diploma through college or university courses or apprenticeship programs; (5) a new coordinated effort and formal ties between high schools and postsecondary institutions to help students pursue a higher education.

LEARNING TO 18 - PREAMBLE

Linguistic and cultural disengagement and student retention

The percentage of Ontario students attending French-language schools in 2003-2004 points to a loss of 31,000 students between kindergarten and Grade 12. The loss is more pronounced between kindergarten and Grade 1, between Grades 6 and 7, and between Grades 8 and 9. The ADE projections for 2005-2006 show 81,794 students out of a potential enrolment of 110,456, a difference of 28,662 (12,361 elementary and 16,301 secondary). According to preliminary data supplied by the school boards under the Student Success Program, the annual rate of departure of Grade 7-12 Francophone students for the English system in Ontario was 4.3% in 2004-2005. Moreover, according to information provided by the school boards and the schools, the graduation rate after five years in high school was 72% in 2004-2005; hence, the provincial drop-out rate may be about 28%.

According to CMEC's October 2004 report on the national School Achievement Indicators Program (SAIP) results of minority Francophone students, there is a direct correlation between academic performance and proficiency in the language of instruction. This would also have a significant impact on the retention of high school students who switch to English-language school. The research report entitled "Le décrochage au secondaire en Ontario français : Le point de vue des jeunes", which Laurentian University's Institut franco-ontarien submitted to the Policies and Programs Branch of the Ministry of Education of Ontario in October 2005, talks about cultural disengagement. Cultural disengagement refers to the fact that many young people are looking for their place in the community and in society and that French-language students feel no sense of belonging to their school or the Francophone community.

[TRANSLATION] "Education leaders, parents and other members of the community all have a role to play in developing, maintaining and enhancing French-language school in Canada.

"The Francophone minority needs to make a concerted, collective effort to improve its capability to overcome isolation, address education's challenges and promote quality and excellence in its institutions so as to reduce disengagement among high school students.

"The success of this mission will bring economic and cultural benefits not only to Ontario's Francophone community but to the entire province."

This requires a change in culture, behaviour and attitudes toward young people and the establishment of the infrastructure, programs and services that young people need to succeed and avoid academic disengagement. The Ontario government's commitment is reflected in its Learning to 18 initiative, which will ensure the delivery of high-skills courses in the classroom, in an apprenticeship program, in a training program in another institution, such as college, or in the workplace, until students earn their high school diploma.

Appendix 1. Research report entitled "Le décrochage au secondaire en Ontario français : Le point de vue des jeunes", October 2005

Submitted by Laurentian University's Institut franco-ontarien to the Policies and Programs Branch of the Ministry of Education of Ontario

CANADA-ONTARIO AGREEMENT: PRIORITIES FOR 2005-2009

TARGETED MEASURES	LONG-TERM STRATEGIES	EXPECTED OUTCOMES FOR 2005-2009	PERFORMANCE INDICATORS
<div data-bbox="150 261 526 618" style="border: 2px solid orange; padding: 10px; text-align: center;"> <p>Improving Student Performance</p> <p>Page 1</p> </div> <p><u>Expected outcomes of the Learning to 18 initiative</u></p> <p>School board</p> <p>General outcome: Greater capacity to increase student success and the secondary school graduation rate</p>	<p align="center">Learning to 18</p> <p>School board</p> <ul style="list-style-type: none"> ▶ Carry out an environmental scan, including a critical path for the implementation of the third phase of the Learning to 18 initiative ▶ Form partnerships for the implementation of programs and services ▶ Provide a resource person for each of Ontario's three regions (Northern, Southern and Eastern Ontario) ▶ Develop a communications plan 	<p align="center">Learning to 18</p> <p>School board</p> <ul style="list-style-type: none"> ▶ In the short and long term, student needs will be identified, and the critical path will help school boards build the schools' capacity to assist young people in achieving academic success and earning their secondary school diploma. ▶ The required partners (colleges, universities, businesses, etc.) will provide access to a variety of programs and services that will assist students in achieving academic success and earning their secondary school diploma. ▶ Boards will receive the support they need to build program pathways for students and maintain the necessary relationships with partners (colleges, universities, businesses, etc.). ▶ Communication strategies and tools for establishing close ties with parents will be identified. <p>Long term (2009)</p> <ul style="list-style-type: none"> ▶ Increase in student retention ▶ Increase in the secondary school graduation rate 	<p align="center">Learning to 18</p> <p>School board</p> <ul style="list-style-type: none"> ▶ An analysis of student needs and a critical path which identify possible ways of meeting those needs ▶ Number of partners, programs and services available to meet student needs ▶ Number of students who graduate from high school because of the programs and services made available to them ▶ The secondary school graduation rate reflects variety in the pathway to further education or the job market. ▶ Number and quality of the strategies and tools developed (survey of students, parents, partners and the community) <p>Long term (2009)</p> <ul style="list-style-type: none"> ▶ Level of improvement in programs and services and in student performance as a result of this initiative ▶ Higher student retention rate

