

**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"> <li>· The number of courses and programs offered</li> <li>· The number of graduates</li> <li>· The rate of dropouts and of transfers to English schools</li> </ul>	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"> <li>· Rates of participation by those entitled to education in French</li> <li>· The number of courses and programs available</li> <li>· The dropout rate</li> </ul>	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"> <li>· Rates of participation by those entitled to education in French</li> <li>· Projects implemented in collaboration with the community and the French Language School Board</li> </ul>	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"> <li>· Updating provincial databases on minority-language instruction</li> </ul>	Federal contribution Provincial contribution Subtotal	\$1,250 \$3,750 \$5,000
				Total federal contribution Total provincial contribution <b>TOTAL:</b>	\$422,981 \$269,691 \$692,672

**EDUCATION IN THE LANGUAGE OF THE FRANCOPHONE MINORITY**

**2: Program development**

<b>DESIRED OUTCOMES</b>	<b>MEASURES</b>	<b>PERFORMANCE INDICATORS</b>	<b>EXPECTED ANNUAL INVESTMENT</b>																					
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"> <li>· The number of new courses and programs available</li> </ul>	<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"> <li>· The quantity of material available</li> <li>· The availability of material containing a local, regional and national Acadian/ Francophone cultural component</li> </ul>	<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"> <li>· The use of new technologies by teachers and students</li> <li>· The number of technology specific training initiatives available</li> </ul>	<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> <tr> <td colspan="2" style="border-top: 1px solid black; padding-top: 5px;">Total federal contribution 05-06</td> <td style="text-align: right; vertical-align: bottom;">\$231,939</td> </tr> <tr> <td>Federal contribution 06-07, 07-08, 08-09</td> <td style="text-align: right;">\$212,637</td> <td></td> </tr> <tr> <td>Total provincial contribution</td> <td style="text-align: right;">\$180,401</td> <td></td> </tr> <tr> <td><b>TOTAL 05-06:</b></td> <td style="text-align: right;"><b>\$412,340</b></td> <td></td> </tr> <tr> <td><b>TOTAL 06-07, 07-08, 08-09:</b></td> <td style="text-align: right;"><b>\$393,038</b></td> <td></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		<b>TOTAL 05-06:</b>	<b>\$412,340</b>		<b>TOTAL 06-07, 07-08, 08-09:</b>	<b>\$393,038</b>	
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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"> <li>· The number of scholarship recipients or projects</li> <li>· Teachers' level of education</li> </ul>	<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><b>Subtotal</b></td> <td style="text-align: right;"><b>\$9,200</b></td> </tr> </table>	Federal contribution	\$9,200	Provincial contribution	-	<b>Subtotal</b>	<b>\$9,200</b>								
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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"> <li>· Mentoring or exchange projects among teachers</li> <li>· Employees' level of personal satisfaction</li> </ul>	<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><b>Subtotal</b></td> <td style="text-align: right;"><b>\$38,875</b></td> </tr> </table>	Federal contribution	\$15,550	Provincial contribution	\$23,325	<b>Subtotal</b>	<b>\$38,875</b>								
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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"> <li>· Participation in conferences and seminars</li> <li>· Information and communication networks</li> </ul>	<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><b>Subtotal</b></td> <td style="text-align: right;"><b>\$3,000</b></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><b>TOTAL:</b></td> <td style="text-align: right;"><b>\$51,075</b></td> </tr> </table> </td> </tr> </table>	Federal contribution	\$750	Provincial contribution	\$2,250	<b>Subtotal</b>	<b>\$3,000</b>	<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><b>TOTAL:</b></td> <td style="text-align: right;"><b>\$51,075</b></td> </tr> </table>		Total federal contribution	\$25,500	Total provincial contribution	\$25,575	<b>TOTAL:</b>	<b>\$51,075</b>
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**EDUCATION IN THE LANGUAGE OF THE FRANCOPHONE MINORITY**

