

SCHEDULE 3

**New Brunswick's Action Plan
French First-Language Education
and Second-Language Instruction
2009-2010 to 2012-2013**

PREAMBLE

Current situation and major achievements

For over 30 years now, New Brunswick has had a structure in place that takes the unique nature of the two linguistic groups into account by establishing duality within the Department of Education. Currently, there are 14 school districts, nine Anglophone and five Francophone. This structure enables the two linguistic groups to independently manage, implement, and evaluate curricula.

On September 30, 2009, the Francophone public sector had a network of 98 schools around the province and welcomed all children of Charter rights parents wishing to send their child to a French school. As of the fall of 2009, 30,420 children were enrolled in Francophone public schools.

The Francophone sector develops curricula adapted to the needs of the community. All programs are developed in French for kindergarten to grade 12. The teaching of English as a second language begins in Grade 3 or 4, depending on the area and the degree of knowledge of the second language in that area. There are two English second-language programs, one for children who already have an understanding of the second language, and another for beginners.

The last *Agreement on French First-Language Education and French Second-Language Instruction* (2005-2009) made numerous initiatives possible that have contributed to better education for our children. Significant gains for the Francophone sector have come out of this partnership between New Brunswick and the Government of Canada:

- Maintenance and accessibility of the infrastructures, programs and services in both languages for the whole province;
- Development of curricula and resources that support a curriculum required to fulfill the dual mission of Francophone schools;
- Francization services to welcome children of Charter rights parents who speak little or no French to enable these children to be as successful in school as Francophone students;
- A transition program to screen children at risk and intervene with a family literacy program;
- Implementation of a new screening and intervention program for children with dyslexia;
- Significant gains in literacy assessments for Grade 2;
- Emergence of a community school model that is greatly appreciated and in demand by a growing number of schools. This model is already in place in more than 38% of the community schools in the province; and
- Awareness among education system stakeholders of the importance of cooperating in order to favour the identity building of each student.

With regard to post-secondary education, the Collège communautaire du Nouveau-Brunswick (CCNB) is counted among those institutions providing quality technical and vocational training in French in Canada. The CCNB is pleased to have the support provided through the *Agreement*, allowing it to continue its progress and to offer a growing number of programs that meet the needs of a greater number of students.

Under the *Agreement*, the CCNB has been able to carry out many initiatives over the past four years. One of the most significant has undoubtedly been the reorganization of the management of educational activities through the computerization of educational and administrative files. The CCNB can now respond more quickly and efficiently to requests from students and the labour market. This has also enabled the college to increase the number of online courses and programs. There is more adaptability and flexibility in course offerings.

It should be recalled that the Collège communautaire du Nouveau-Brunswick is independent from its Anglophone counterpart. The funding allocated to the CCNB by the Province of New Brunswick is used to support the offer of services in French in a minority setting. The CCNB will be completely independent as of April 2010.

As for the Université de Moncton (UdeM), it has been able to improve the quality of its students' written and spoken French. The UdeM developed a *Centre d'aide en français* (French help centre), which has had a number of visitors and is very much appreciated by students from the three campuses.

The support services have helped to improve comprehension of French and correct language usage in writing university papers, as well as the level of student success, thus contributing to student retention.

The integration programs for immersion students have also been very successful. The students very much appreciated the second-language learning programs, both for the support they received and for their improved mastery of the second language.

Regarding French-second-language instruction at the primary and secondary level, New Brunswick has long had the reputation of providing students access to a world-class array of opportunities to acquire a high degree of proficiency in French as a second language (FSL). New Brunswick is Canada's only officially bilingual province and as such, has continuously sought to improve the FSL opportunities for its students. New Brunswick has the distinction of providing -- more than any other jurisdiction in Canada -- more FSL opportunities, to a greater percentage of students, and requires the study of French for a longer period of time during students' public school careers. French as a Second Language instruction is compulsory for 100% of the student population until the end of Grade 10. Also, it is a requirement that FSL courses be available in all schools for Grades 11 and 12.

The contribution of the Government of Canada designed to "... continue to encourage and assist provincial/territorial governments to consolidate and improve the quality of existing programs in minority language education and second language instruction and increase participation in these programs ..." is a significant factor which enables the Province of New Brunswick to carry out this work.

The previous agreement was extremely important to French Second Language development in the province of New Brunswick. Through funding made available as a result of this agreement, the Province was able to:

- Support the education structure within school districts to offer French second language learning opportunities;
- Continue the development of French programs and provide related resource materials for students and teachers;
- Provide professional development opportunities for educators to improve their French language proficiency and strengthen their understanding of effective second language instructional practices; and
- Provide students with cultural and enrichment learning opportunities to enhance their understanding and use of the French language.

Another valuable outcome of the previous agreement was the ability for the province to conduct an extensive pilot of the Intensive French methodology to support second language learning in the majority of the classrooms. The existing Core French program was not leading to the achievement results students required to function effectively in French as a second language. Through supplementary funding made available through the agreement, New Brunswick is now in the process of implementing new programs to replace Core French programs.

New Brunswick's greatest opportunity for improvement in French as a second language is through English Prime with Intensive French (formerly referred to as 'Core French'), which serves the vast majority – 75% – of New Brunswick's student population.

This new Agreement and Action Plan come at an opportune time for New Brunswick as the province is embarking on a new and innovative series of FSL opportunities for all of its students.