CANADA-ONTARIO AGREEMENT: PRIORITIES FOR 2005-2009

TARGETED MEASURES	LONG-TERM STRATEGIES	EXPECTED OUTCOMES FOR 2005-2009	PERFORMANCE INDICATORS
<div style="border: 2px solid orange; padding: 10px; text-align: center;"> <p>Improving Student Performance</p> <p>Page 2</p> </div> <p><u>Expected outcomes of the Learning to 18 initiative</u></p> <p>School staff</p> <p>General outcome: Increased capacity to work in minority settings in order to support Learning to 18 and improve the secondary school graduation rate</p>	<p align="center">Learning to 18</p> <p>School staff</p> <ul style="list-style-type: none"> ▶ Train staff in the skills needed to assist struggling students who are at risk of dropping out ▶ Form a student success support team in the school ▶ Provide academic and community guidance 	<p align="center">Learning to 18</p> <p>School staff</p> <ul style="list-style-type: none"> ▶ (a) Teachers have the capacity to help students make good choices. (b) Teachers have developed the skills to listen to students, help them identify their needs and take the required action (re-culturing). (c) Teachers have the capacity to help students become more successful, in particular through credit recovery and credit saving, identify good study habits and improve communications between students, parents and the community. ▶ School teams have been formed to help students achieve academic success. ▶ An effective relationship has been established between the school and the community. Long term (2009) ▶ Teachers' use of strategies to help students achieve academic success and earn their high school diploma 	<p align="center">Learning to 18</p> <p>School staff</p> <ul style="list-style-type: none"> ▶ (a) Secondary school graduation rate (b) A school climate that reflects positive relationships between teachers and students and promotes learning (c) Number of credits accumulated after each school year ▶ Number of strategies and initiatives available to help students achieve academic success ▶ Students' program pathways strike a balance between course selection, learning and career plan. Long term (2009) ▶ Proportion of teachers using strategies to help students achieve academic success and earn their high school diploma

CANADA-ONTARIO AGREEMENT: PRIORITIES FOR 2005-2009

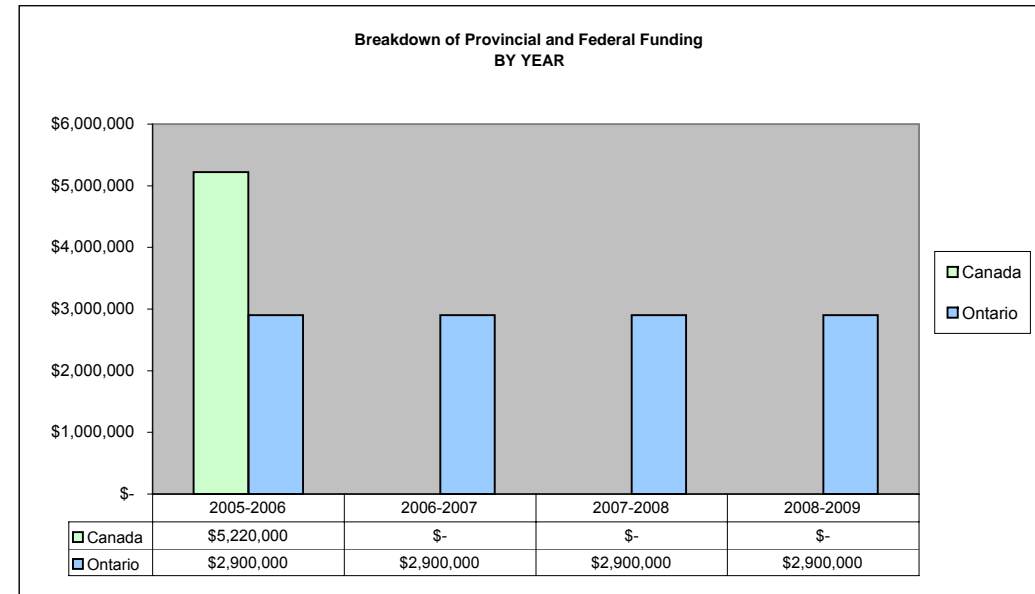
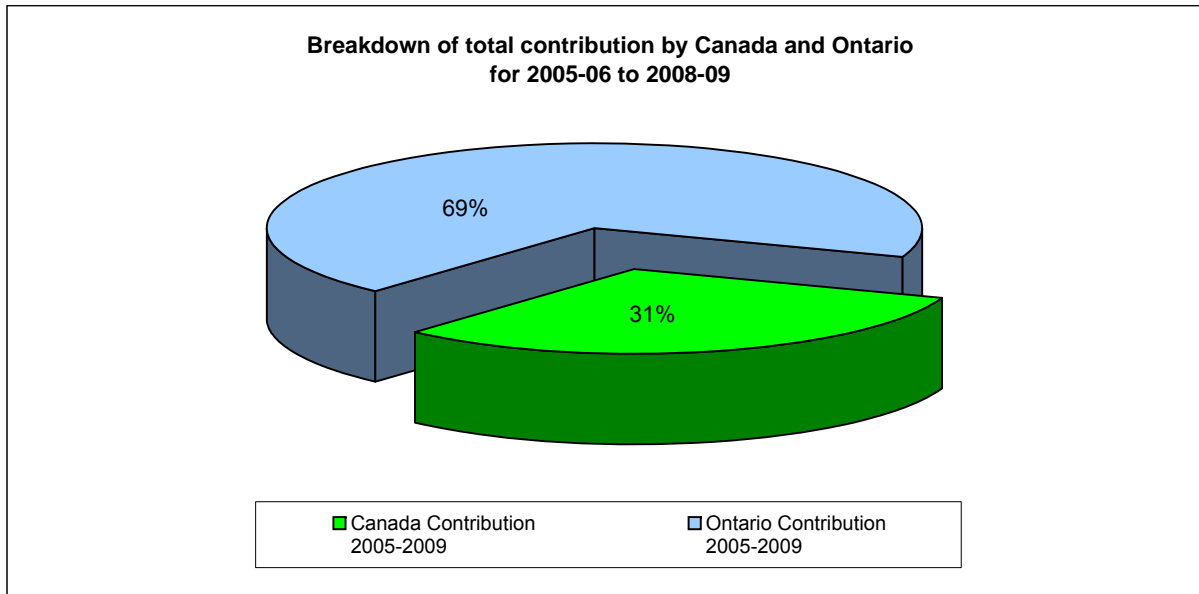
TARGETED MEASURES	LONG-TERM STRATEGIES	EXPECTED OUTCOMES FOR 2005-2009	PERFORMANCE INDICATORS
<div data-bbox="145 240 505 597" style="border: 2px solid orange; padding: 10px; text-align: center;"> <p>Improving Student Performance</p> <p>Page 3</p> </div> <p><u>Expected outcomes of the Learning to 18 initiative</u></p> <p>Students</p> <p>General outcome: Increased capacity of students to maximize their learning and earn their secondary school diploma</p>	<p align="center">Learning to 18</p> <p>Students</p> <ul style="list-style-type: none"> ▶ Develop and deploy targeted resources and services for students who are struggling in school and are at risk of dropping out ▶ Provide multimedia courses and support staff to guide students in their learning 	<p align="center">Learning to 18</p> <p>Students</p> <ul style="list-style-type: none"> ▶ Programs and tools (such as "SOS Devoirs") to meet student needs: credit recovery, specialized individual studies, program pathways ▶ Access to programs and human and technical resources (through ICT) to expand the selection of courses and programs leading to student success <p>Long term (2009)</p> <ul style="list-style-type: none"> ▶ Better student performance on provincial, national and international tests ▶ Increase in the number of secondary school graduates ▶ Adequate preparation of students for the labour market through co-op programs and work experiences, and for the option of pursuing a postsecondary education and subsequent employment 	<p align="center">Learning to 18</p> <p>Students</p> <ul style="list-style-type: none"> ▶ Number of education programs and tools available in schools ▶ Increase in learning facilities, support staff and appropriate technical resources <p>Long term (2009)</p> <ul style="list-style-type: none"> ▶ Level of increase in the frequency with which French is used at school and elsewhere, and level of improvement in student performance demonstrated by test results: EQAO and SAIP ▶ Higher secondary school graduation rate ▶ Level of student preparation for their career choice