**4: Student aid**

<b>DESIRED OUTCOMES</b>	<b>MEASURES</b>	<b>PERFORMANCE INDICATORS</b>	<b>EXPECTED ANNUAL INVESTMENT</b>																						
<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"> <li>· The number of scholarship recipients or projects</li> <li>· Students' level of education</li>   <li>· The number of cultural exchanges and activities.</li> </ul>	<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><b>Subtotal</b></td> <td style="text-align: right;"><b>\$30,080</b></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><b>Subtotal</b></td> <td style="text-align: right;"><b>\$9,000</b></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><b>TOTAL:</b></td> <td style="text-align: right;"><b>\$39,080</b></td> </tr> </table>	Federal contribution	\$30,080	Provincial contribution	-	<b>Subtotal</b>	<b>\$30,080</b>			Federal contribution	\$4,500	Provincial contribution	\$4,500	<b>Subtotal</b>	<b>\$9,000</b>			Total federal contribution	\$34,580	Total provincial contribution	\$4,500	<b>TOTAL:</b>	<b>\$39,080</b>
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<b>Minority Language (2005-2006 to 2008-2009)</b>
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<b>Total transfer to Accent and Odyssey Programs</b>	<b>\$30,600</b>
<b>Total federal contribution – 05-06</b>	<b>\$715,000</b>
<b>Total federal contribution – 06-07, 07-08, 08-09</b> <b>(\$695,698/fiscal year)</b>	<b>\$2,087,094</b>
<b>Total federal contribution (over four years)</b>	<b>\$2,802,094</b>
<b>Total provincial contribution (over four years)</b>	<b>\$1,920,668</b>
<b>OVERALL TOTAL (OVER FOUR YEARS)</b>	<b>\$4,722,762</b>

## 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"> <li>· The number of courses and programs offered</li> <li>· The number of graduates</li> <li>· The rate of dropouts and of transfers to programs in English</li> </ul>	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"> <li>· Updating provincial data bases on teaching in a second language</li> </ul>	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"> <li>· The number of information meetings</li> <li>· The enrolment rate</li> </ul>	Federal contribution \$1,250
			Provincial contribution \$3,750
			Subtotal \$5,000
			Total federal contribution \$88,398
			Total provincial contribution \$120,666
			<b>TOTAL:</b> \$209,064

**SECOND LANGUAGE LEARNING**

**2: Program development**

<b>DESIRED OUTCOMES</b>	<b>MEASURES</b>	<b>PERFORMANCE INDICATORS</b>	<b>EXPECTED ANNUAL INVESTMENT</b>
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"> <li>· The number of new courses and programs available</li> </ul>	Federal contribution 05-06      \$176,434 Federal contribution 06-07, 07-08, 08-09      \$175,336
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"> <li>· The quantity of material available</li> <li>· The availability of material containing a local, regional and national Acadian/Francophone cultural component.</li> </ul>	Provincial contribution      \$117,623 Subtotal 05-06      \$294,057 Subtotal 06-07, 07-08, 08-09      \$292,959
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"> <li>· Specific training initiatives in technology.</li> <li>· Use of new technologies by students and teachers.</li> </ul>	Federal contribution      \$100,000 Provincial contribution      \$300,000 Subtotal      \$400,000
			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
			<b>TOTAL 05-06      \$707,948</b>
			<b>TOTAL 06-07, 07-08, 08-09      \$706,850</b>

## 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"> <li>· The number of scholarship recipients or projects</li> <li>· The educational level of teachers</li> <li>· Employers' feedback</li> </ul>	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"> <li>· Mentorship or exchange programs among teachers</li> <li>· Employees' level of personal satisfaction</li> </ul>	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"> <li>· Participation in conferences</li> <li>· Information and communication networks</li> </ul>	Federal contribution \$500
			Provincial contribution \$1,500
			Subtotal \$2,000
			Total federal contribution \$101,830
			Total provincial contribution \$98,295
			<b>TOTAL:</b> \$200,125



<b>Second Language (2005-2006 to 2008-2009)</b>
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<b>Total transfer to Accent and Odyssey Programs</b>	<b>\$30,600</b>
<b>Total federal contribution – 05-06</b>	<b>\$507,500</b>
<b>Total federal contribution – 06-07, 07-08, 08-09</b> <b>(\$506,402/fiscal year)</b>	<b>\$1,519,206</b>
<b>Total federal contribution (over four years)</b>	<b>\$2,026,706</b>
<b>Total provincial contribution (over four years)</b>	<b>\$2,614,228</b>
<b>OVERALL TOTAL (OVER FOUR YEARS)</b>	<b>\$4,640,934</b>