With respect to the University of New Brunswick, the Second Language Research Institute of Canada is continuing its research work with the aim of training better teachers for both immersion and second-language training. The university used its research to produce a number of electronic and online teaching materials. The number of education students specializing in second languages remains at an encouraging level.

Issues

French-speaking New Brunswickers are facing serious challenges. In many respects, young Francophones are in a fairly difficult position when compared with their counterparts in the rest of Canada, regardless of language group, not only from an education standpoint, but also with respect to economic and health indicators.

On June 5, 2007, New Brunswick's Department of Education launched a new strategic plan, *When kids come first*, which proposed the implementation of a series of measures to ensure that children are prepared to enter kindergarten and that they complete their journey through school with the skills required to be world citizens:

Our kids will be living and working in a competitive and highly interactive global environment, where creativity, problem-solving and teamwork will be the foundation of the world's economy, and citizenry will go beyond state to the welfare of the planet. As a society we are entrusted with giving our kids an education that will offer them a positive future. At the same time, we are also entrusting our kids with our future. We need to make them a priority when we make decisions, and when we make choices. (*When kids come first*, 2007).

The vision of this plan is to make New Brunswick's public education system the best in Canada and is based on three fundamental goals:

1. Every child will arrive at kindergarten ready to learn.
2. Every child will leave Grade 5 having mastered the tools to learn - reading, writing, and numeracy.
3. Every child will graduate from high school having had the opportunity to discover his or her personal strengths and to find something he or she loves doing.

The plan *When kids come first* acknowledges that the academic success of Francophone students includes a linguistic and cultural dimension that is vital to the future of the Francophone community. Francophone schools need to ensure that students not only master their language, but also develop a strong sense of belonging to the Francophone community so they can participate in its growth and development.

In order to provide Francophone schools with the tools required to fulfill their educational mission, on September 10, 2008, the New Brunswick Department of Education launched the Commission on Francophone Schools, with a mandate to initiate dialogue with the whole Acadian and Francophone community in order to find solutions to the challenges faced by Francophone schools and to build the best schools for children.

The report of the Commission, headed by Gino LeBlanc, was released during a press conference on June 15, 2009, attended by the Premier and the Minister of Education. This report is the result of 11 public consultations, approximately 100 targeted meetings and some 50 briefs, as well as a Summit on Francophone Schools, bringing together various community representatives. It documents the current state of French-language education in New Brunswick and presents courses of action for building better Acadian and Francophone schools. The Commissioner summed up the results of his consultation into ten challenges:

- Strengthen the attachment to language and culture;
- Improve the performance of Acadian and Francophone students;
- Better prepare students to start school;

- Deal with variations in school enrolment;
- Place a higher value on education and academic success in our communities;
- Improve recruitment, training, and professional development of teachers;
- Provide francization services to students who have not mastered the language;
- Improve student services;
- Provide a better welcome for children of immigrants;
- Increase participation of parents and the community in the life of their school;

In response to the Report of the Commission on Francophone Schools, the government set up the Action Group for the Commission on Francophone Schools (AGCFS), which was charged with ensuring follow-up to the report by developing and implementing a joint strategy and action in order to build the best Acadian and Francophone schools. This committee, chaired by the president of the *Fédération des conseils d'éducation de district du Nouveau-Brunswick*, is made up of representatives of the following organizations:

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| <ul style="list-style-type: none"> • Fédération des conseils d'éducation du N.-B.; • Association acadienne des artistes professionnel.le.s du N.-B.; • Association des directions d'écoles francophones du N.-B.; • Association des enseignantes et des enseignants francophones du N.-B.; • Association francophone des parents du N.-B.; • District 1 Education Council; • District 3 Education Council; • District 5 Education Council; | <ul style="list-style-type: none"> • District 9 Education Council; • District 11 Education Council; • School District 1; • School District 3; • School District 5; • School District 9; • School District 11; • Faculty of Education - Université de Moncton • Fédération des jeunes francophones du N.-B.; • Réseau d'appui à l'intégration des enfants des ayants droit; • Department of Education |
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It should be noted that the Department of Education is participating as a member, just like the other representatives.

The strategy that came out of the Francophone arts and culture summit in Acadian society in New Brunswick (2007) also guided priority actions to improve Acadian and Francophone schools. This strategy made it possible for all sectors of Acadian society to devise and design innovative tools that favour the integration of artists and their work into everyday life in order to build together an Acadian community that is creative, prosperous and confident of its future.

The action plan developed as part of this agreement stems from the recommendations of the Commission on Francophone schools, the strategic plan *When kids come first* and the Global Strategy for the Integration of Arts and Culture into Acadian Society in New Brunswick. The AGCFS was consulted and involved in the process of developing and validating the plan. The members of the group are confident that the new action plan will make it possible to implement the follow-up essential to making a real difference in the province's Francophone schools.

With respect to post-secondary education, the Government of New Brunswick presented a green paper, in June 2008, entitled "The Action Plan to Transform Post-Secondary Education in New Brunswick."

The objective of the plan is for New Brunswick to produce the best-educated and most literate population in Canada.

The plan's main actions are the following:

- Addressing student financing;
- Facilitating the transfer of credits;
- Increasing the number of access points to university courses;
- Increasing the number of graduate students;
- Promoting greater use of e-learning;
- Modernizing the community college system;

- Adding spaces to the community colleges; and
- Increasing collaboration between universities and colleges (articulated and applied research programs).

In terms of access to post-secondary education, the Collège communautaire du Nouveau-Brunswick (CCNB) will be adding new programs to its regular programming, so as to better meet the needs of industry. The upgrading of existing programs will complete the alignment between the needs expressed by the employers and the training offered at the five campuses.