CANADA-ONTARIO AGREEMENT: PRIORITIES FOR 2005-2009

TARGETED MEASURES	LONG-TERM STRATEGIES	EXPECTED OUTCOMES FOR 2005-2009	PERFORMANCE INDICATORS
<div data-bbox="147 235 524 592" style="border: 2px solid orange; padding: 10px; text-align: center;"> <p>Improving Student Performance</p> <p>Page 4</p> </div> <p><u>Expected outcomes of the Learning to 18 initiative</u></p> <p>Parents</p> <p>General outcome: Increased capacity of parents to assist their children in learning and earning their diploma</p>	<p align="center">Learning to 18</p> <p>Parents</p> <ul style="list-style-type: none"> ▶ Develop information and awareness vehicles (advertisements, leaflets, meetings, etc.) for parents and school councils ▶ Encourage parental participation through effective communication and provide support staff for parents, for example, to assist with homework ▶ Hold information sessions for parents along with partners in other support services, such as health care, addiction or social services 	<p align="center">Learning to 18</p> <p>Parents</p> <ul style="list-style-type: none"> ▶ More information provided to parents concerning the Learning to 18 initiative, focusing on the various program pathways available ▶ Increased participation by parents due to documents that increase their awareness of the important role they play in their children's education ▶ Methods of communicating effectively with parents ▶ Additional assistance for students and their parents through participation by outside partners and experts in required fields <p>Long term (2009)</p> <ul style="list-style-type: none"> ▶ Increased student success ▶ Increase in the number of secondary school graduates ▶ Adequate preparation of students for the labour market through co-op programs and work experiences, and for the option of pursuing a postsecondary education and subsequent employment 	<p align="center">Learning to 18</p> <p>Parents</p> <ul style="list-style-type: none"> ▶ Information available to parents ▶ Parents' level of satisfaction with school communications and opportunity to participate in their children's education ▶ Number of suitable services available to students and parents <p>Long term (2009)</p> <ul style="list-style-type: none"> ▶ Higher secondary school graduation rate ▶ Level of student preparation for their career choice