<b>TOTAL – REGULAR PROGRAMS – Minority Language and Second Language (2005-2006 to 2008-2009)</b>
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<b>Total transfer to Accent and Odyssey Programs</b>	<b>\$61,200</b>
<b>Total federal contribution – 05-06</b>	<b>\$1,222,500</b>
<b>Total federal contribution – 06-07, 07-08, 08-09 (\$1,206,651/fiscal year)</b>	<b>\$3,606,300</b>
<b>Total federal contribution (over four years)</b>	<b>\$4,828,800</b>
<b>Total provincial contribution (over four years)</b>	<b>\$4,534,896</b>
<b>OVERALL TOTAL (OVER FOUR YEARS)</b>	<b>\$9,363,696</b>

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

**SUMMARY SPREADSHEET**

<b>Minority Language</b>													
	2005-2006	2005-2006	2005-2006	2006-2007	2006-2007	2006-2007	2007-2008	2007-2008	2007-2008	2008-2009	2008-2009	2008-2009	
<b>1. Support and administration of education</b>	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	<b>Subtotal - Support and administration of education</b>
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
<b>Subtotal - Support and administration of education</b>	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

<b>Minority Language</b>													
	2005-2006	2005-2006	2005-2006	2006-2007	2006-2007	2006-2007	2007-2008	2007-2008	2007-2008	2008-2009	2008-2009	2008-2009	
<b>2. Program development</b>	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	<b>Subtotal - Program development</b>
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
<b>Subtotal - Program development</b>	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

<b>Minority Language</b>													
	2005-2006	2005-2006	2005-2006	2006-2007	2006-2007	2006-2007	2007-2008	2007-2008	2007-2008	2008-2009	2008-2009	2008-2009	
<b>3. Teacher training and development</b>	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	<b>Subtotal - 3: Teacher training and development</b>
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
<b>Subtotal - 3: Teacher training and development</b>	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

<b>Minority Language</b>													
	2005-2006	2005-2006	2005-2006	2006-2007	2006-2007	2006-2007	2007-2008	2007-2008	2007-2008	2008-2009	2008-2009	2008-2009	
<b>4. Student aid</b>	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	<b>Subtotal - Student aid</b>
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
<b>Subtotal - Student aid</b>	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
<b><u>TOTAL – MINORITY LANGUAGE</u></b>	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

<b>Second Language</b>													
	2005-2006	2005-2006	2005-2006	2006-2007	2006-2007	2006-2007	2007-2008	2007-2008	2007-2008	2008-2009	2008-2009	2008-2009	
<b>1. Support and administration for education</b>	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	<b>Subtotal - Support and administration for education</b>
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
<b>Subtotal - Support and administration for education</b>	<b>88,398</b>	<b>120,666</b>	<b>209,064</b>	<b>88,398</b>	<b>120,666</b>	<b>209,064</b>	<b>88,398</b>	<b>120,666</b>	<b>209,064</b>	<b>88,398</b>	<b>120,666</b>	<b>209,064</b>	<b>836,256</b>

<b>Second Language</b>													
	2005-2006	2005-2006	2005-2006	2006-2007	2006-2007	2006-2007	2007-2008	2007-2008	2007-2008	2008-2009	2008-2009	2008-2009	
<b>2. Program development</b>	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	<b>Subtotal - Program development</b>
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
<b>Subtotal - Program development</b>	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

<b>Second Language</b>													
	2005-2006	2005-2006	2005-2006	2006-2007	2006-2007	2006-2007	2007-2008	2007-2008	2007-2008	2008-2009	2008-2009	2008-2009	
<b>3. Teacher training and development</b>	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	<b>Subtotal - Teacher training and development</b>
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
<b>Subtotal - Teacher training and development</b>	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

<b>Second Language</b>													
	2005-2006	2005-2006	2005-2006	2006-2007	2006-2007	2006-2007	2007-2008	2007-2008	2007-2008	2008-2009	2008-2009	2008-2009	
<b>4. Student aid</b>	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	Canada	PEI	Total cost	<b>Subtotal - Student aid</b>
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
<b>Subtotal - Student aid</b>	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
<b><u>TOTAL – SECOND LANGUAGE</u></b>	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