Marketing efforts will target Acadian regions and the Maritimes, with the aim of informing the greatest number of potential clients. Student mobility will also be emphasized. Clients will be able to benefit from several initiatives contained in this action plan, designed to improve PLAR tools – very useful for an adult clientele often coming from the workplace – and provide learning support for better academic success (in French or mathematics, for example). Online training remains a priority, thanks to improved support and updated infrastructures. The aim of lifelong learning in the workplace is to meet specific industry needs.

The implementation of various initiatives and the development of inter-campus activities help improve the quality of student life. Improving the library system will make it possible to enhance access to and updating of material on all of the campuses.

With respect to educational and research staff support, the CCNB plans to add components to its Integrated Document Management System (IDMS). The college also plans to maintain education consultants for teaching staff, as is deemed essential, while aiming to produce an educational resource kit.

Lastly, with respect to second languages, the CCNB will set up an ESL program that meets the needs of students at all of the campuses. The CCNB has realized that its Francophone clientele needs to improve its mastery of the second language, both spoken and written. That way, graduates will be even more sought after by employers.

At the university level, the Université de Moncton (UdeM) set as its mission to provide the Acadian and general Francophone population with the highest quality curricula. Its aim is to train graduates who will not only master the knowledge and skills of a given discipline or professional field, but also be able to express themselves in French with precision and clarity, both orally and in writing.

The UdeM is currently identifying three challenges in the area of language skills for students whose mother tongue is French. The first is transforming and implementing the new language training program; the second is providing support for training within the courses and the third is improving the French language skills of education students.

The UdeM is also emphasizing a series of actions to maintain recruitment rates among Francophone Acadian clients, in spite of how numbers are shrinking with the demographic change in this section of the population. It is aiming to increase enrolments from new sources, such as Francophiles coming from immersion and adults seeking lifelong learning. It would like to serve this clientele through new distance education programs and is proposing initiatives that would strengthen the academic support program in order to encourage student retention. These initiatives will be supported by a bursary program designed to improve access to studies.

Research and graduate studies are one of the key academic pillars on which the UdeM is building in order to fulfill its mission within the minority Francophone community of New Brunswick. The university is proposing to offer two new Ph.D. programs, one in life sciences and one in applied sciences. Other priorities continue to be increased research funding, student recruitment and retention and the hiring of professors and research staff. The UdeM is specifically planning to develop its research activities in Acadian and minority studies, education and humanities.

The UdeM offers quality instruction in several disciplines, including visual arts, drama, music, literature and education. It encourages application of the knowledge acquired in class, as well as visibility and publicity through the production and presentation of

activities by and for students, such as concerts, shows and plays.

Moreover, the UdeM is planning to increase the number of articulated programs it offers at its three campuses, in partnership with the CCNB, in order to meet local and provincial training needs. It plans to offer one program that is common to all three campuses and one that is specific to each of the three campuses.

With respect to its objectives in French and English second-language instruction, the UdeM offers ESL training to regular students in its programs, special support in FSL to immersion students and FSL instruction to allophones as needed.

The New Brunswick education plan *When Kids Comes First* articulates a series of commitments to address the challenges of building Canada's best education system – three of which are particularly important here:

To Live Up to the Promise of Inclusion

New Brunswick is an international leader in inclusive education and this plan is designed to ensure the best interests of all kids are served within an inclusive environment. Inclusive education means making every possible effort to meet the diverse learning needs of all students and to ensure each child reaches his or her full potential.

To Promote Cultural Identity and Linguistic Growth

The need to celebrate and nurture the language and culture of each official language community is celebrated in this education plan. We also need to build our second language capacity in both Anglophone and Francophone sectors. As Canada's only officially bilingual province, New Brunswick has established a unique education system with respect to promoting both linguistic duality and second language education for both Anglophones and Francophones.

To Work Urgently on Literacy, Numeracy and Science

The Anglophone sector of the province of New Brunswick is currently placing an emphasis on the areas of literacy, numeracy and science (NB3). These foundational areas hold the keys to successful learning across curricular areas. NB3 is emphasized in both the English Prime and French Immersion education options. The province has established high expectations for students to master these skills in the elementary grades and improve them in the higher grades. The goal is to provide early and timely interventions to support students who struggle in these areas and to challenge high achievers.

New Brunswick has set an ambitious target of ensuring that 70% of all high school graduates will function effectively when speaking their second official language. Initiatives in this Action Plan will help to meet this commitment. In order to accomplish this, the Government of New Brunswick 1) established a French Second Language Commission; 2) named a Minister's Advisory Committee on French Second Language Education; 3) and began the implementation of a *Bilingual Learning Environment Policy* in all schools where French as a second language is taught.

The French Second Language Commission

The French Second Language Commission had a mandate to carry out a comprehensive assessment of FSL programming and services; to consult widely and to engage students, teachers, educators and stakeholders; to analyze previous reports and data relative to the topic; and to provide recommendations to the Minister on identifying the best way forward to improve FSL student achievement.

The Commissioners met with senior officials (superintendents, directors of education and senior FSL supervisors) of the nine Anglophone school districts. The Commissioners requested and received written submissions from each school district. Each school district arranged for further one-on-one interviews with individual teachers who represented cross-sections of the FSL programs within each school district. Also, in the course of the Commissioners' travels to various school districts throughout the province, the New

Brunswick Teachers' Association (NBTA) arranged late afternoon focus group meetings with groups of teachers.