SUMMARY OF ESTIMATED COSTS					Aggregate Canada-Ontario contribution 2005- 2009	Canada Contribution 2005-2009	Ontario Contribution 2005-2009
	2005-2006	2006-2007	2007-2008	2008-2009	Total (\$M)	Total (\$M)	Total (\$M)
IMPROVING STUDENT PERFORMANCE							
LEARNING TO 18	\$ 8,120,000	\$ 2,900,000	\$ 2,900,000	\$ 2,900,000	\$ 16,820,000	\$ 5,220,000	\$ 11,600,000
TOTAL	\$ 8,120,000	\$ 2,900,000	\$ 2,900,000	\$ 2,900,000	\$ 16,820,000	\$ 5,220,000	\$ 11,600,000

The federal amounts for 2006 to 2009 are to be determined.

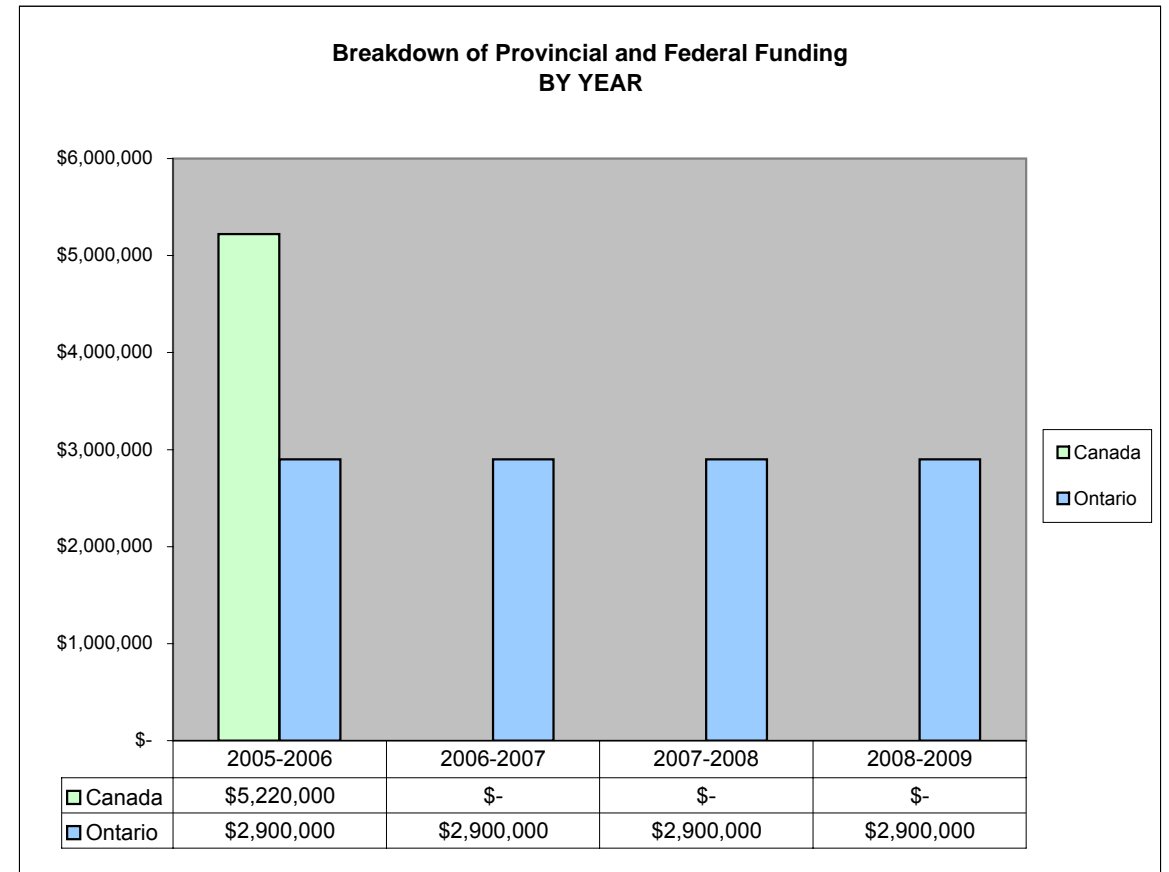


ANNUAL BREAKDOWN OF FUNDING ALLOCATIONS (\$23.2 M)

IMPROVING STUDENT PERFORMANCE

CANADA & ONTARIO		Learning to 18	TOTAL
Canada		50%	50%
Ontario		50%	50%
2005-2006			
Canada		\$ 5,220,000	\$ 5,220,000
Ontario		\$ 2,900,000	\$ 2,900,000
Total		\$ 8,120,000	\$ 8,120,000
2006-2007			
Canada	*	\$ -	\$ -
Ontario		\$ 2,900,000	\$ 2,900,000
Total		\$ 2,900,000	\$ 2,900,000
2007-2008			
Canada	*	\$ -	\$ -
Ontario		\$ 2,900,000	\$ 2,900,000
Total		\$ 2,900,000	\$ 2,900,000
2008-2009			
Canada	*	\$ -	\$ -
Ontario		\$ 2,900,000	\$ 2,900,000
Total		\$ 2,900,000	\$ 2,900,000
Total Canada		\$ 5,220,000	\$ 5,220,000
Total Ontario	Ontario	\$ 11,600,000	\$ 11,600,000
GRAND TOTAL		\$ 16,820,000	\$ 16,820,000

BREAKDOWN OF PROVINCIAL/FEDERAL FUNDING



**ACTION PLAN
2005-06 to 2006-07**

UNDER THE

**CANADA-ONTARIO AGREEMENT
RELATIVE TO THE COMPLEMENTARY FUNDS FOR MINORITY-LANGUAGE EDUCATION AT THE
POSTSECONDARY LEVEL (2005-06 TO 2006-07)**

ONTARIO MINISTRY OF TRAINING, COLLEGES AND UNIVERSITIES

MARCH 2006

PREAMBLE

Introduction

The Canadian and Ontario governments are entering into a four year agreement to work in partnership towards the implementation of additional measures to enhance the French-language postsecondary education opportunities in Ontario.

These measures will be implemented in the context of the Government of Canada's *Action Plan on Official Languages*, the *Pan Canadian Protocol for Agreements for Minority-Language Education and Second-Language Instruction 2005-2006 to 2008-2009*, and the Ontario Government *Reaching Higher Plan* for postsecondary education and will build upon each respective government's strong tradition of collaborative approach to build Ontario's French-language capacity in the postsecondary education system.

Ontario's approach, objectives and strategic priorities for enhancing French-language postsecondary education (2005-06 to 2008-09)

Over the past three decades, Ontario has demonstrated a strong commitment to building a quality French-language postsecondary education system by providing its colleges and universities with ongoing funding to recognize the incremental costs of minority language education. This commitment has been supplemented with three successive Federal-provincial agreements to build up the province's French-language colleges. The ongoing financial support to bilingual universities and to colleges has proven successful in building French-language capacity in Ontario. Participation of Franco-ontarians in postsecondary studies has improved and graduates are now increasingly active in the workplace providing services to their communities inside and outside Ontario.

However, there remain some signs of vulnerability of the community and of the institutions, as demonstrated by recent studies confirming a dramatic increase in the assimilation rate of the Francophone population. In addition, French-language colleges and some bilingual universities are experiencing ongoing challenges to remain viable. The Ontario government remains committed to provide additional support to French-language colleges and to bilingual universities in order to improve French-language postsecondary education in Ontario.

With the 2004-05 Canada-Ontario Agreement on Targeted Measures to Enhance French-language Postsecondary Education that included the bilingual universities for the first time, the Canadian and Ontario governments established a new approach to further develop the French-language postsecondary education capacity over a five year period.

Within its 2005 Budget, the Ontario government announced the *Reaching Higher Plan*, a \$6.2 billion cumulative investment by 2009-10, which focuses on achieving more access, higher quality and excellence, and better results and accountability for the publicly funded postsecondary education system. The comprehensive plan is a multi prong strategy that covers several strategic areas of interventions that will benefit the French-language postsecondary education as a component of the whole system.

But more specifically, the plan includes an Access and Opportunity strategy which is designed, among other things, to **provide better access** and **improve participation** in French-language postsecondary education and to **improve the quality** of French-language postsecondary education and the **students' learning experience** within the French-language postsecondary education system.

“Part of this funding will be used to help French-language colleges and bilingual universities foster a more vibrant Francophone postsecondary education community in Ontario.” 2005 Budget p.15

Ontario's French-language Population

The face of Ontario's French-speaking population changed dramatically between 1991 and 2001. The Census found that Ontario's Francophone population is in steady decline, aging and becoming increasingly diverse (with newcomers for whom French is not their first language).

Bilingual universities and French-language colleges continue to face distinct challenges including:

- ▶ reaching out to diverse clientele that are dispersed over vast territories (e.g. French-language graduates, immersion stream graduates, newcomers and adult learners);
- ▶ higher cost of catering to these clientele with an attractive range of quality programs and services;
- ▶ responding to changing socio-economic and labour market needs associated with dramatic changes in Ontario's francophone geographical demography; and
- ▶ a limited range of French-language programs offered by the institutions which, in turn, limits the choice for French-language students.

For Francophones, the low participation in higher education of French-language students in their first language, as well as immersion stream graduates in their second language is associated with the limited spectrum of programs and credentials (as well as the inconsistent availability) of French-language institutions or points of access across Ontario. These limitations contribute to the assimilation of Franco-Ontarians through linguistic transfer at the post-secondary level.

The inconsistent accessibility to French-language programming across Ontario is a large contributor to the assimilation of Francophones into English language programming at the postsecondary level. In addition, the aging of the Francophone population in Ontario has a potential adverse effect on French-language postsecondary enrolment and vitality of French-language or bilingual institutions. The Francophone population is changing with respect to its geography (becoming more dispersed) as well as the increasing diversity of its population (growing population of Francophones born outside of Canada) which creates further challenges to postsecondary institutions trying to draw on this shrinking, diverse and dispersed group of Ontarians.