The Commissioners met with teacher training personnel at the provincial universities and had had extensive sessions with Drs. Joan Netten and Claude Germain in connection with their work on *Intensive French*. Approximately 1800 teachers provided feedback to the Commission through an internet site provided by the New Brunswick Teachers' Association.

A website, developed by the Department of Education, designed specifically for parents, members of various stakeholder organizations and students, resulted in contributions from an additional 450 (approximately) parents and involved stakeholders.

The Commissioners had one-on-one meetings with key members of the staff of the New Brunswick Department of Education, the New Brunswick Advisory Youth Council, the New Brunswick Ombudsman, the Canadian and New Brunswick Commissioners of Official Languages, the French Second Language Council of the NBTA, the Chair of The Premier's Council on the Status of the Disabled Persons, the New Brunswick Business Council, New Brunswick Association for Community Living, Chambers of Commerce, and Canadian Parents for French.

Following receipt of the report of French Second Language Commission, the Department of Education established a Website and invited all citizens of New Brunswick to participate in discussions regarding changes to the FSL programming in New Brunswick schools. Additionally, each school district hosted open houses where parents and other educational stakeholders were invited to learn more about proposed changes and provide input into future French second language programming. In August 2008, following extensive consultation, a revised model for French second-language learning was announced.

Minister's Advisory Committee on French Second Language Education

In October, 2008 the Minister of Education named a Minister's Advisory Committee on French Second Language Education with a critically important two-year mandate:

- To advise the Minister on broad direction for FSL curriculum development, implementation and assessment, and
- To advise the Minister on the development of a Bilingual Learning Environment Policy to be implemented in all schools where FSL is taught.

The Committee is chaired by the Minister or his or her designate and consists of 18 persons plus five support personnel from the Department of Education. The Committee's capacity includes:

- Expertise in the area of French as a second language acquisition and pedagogy;
- Expertise in the area of inclusion in New Brunswick;
- Teachers' professional interests including expertise in the area of teacher professional development;
- Parental interests; and
- Operational knowledge.

Membership on the committee includes: researchers (3), expertise in inclusionary education (3), educators (5) and representatives of parents and the community (7).

This broad consultation and the advice it generated have resulted in two major initiatives. The first is the implementation of a *Bilingual Learning Environment* policy. The second is the development of a new and innovative array of FSL programs. These will result in New Brunswick meeting or exceeding its commitment of having 70% of high school graduates able to effectively in their second official language and will once again position New Brunswick as the leader in the delivery of FSL opportunities in Canada.

BILINGUAL LEARNING ENVIRONMENT POLICY

The Bilingual Learning Environment Policy will support students of French as a second language in meeting the commitment of the Government of New Brunswick that all high school graduates are able to function effectively in their second official language. It will enhance the existing FSL programming; bring French cultural/language experiences to the student body; celebrate New Brunswick's linguistic duality status as Canada's only officially bilingual province and its membership in La Francophonie; and, foster an enthusiasm for the French language and culture.

The policy will embed age-appropriate French learning opportunities and cultural experiences into the learning environment in an explicit and intentional manner. It will provide students with opportunities to participate in French and bilingual activities and increase all students' exposure to the French language.

During the course of this agreement, New Brunswick will undertake the development, revision and/or introduction of Learning Experiences to introduce students to French language and culture (kindergarten through Grade 3); a new French Immersion program (beginning at Grade 3); Late French Immersion (Grades 6-8)-revisions; Pre-Intensive, Intensive and Post-Intensive French programs; and more elective courses in French for students in Grades 11 and 12. Additionally, the province will implement a Bilingual Learning Environment Policy in all Anglophone schools across the province.

The Action Plan articulates the performance targets and related performance indicators for each of the domains: Student Participation, Provision of Programs, Student Performance, Enriched School Environment and Support for Educational Staff and Research.

Given the number of new programs being implemented, teacher development is critical. The plan places an emphasis on teacher language training opportunities to ensure teachers instructing in French second language programs have the desired level of language proficiency, as well as professional development opportunities for teachers to develop their understanding of the evidence-based practices in French second language learning and subject specific instructional practices (for French Immersion teachers).

The implementation of the Bilingual Learning Environment Policy reinforces the importance of all students being involved in experiences to consolidate language learning and opportunities to extend their understanding and appreciation of French culture.

The Official Languages in Education agreement for 2009-2010 to 2012-2013 is critical to the Anglophone sector of the province of New Brunswick as we move forward with significant efforts to improve French second language learning. (See Appendix A for a description of French as a Second Language Programs.)

Regarding the University of New Brunswick, the funding provided by this Agreement is instrumental in allowing the Second Language Research Institute of Canada (L2RIC) to fulfill its mandate with respect to engaging in research to enhance French second language education at the provincial and national levels. This funding is particularly important in supporting L2RIC's work at the University of New Brunswick which offers a specialization in teacher education for FSL, attracting students from the province, the region and across the country. Over the course of the next four years (L2RIC) will engage in three major initiatives.

The first initiative involves providing scholarship in French second language education. This will involve the allocation of funds and human resources to support Ph.D. students and M.Ed. students in the field of second language education research, as well as supporting a scholarship fund for undergraduate French second language students.

The second initiative involves core research in the area of second language education. This research will further the previous research done in the areas of writing in French immersion as well as new research related to the implementation of a language portfolio

for students and teachers in second language education contexts, as well as research on special needs learners in French second language contexts.