Ontario's Action Plan alignment with Canada's Action Plan

Building on what was agreed to through Canada-Ontario agreements on regular and targeted measures in 2004-05, Ontario aligned its four priority objectives to implement the strategies outlined in its four-year action plan, and expects to observe the four following **results**:

- ▶ Enlarged continuum of quality programs across the range of institutions;
- ▶ Increased postsecondary opportunities for French-speaking population in the Centre-Southwestern Ontario;
- ▶ Enhanced long-term financial and educational viability of existing institutions; and
- ▶ Expanded English-speaking participation in French-language postsecondary experiences.

These four expected results are well aligned with the Action Plan for Official Languages (hereinafter called "Canada's Action Plan") by which the Government of Canada (hereinafter called "Canada") has identified minority-language education and second official-language instruction as key priorities for providing new momentum to Canada's linguistic duality. Canada has set the objectives to increase the proportion of eligible students enrolled in French-language minority schools to 80 percent by 2013 and to double the proportion of students 15 to 19 years of age with a functional knowledge of their second official-language, also by 2013.

Accordingly, Canada has established a distinct targeted funding envelope for minority-language education for francophone communities and another for second official-language instruction. One of the principal components that will enable provinces and territories to achieve these objectives is to increase the access to postsecondary institutions, by expanding the range of French-language programs in Francophone or bilingual colleges and universities, and/or by providing additional opportunities for French as a second language students to pursue postsecondary education in their second official-language.

These objectives have been reflected in the *Protocol for Agreements for Minority-Language Education and Second-Language Instruction (2005-2006 to 2008-2009)* to which Ontario agreed in November 2005.

The Ontario government plans to harmonize its allocation of regular, additional and complementary funds for postsecondary education in a systematic way that ensures, for each allocation, to contribute to the implementation of components of a strategy and/or the achievement of some of the expected results.

Ontario's Additional Strategies

In particular, as highlighted in the attached action plan, Ontario's strategies for better access and improved participation in French-language colleges and bilingual universities as well as for improved quality of French-language colleges and bilingual universities programs and their students' learning experience are positioned to meet the federal strategic priorities.

The proposed projects that were retained for funding by MTCU under the **additional strategies** are to provide the capacity to expand significantly the range of programs and services through a longer term development strategy for the entire postsecondary sector. This is beyond what can be accomplished, on an ongoing basis, through the programs funded by our increased regular funds such as French-language College Network Support Fund, Éduc-Action or FODEFAD, for example, and with the new literacy initiative that will serve as an enabler to the Reaching Higher plan for Francophones.

Of a **non-duplicative nature**, the new additional strategies to be developed and implemented by the French-language colleges and the bilingual universities are targeting specific clienteles (adults, skills learners, newcomers, first generation for example) and new program areas (e.g. health, human services, technology and sciences) or activity level in order to reach out to the student group that would not have, in other circumstances, either remained / succeeded in , or even considering attending French-language postsecondary education. They include innovative outreach strategies, development /adaptation of new material, program and services and completion of programs not offered in French.

For French as a minority language (FML) additional strategies, the following two strategic priorities are the most closely related to Ontario's plan:

- ▶ Support for access to and enrolment in minority-language education and second-language instruction at all levels of instruction (3.2.1.8);
- ▶ Consolidation and development of educational services in the language of the minority (3.2.1.1).

For French as a second language (FSL) additional strategies, Ontario's plan is aligned with the following federal strategic priority:

- ▶ Support for access to and enrolment in minority-language education and second-language instruction at all levels of instruction (3.2.1.8).

Ontario's Complementary Measures

In order to complement the additional strategies and to ensure the success of the longer term developmental and improvement strategies, the sector has identified the need to proceed with specialized investments in excellence centres, facilities and equipment for mediatization, specialized labs, skills/trades institutes, computer technologies for libraries and research initiatives, and development literacy services.

All these complementary measures are aligned with three federal government priority areas:

- ▶ Development of Postsecondary education (5.8.2.1)
- ▶ Capital projects and promotion of research in minority-language education and second-language instruction (5.8.2.2)
- ▶ Program growth and quality and cultural enrichment in minority language education at all levels of instruction (5.8.2.3)

French-language Postsecondary Education Reality

The Ministry of Education noted that in 2003-04 the French-language school system in Ontario lost a total of 31,000 students from kindergarten to Grade 12. Most of these students transferred to the English-language school system. A lack of opportunity to pursue postsecondary studies in French was cited as one reason for the transfer.

Another significant loss of French-language students is experienced between Grade 12 and postsecondary education. In 2003, of the total French-language student population going to college, only 57 percent chose to attend a French-language college. Between 1999 and 2003 French-language college Full-time Equivalent (FTE) student enrolment decreased by 14 percent. In 2004-05, there were 4,520 FTEs enrolled in the two French-language colleges.

In 2004-05 there were 13,538 Francophone students enrolled in all Ontario universities. Of the total French-language population going to university, 78 percent chose to attend a bilingual university with the remaining 22 percent choosing to attend an English-language university.