The third initiative involves the accumulation, production, and dissemination of knowledge emanating from the core research. This would take the form of DVDs, web-based information, conferences, workshops, academic articles, teacher friendly and parent friendly documents.

Community consultations

This action plan was prepared in consultation with the community in many respects.

For the Francophone sector of the Department of Education, the Action Group for the Commission on Francophone Schools, which must ensure follow-up to Commissioner Leblanc's reports, helped to establish the priorities and main issues reflected in the plan.

The development of the New Brunswick Action Plan on French Second Language Instruction at the primary and secondary level was informed by various forms of consultation. One source of information was the Education Plan *When kids come first*; this document includes the important target of 70% of all high school graduates will function effectively when speaking their second official language. A second significant source of input for the plan was the consultation completed through the French Second Language Commission and the resulting Department website and school district open houses. Additional input was received from school districts, particularly French Second language learning specialists. A final source of consultation was the discussions currently taking place to support 21st Century Learning. It is critical that all educational programs incorporate the competencies of critical thinking and creative problem solving, collaboration, communication, personal development and self-awareness and global citizenship. All the aforementioned forms of information helped to shape the initiatives within the New Brunswick plan.

The Collège communautaire du Nouveau-Brunswick (CCNB) is consulting industry through program advisory sectoral working groups, also called "program advisory groups." Every three to five years, the CCNB's *Direction des services éducatifs* (educational services branch) invites stakeholders to discuss the content of the programs. Each sectoral working group is made up of representatives of the industry in question, from all regions of the province, and includes employees and employers, businesses and industries, professional associations, government and community organizations, program graduates and other educational institutions, as applicable. Staff members of the CCNB and of the affected programs attend the sectoral working group meetings. This is the basis for the development and revision of the vocational and technical programs. The group offers advice on program objectives, the technical skills required by industry, campus facilities and equipment and labour market projections, among other things.

Data sources

French First Language

Kindergarten – Grade 12

The indicators used to measure the impacts of the action plan come from the following sources:

- Annual Report Card published by the Department of Education;
- Grade 12 Exit Survey published by the Department of Education;
- Data from the centralized student information system;
- Summary Statistics published by the Department of Education ;
- Information from the districts; and
- Other.

Post-secondary

At CCNB, the centralized college admissions service uses the computerized “People Soft” system to keep track of the number of applications for admission as well as the number of students enrolled at the five CCNB campuses. The educational services at the five campuses list the number of active programs at the campuses, taking into account maintenance, development or elimination of programs according to market needs. The campuses’ educational services take into account the type of professional development activities that educators take as well as the level of participation in each of the activities.

The Université de Moncton proposes seven performance indicators as tools to evaluate the performance of initiatives set out in the action plan. The information required for this will come mainly from four existing databases at the UdeM: the statistics held at the Registrar’s Office, Continuing Education, the Centre for Research and Development in Education (CRDE) and the *Service d’animation et de soutien à l’enseignement* (SASE).

Second Languages

The data sources for the indicators are as follows:

- The Policy and Planning Branch of the Department of Education provides statistics on enrolment, classes, and staffing;
- The Assessment and Evaluation Branch of the Department of Education provides provincial assessment results in the areas of literacy (reading and writing), mathematics, science and oral interviews (French);
- The school districts provide information on language proficiency levels of teachers of French Second Language;
- The Université de Moncton in collaboration with the Curriculum Branch of the Department of Education and school districts provide data on students in Grades 9 and 10 who attend the French Summer Program;
- Student participation data from Rice Éducation and the Curriculum Branch on the Québec-New Brunswick Exchange; and
- Data from Université de Moncton-Shippagan, Centre Nautique – Île-de-la-Madeleine and Curriculum branch of the Department of Education concerning the teacher bursary program.

APPENDIX A

DESCRIPTION - FRENCH AS A SECOND LANGUAGE PROGRAMS

English Prime with Intensive French – Minimum French Second Language Proficiency target: **Intermediate** or better by the end of Grade 10, on the New Brunswick Second Language Oral Proficiency scale

The English Prime Program with Intensive French is the default FSL program for all students. It begins with *Learning Experiences*, designed to introduce French language and culture in Kindergarten through Grade 3; *Pre-Intensive French* in Grade 4; *Intensive French* in Grade 5; and, *Post-Intensive French* in Grades 6 through 12.

New Brunswick has carried out extensive research to identify the best set of second language experiences for the 75% of our student population who are not involved in a French immersion program. After a five-year pilot with Intensive French, we are convinced the Intensive French Program (i.e. Pre-Intensive French in Grade 4; Intensive French in Grade 5; and Post-Intensive French in Grades 6 through 10) is the best program to bring this cohort of students to the target minimum proficiency level.

French Immersion: Entry at Grade 3 and Late Immersion (Grade 6) – Minimum French Second Language Proficiency targets:

French Immersion (entry at Grade 3) – **Advanced** or better by the end of Grade 12 on the New Brunswick Second Language Oral Proficiency scale;

Late French Immersion – **Intermediate Plus** or better by the end of Grade 12 on the New Brunswick Second Language Oral Proficiency scale.

At the Grades 3 and 6 levels, parents and students have an opportunity to change from the English Prime program to one of two French Immersion programs: French Immersion beginning in Grade 3, or Late French Immersion beginning in Grade 6.

Blended High School Program

Grade 11 and 12 French Immersion (FI) French second language courses are open to all students of French immersion as well as students of Intensive French who obtain a proficiency certification of Intermediate level or higher at the end of grade 10.

Over time, with the support of the Official Languages in Education Program of the Government of Canada, New Brunswick has succeeded in increasing the number of individual student contact hours in French as a second language; and to set higher French Second Language proficiency targets for the entire Anglophone student population.

Grade	New Brunswick Education Program Options		
K-2	English Prime with learning experiences to introduce French language and culture		
3	English Prime with learning experiences to introduce French language and culture		French Immersion
4	English Prime with Pre-Intensive French		↓
5	English Prime with Intensive French		↓
6	English Prime with Post-Intensive French	Late French Immersion	↓
7-10	↓	↓	↓
11 12	Blended High School Program		

English Prime Program

English Prime Program K – Grade 3:

By 2013, the *Learning Experiences*, designed to introduce French language and culture to all students, will be fully implemented in the *English Prime Program*, Grades K through 3.

During these grades, 18 hours per year will be identified for a variety of *Learning Experiences* designed to introduce children to French language, to promote cultural awareness and New Brunswick identity. The activities include: Traditional French Music, Traditional French Dance, Cultural Awareness, Language Awareness, Technology and Enrichment. These Learning Activities are supported with an interactive website for teachers and parents: <https://portal.nbed.nb.ca/tr/lr/eflr/Pages/default.aspx>

English Prime Program with Intensive French

The *Intensive French Program* is the FSL program for all students enrolled in the English Prime Program in Grades 4 through 10. It is comprised of three components: the *Pre-Intensive French Program* in Grade 4; the *Intensive French Program* in Grade 5; and the *Post-Intensive French Program* in Grades 6 through 10. These programs all use a literacy-based approach to teaching French as a second language. *Intensive French* incorporates teaching strategies similar to those used to teach English in the primary grades (balanced approach to literacy) to develop literacy skills in French; listening, speaking, reading, viewing, writing and representing are developed in an integrated fashion through learning experiences related to students' interests that require authentic communication.

English Prime Program – Grade Four

In Grade 4 of the *English Prime Program*, building on the French knowledge and attitudes acquired in Kindergarten through Grade 3, students participate in the *Pre-Intensive French Program*. This program incorporates the methodology used in the *Intensive French Program* and provides students, on average, with 90 hours of French second language instruction during the year.

English Prime Program – Grade Five

In Grade 5 of the *English Prime Program*, students participate in the *Intensive French Program* which provides approximately 345 hours of FSL instruction. The major portion of the Grade 5 *Intensive French Program* is a five-month period of FSL instruction. This portion aims to provide approximately 300 hours of *intensive* instruction and is usually delivered with approximately three hours and 15 minutes of FSL instruction per day. It may be delivered either during the first five months of the Grade 5 school year or the last five months. During the 'other' term, students receive 45 hours of *intense* FSL instruction.

English Prime Program – Grades Six through Eight

In Grades 6 through 8 of the *English Prime Program*, students will participate in *Post-Intensive French Program*. *Post Intensive French* is also a literacy-based program, and like the *Intensive French Program* in Grade 5, focuses on language development. *Post Intensive French* enables students to continue to develop the ability to read and write in French, as well as maintain and improve their oral skills. Students will receive 120 hours of French per year in Grades 6 through 8.

English Prime Program – Grades Nine and Ten

In Grades 9 and 10 of the *English Prime Program*, students continue to participate in the *Post-Intensive French Program*. Students in Grades 9 and 10 will participate in one 90 hour course per year.

English Prime Program – Grades Eleven and Twelve

Although there is no FSL program requirement in Grades 11 and 12, it is important to note that students who have been successful in reaching the target proficiency level for the English Prime Program (INTERMEDIATE) are eligible to participate in the same course offerings in Grades 11 and 12 as are available to students who have followed the French Immersion Programs.

French Immersion Programs

French Immersion Program (entry at Grade 3)

In Grade 3, parents have an opportunity to choose the *French Immersion Program* (where numbers warrant the program being offered). Beginning in September 2010, Grade three will be the entry point for the *French Immersion Program*. The initial stage of the *French Immersion Program* will be characterized by a concentration of instruction in French. This will enable students to function in all curricular areas in the program as quickly as possible. Later stages of the *French Immersion Program* will see increases in instruction in English.

Time on Task (Instruction in French):

Grades 3, 4 and 5	80% *
Grades 6, 7 and 8	70% *
Grades 9 and 10	50%*

Grades 11 and 12: Although there is no FSL program requirement in terms of time on task at Grades 11 and 12, it is important to note that the target proficiency level for Early French Immersion (ADVANCED) is expected to be achieved only by the end of Grade 12. It is recommended that students who have followed the *French Immersion Program* (entry at Grade 3) dedicate 25% of their instructional time in Grades 11 and 12 to courses taught in French in order to improve their chances of meeting the target proficiency level.

Late French Immersion Program (entry at Grade 6)

In Grade 6, parents have an opportunity to choose the *Late French Immersion Program* (where numbers warrant the program being offered). The initial stage of the *Late French Immersion Program* will be characterized by a concentration of instruction in French. This will enable students to function in all curricular areas in the program as quickly as possible. Later stages of the *Late French Immersion Program* will see increases in instruction in English.

Time on Task (Instruction in French):

Grades 6, 7 and 8	70%
Grades 9 and 10	50%

Grades 11 and 12: Although there is no FSL program requirement in terms of time on task at Grades 11 and 12, it is important to note that the target proficiency level for Late French Immersion (INTERMEDIATE-PLUS) is expected to be achieved only by the end of Grade 12. It is recommended that students who have followed The *Late French Immersion Program* dedicate 25% of their instructional time in Grades 11 and 12 to courses taught in French in order to improve their chances of meeting the target proficiency level.