The two French-language colleges struggle to offer a reasonable range of programs and services and the six bilingual universities offer a limited spectrum of undergraduate and graduate programs entirely in French. For example, there are 52 unique programs in French-language colleges compared to 338 in English colleges. There are 26 different training programs in French-language colleges compared to 111 in English-language colleges. There are approximately 150 university programs offered entirely in French but programming areas of study that remain underserved are Sciences/Technology, Health Sciences, Human and Community Services.

There is inconsistent accessibility to French-language programming across Ontario. The eastern part of the province is better served than the Northern and Central Southwest. The Greater Toronto Area has a Francophone population estimated at approximately 100,000 yet there is a very small range of programs available in French-language at the college and university levels in the region served by Collège Boréal and Glendon College (York University).

In addition, both colleges and universities continue to encounter difficulty with

- recruiting faculty and acquiring French-language and culturally appropriate materials;
- receiving appropriate levels of federal funding (lower now than the 1992-93 level).

Measuring Progress

Progress will be monitored on an ongoing basis as institutions are forwarding to the Ministry their various accountability documents (annual report, business plan and strategic plan), the Key Performance Indicators are published annually, reports on enrolment are audited annually and institutions are entering into accountability agreements with the Ministry and submitting annual reports on special projects funded through federal-provincial agreements.

Summary of Key Results for Addressing Gaps for Francophones

- Improved communication and priority setting between Francophone stakeholders and government through the establishment of the Advisory Committee on French-language Postsecondary Education
- Increased number of new postsecondary university and college programs in French
- Increased numbers of Francophone students participating in French-language programs (both college and university) due to new programming, enhanced outreach and development of French-language learning materials
- Increased data and research that will help identify future directions for French-language programming and services.

Consultations

Institutions delivering French-language postsecondary education and French-language literacy submitted multi-year proposals to MTCU in 2003-04 in preparation for the new round of federal-provincial negotiations on minority-language education and second-language instruction; MTCU reviewed the proposals, and conducted its internal analysis. MTCU has discussed strategies with the *Consortium des Universités de la Francophonie Ontarienne* (CUFO) and French-language colleges in various meetings over 2003-04 and 2004-05. These discussions supported the preparation of the 2004-05 Action plan on targeted measures.

In 2004, the Ontario government commissioned the former Ontario Premier, the Honourable Bob Rae, to study Ontario's Postsecondary Education system. Its report published in February 2005 included specific recommendations to address the need of the French-language postsecondary education, based on briefs forwarded by institutions and the consultation process followed by the Rae Panel.

Between 2004 and 2006, MTCU continued its discussions with French-language services providers and analysed their submissions to the Rae Panel. MTCU worked collaboratively with CUFO on the implementation of their contribution to the 2004-05 action plan to enhance FL postsecondary education. The ministry retained the services of a consultant to coordinate research and facilitate the discussions through the MTCU-French-language colleges working group on the current state of the French-language college education in Ontario.

Also, an initiative funded through the FL college network support fund of the Regular funds, the Strategic Planning of FL Colleges Programs and Services, composed of 2 FL Academic VPs with their staff, has been in regular contact with MTCU staff.

More recently, MTCU established the Advisory Committee on French-language Postsecondary Education which held its inaugural meeting on January 26, 2006. This committee will address the specific needs of the Ontario Francophone postsecondary community and also assist government to make informed policy, funding and operational decisions that would further develop French-language postsecondary programs and services.

MTCU's 2005-06 TO 2006-07 ACTION PLAN ON COMPLEMENTARY STRATEGIES

AREAS OF PRIORITY: Development of Postsecondary education (5.8.2.1)			
ONTARIO'S GENERIC EXPECTED OUTCOMES 2008-09 (from Reaching Higher Plan)	ONTARIO'S EXPECTED 4 PRIORY RESULTS (actualisation of 4 objectives)	PERFORMANCE INDICATORS	SECTORS/ INSTITUTIONS/ MEASURES
<p>Initiatives under this strategic priority are aiming at providing better ACCESS to and improving PARTICIPATION in French-language postsecondary education</p>	<p>Enlarged continuum of quality programs across the range of institutions</p> <p>Increased postsecondary opportunities for the French speaking population in the Centre-Southwestern Ontario</p> <p>Enhanced the long-term financial and educational viability of existing institutions</p> <p>Expanded English-speaking</p>	<ul style="list-style-type: none"> • More programs offered in French: at all credential levels, across the regions and range of institutions • Increased enrolment in colleges and university programs from targeted clientèles • Increased retention and graduation rates in French-language programs • More learning resources, adapted pedagogical and assessment tools available in French • Student and employer satisfaction • Increased numbers of French-speaking professional graduates to self-support Ontario's institutions and labour market needs 	<p>Colleges La Cité's course improvement and enhancement strategy in the specialisation centres (Health, Media and Language) and trade institute.</p> <p>Boréal's strategy to develop training in trades.</p> <p>Universities</p> <ul style="list-style-type: none"> • Program enhancement by offering more courses in French in order to encourage students to continue their university education in French. • Completion of programs that are not entirely offered in French