The Blended High School

All Grades 11 and 12 French Immersion (FI) French second language courses will be open to all students of French immersion as well as students of Intensive French who obtain a proficiency certification of Intermediate level or higher at the end of grade 10. By 2013, we will develop four new optional French high school courses (either face-to-face or on-line or both) in order to recruit and accommodate the increased number of students.

NEW BRUNSWICK SECOND LANGUAGE ORAL PROFICIENCY SCALE

INTERMEDIATE

Able to satisfy routine social demands and limited requirements in school/work settings. Can provide information and give explanations with some degree of accuracy, but language is awkward. Can handle most common social situations, including introductions and casual conversations about events in school and community; able to provide autobiographical information in some detail. Can give directions from one place to another; can give accurate instructions in a field of personal expertise. Has a speaking vocabulary sufficient to converse simply, with some paraphrasing. Accent, though often

quite faulty, is intelligible. Uses high frequency language structures accurately, but does not have a thorough or confident control of grammar. In certain situations, diction would probably distract a native speaker.

INTERMEDIATE-PLUS

Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to special fields of competence as well as subjects of current public interest. Normally does not have to grope for words. Often shows a significant degree of fluency and ease in speaking, yet, under pressure, may experience language breakdown. May exhibit good control of language structures, but be limited in overall language production; or, conversely, may demonstrate ample speech production, but have uneven control of structures. Some misunderstandings will still occur.

ADVANCED

Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal, and in all informal conversations, on practical, social, and academic or work-related topics. Can describe in detail and narrate accurately. Can discuss abstract topics and ideas as well as events; can support opinions and hypothesize. Accent may be obvious but never interferes with understanding. Control of grammar is good and speech is fluent. Sporadic errors still occur, but they would not distract a native speaker or interfere with communication.

New Brunswick's Action Plan
First Language Education and
Second Language Instruction
2009-2010 to 2012-2013

French First Language (FFL)

LINGUISTIC OBJECTIVE	French First Language (FFL) - Francophone Sector - K-12				
OUTCOME DOMAIN	Student Participation				
Performance indicators	Performance targets	Planned investments by outcome domain			
<p>1. The percentage of graduates who answered "agree" or "completely agree" with the statement : The variety of courses offered met my expectations Reference point June 2008 : 73,7% June 2009 : 70,3%</p> <p>2. The number of students at Francophone schools who register at an Anglophone school Reference point 2007-2008 school year: 193 students 2008-2009 school year: 141 students</p>	<p>1. By 2012-2013, 90% of graduates will answer "agree" or "completely agree" with the statement: The variety of courses offered met my expectations.</p> <p>2. By 2012-2013, less than 80 students from Francophone schools will register at an Anglophone school each year</p>	Years	Canada	N.B.	Total
		2009-2010	\$1,700,000	\$1,700,000	\$3,400,000
		2010-2011	\$1,150,000	\$3,600,000	\$4,750,000
		2011-2012	\$1,150,000	\$3,600,000	\$4,750,000
		2012-2013	\$1,150,000	\$3,600,000	\$4,750,000
<i>Subtotal - Student participation</i>			\$5,150,000	\$12,500,000	\$17,650,000
Planned initiatives		Total planned contributions by initiative			
		2009-2010	2010-2011	2011-2012	2012-2013
<p>Recruitment of children of Charter rights parents and newcomers 1. Implement a strategy to recruit children of exogamous couples, which will include a campaign valuing education in French, mechanisms to locate young children of exogamous couples and those registered in an English language school, welcome structures better adapted to the realities of those families, the development of resources to support families, and a communication plan to inform Charter rights parents of their rights. The recruitment strategy will include a component for children of immigrant families, in order to have welcome and learning support services in place and known to people.</p>		\$0	\$250,000	\$250,000	\$250,000

Planned initiatives	Total planned contributions by initiative			
	2009-2010	2010-2011	2011-2012	2012-2013
Offer students a variety of educational paths 2. Adapt the school's curriculum to better match learning styles and provide opportunities for students to develop their areas of interest and their full potential. This initiative will include an analysis of and improvements to the instructional program and current Grade 6 to 12 curricula, the B23development and implementation of vocational and technical courses, the place of art education in the curriculum, courses better adapted for special needs and gifted students, the development and implementation of a workplace essential skills program for potential dropouts, and the development of a career development program to ensure that all curriculum offered is relevant for every student. This initiative contains a series of articulated activities to satisfy the urgent need of a category of students whose needs are not being met by the school system. This problem comes out very clearly in the Commission's report.	\$3,000,000	\$3,900,000	\$3,900,000	\$3,900,000
Family literacy program 3. Offer resources, information, and training to parents so they are equipped to prepare their children properly to enter kindergarten and to be able to actively participate in their academic success.	\$400,000	\$600,000	\$600,000	\$600,000