	participation in French-language postsecondary experiences	<ul style="list-style-type: none"> • Increase in the number of French-language courses offered on-line. • Increase in the number of students studying in distance education. • Increase in the amount of French-language multi-media available for use in the classroom. • Tools to improve teaching 	<ul style="list-style-type: none"> • Teaching support, new technologies and distance education in the North. • Development of high quality multi-media learning instruments for both distance and on-campus courses; training of faculty to implement multi-media strategies.
		<ul style="list-style-type: none"> • Integration of two educational levels; French-language pupils will be exposed early on to a university setting. 	<p>Outreach strategy</p> <ul style="list-style-type: none"> • Promoting French-language postsecondary education as a valuable pathway (access strategy and career options), as well as improving recruitment and retention of French-language graduates into French-language Postsecondary education.
		<ul style="list-style-type: none"> • More programs offered in French: at all credential levels, across the regions and range of institutions • Increased enrolment in colleges and university programs in the agricultural area. 	<p>Collège d'Alfred</p> <ul style="list-style-type: none"> • Development and enhancement of two programs.

AREAS OF PRIORITY: Capital projects and promotion of research in minority-language education and second-language instruction (5.8.2.2)

ONTARIO'S GENERIC EXPECTED OUTCOMES 2008-09 (from Reaching Higher Plan)	ONTARIO'S EXPECTED 4 PRIORY RESULTS (actualisation of 4 objectives)	PERFORMANCE INDICATORS	SECTORS/ INSTITUTIONS/ MEASURES
Initiatives under this strategic priority are aiming at improving QUALITY of French-language Postsecondary education and improving STUDENT'S LEARNING EXPERIENCE into the French-language postsecondary education system.	Increased postsecondary opportunities for the French speaking population in the Centre-Southwestern Ontario Enhanced the long-term financial and educational viability of existing institutions	More accurate teacher training for French-Language Schools.	Universities OISE/UT - Centre de recherche en études franco-ontariennes Increased Research capacity for studying the education environment in a minority setting.

AREAS OF PRIORITY: Program growth and quality and cultural enrichment in minority language education at all levels of instruction (5.8.2.3)

ONTARIO'S GENERIC EXPECTED OUTCOMES 2008-09 (from Reaching Higher Plan)	ONTARIO'S EXPECTED 4 PRIORITY RESULTS (actualisation of 4 objectives)	PERFORMANCE INDICATORS	SECTORS/ INSTITUTIONS/ MEASURES
<p>Initiatives under this strategic priority are aiming at improving QUALITY of French-language Postsecondary education and improving STUDENT'S LEARNING EXPERIENCE in the French-language postsecondary education system.</p>	<p>Enlarged continuum of quality programs across the range of institutions</p> <p>Increased postsecondary opportunities for the French speaking population in the Centre-Southwestern Ontario</p> <p>Enhanced the long-term financial and educational viability of existing institutions</p> <p>Expanded English-speaking participation in French-language postsecondary experiences</p>	<ul style="list-style-type: none"> • More learning resources, adapted pedagogical and assessment tools available in French • Increased French-speaking students and employers satisfaction 	<p>Colleges La Cité's and Boréal skills trade equipment investment strategies</p>
<p><i>Outside the Reaching Higher Plan but enabler of...</i></p>	<p>Enabler to our 4 priority results</p> <p>Increased capacity of Francophone Literacy and Basic Skills agencies to deliver</p>	<ul style="list-style-type: none"> • Better trained/more effective practitioners • Increased % of participants accessing and using Alpha Route Web or computer based resources and other learning services • Increased availability of learner curriculum resources for 	<p>FL Literacy</p> <p>Through the competitive project process: Increased quantity and higher quality curriculum and</p>

	<p>quality services.</p>	<p>practitioners and learners</p> <ul style="list-style-type: none"> • Technology expands the range of programs and services beyond level normally provided by the community • Increased learning materials collected by the resources centers • Increased distribution of materials to agencies. Effective use/ integration of resources materials in curriculum of LBS programs 	<p>culturally specific resource materials for learners.</p> <p>Development of on-line French language resource materials and provide appropriate Alpha Route infrastructures.</p> <p>Development of a comprehensive practitioner training strategy.</p>
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\$13.5M in Complementary Funds for Ontario		TCU's allocation in 2005-06			TCU's allocation in 2006-07		
		Complementary			Complementary		
Areas of priority	Sectors	Provincial	Federal	Total	Provincial	Federal	Total
Development of Postsecondary education (5.8.2.1)	Colleges	331 114	2 539 114	2 870 227	2 539 114	tbd	tbd
	Universities	-68 643	3 611 357	3 542 714	3 611 357	tbd	tbd
	Alfred	112 262	112 262	224 525	112 262	tbd	tbd
Capital projects and promotion of research in minority-language education and second-language instruction (5.8.2.2)	Universities						
		100 000	100 000	200 000	100 000	tbd	tbd
Program growth and quality and cultural enrichment in minority language education at all levels of instruction (5.8.2.3)	Colleges						
		220 742	1 692 742	1 913 485	1 692 742	tbd	tbd
	Literacy						
		224 525	224 525	449 049	224 525	tbd	tbd
Total Complementary		920 000	8 280 000	9 200 000	8 280 000	tbd	tbd