OUTCOME DOMAIN	Provision of Programs				
Performance indicators	Performance targets	Planned investments by outcome domain			
1. Number of programs/resources developed or revised 2008-2009 reference point: 18 curricula and 9 educational resources 2. The percentage of graduates indicating that they have taken a course online Reference point June 2008 : 31.6 % June 2009 : 29.2%	1. By 2012-2013, develop or revise at least 25 curricula and educational resources annually. (Target level achieved will not be assessed on the reference data since the development or revision of curricula/resources is based on an evaluation of their relevance) 2. By 2012-2013, 40% of graduates will say they have taken a course online	Years	Canada	N.B.	Total
		2009-2010	\$4,261,180	\$11,610,000	\$15,871,180
		2010-2011	\$2,775,329	\$11,000,000	\$13,775,329
		2011-2012	\$2,775,329	\$11,000,000	\$13,775,329
		2012-2013	\$2,775,329	\$11,000,000	\$13,775,329
<i>Subtotal - Provision of programs</i>		\$12,587,167	\$44,610,000	\$57,197,167	

Planned initiatives	Total planned contributions by initiative			
	2009-2010	2010-2011	2011-2012	2012-2013
Resources and curricula adapted to a minority context 1. Develop and adapt curricula and educational resources by incorporating cultural references and seeing that they reflect the Francophone and Acadian context of New Brunswick. This initiative will also include the development of resources to foster the incorporation of the arts and culture into the classroom and the development of Francophone spaces on the Internet.	\$400,000	\$650,000	\$650,000	\$650,000
Provision of programs 2. Maintain programs offered in French from kindergarten to Grade 12.	\$13,961,180	\$11,400,000	\$11,400,000	\$11,400,000
Program administration 3. Management of support services to education in French by the Department of Education.	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Online courses 4. Continue to develop, update, and offer courses online to high school students so that minority schools have access to the same diversity of course offerings as majority schools.	\$500,000	\$625,329	\$625,329	\$625,329
Citizenship education 5. Develop and implement measures to enable Francophone youth to fully exercise their role as active, engaged citizens. They will be guided by the Comité sur la citoyenneté (citizenship committee), which proposes concrete action for Francophone schools and classes.	\$10,000	\$100,000	\$100,000	\$100,000

OUTCOME DOMAIN	Student Performance								
Performance indicators	Performance targets	Planned investment+B46s by outcome domain							
<p>1. The percentage of students who reach the expected level in literacy, mathematics, and science on the provincial assessments Reference point - 2007-2008 school year</p> <ul style="list-style-type: none"> -Grade 2 Littératie - reading comprehension : 73% -Grade 2 Littératie - oral reading: 72% -Grade 3 Mathématiques: reference point to come in 2008-2009 -Grade 4 Littératie: reference point to come in 2008-2009 -Grade 5 Sciences et technologie: 65% -Grade 5 Français: reference point to come in 2008-2009 -Grade 5 Mathématiques: 64% -Grade 8 Mathématiques: 58% -Grade 8 Français: 64% -Grade 8 Sciences et technologie: reference point to come in 2008-2009 -Grade 11 Français (regular level): 79% -Grade 11 Français (modified level): 55% -Grade 11 Mathématiques (regular level): 65% -Grade 11 Mathématiques (modified level): 55% <p>2. The percentage of students having achieved intermediate level or higher on the the Grade 10 ESL oral interview Reference point - 2007-2008 school year: 66%</p>	<p>1. - By 2012-2013, 90% of Grade 2 to 5 students will achieve or even exceed the expected level in literacy, mathematics, and science - By 2012-2013, 85% of Grade 6 to 12 students will achieve or even exceed the expected level on the provincial literacy, numeracy, and science exams</p> <p>2. By 2012-2013, 70% of Grade 10 students will be able to express themselves effectively in English</p>	Years	Canada	N.B.	Total				
			\$1,200,000	\$2,000,000	\$3,200,000		\$1,820,000	\$2,070,000	\$3,890,000
			\$1,820,000	\$2,070,000	\$3,890,000		\$1,820,000	\$2,070,000	\$3,890,000
			\$1,820,000	\$2,070,000	\$3,890,000				
		<i>Subtotal - Student performance</i>		\$6,660,000	\$8,210,000	\$14,870,000			

Planned initiatives	Total planned contributions by initiative			
	2009-2010	2010-2011	2011-2012	2012-2013
Improve learning in literacy, mathematics, and science 1. Develop and implement strategies to improve students' academic performance in literacy, mathematics, and science, which will include training of education staff, support services such as literacy centres, the acquisition and development of educational resources, and qualified human resources to work with students.	\$3,000,000	\$3,500,000	\$3,500,000	\$3,500,000
Homework help 2. Organize homework help services to support families.	\$0	\$140,000	\$140,000	\$140,000
English second language oral communication 3. Implement a provincial strategy to improve students' proficiency in oral communication in English in areas of the province where there is a Francophone majority. The strategy will include the development and implementation of an intensive English program, professional development of education staff, and purchase of educational resources.	\$200,000	\$250,000	\$250,000	\$250,000

OUTCOME DOMAIN		Enriched School Environment			
Performance indicators	Performance targets	Planned investments by outcome domain			
1. The percentage of graduates who answered "sometimes" or "regularly" when asked: In high school, did you have the chance to participate in cultural activities organized by your school? Reference point June 2008: 69.7% June 2009: 72,6% 2. The percentage of students who received francization services who achieve or exceed the expected level in literacy by the end of Grade 2 Reference point	1. By 2012-2013, 80% of graduates will answer "sometimes or regularly when asked: In high school, did you have the chance to participate in cultural activities organized by your school? 2. By 2012-2013, 90% of Grade 2 students who have received francization services will achieve or exceed the expected level in literacy				
		Years	Canada	N.B.	Total
		2009-2010	\$1,260,000	\$1,260,000	\$2,520,000

<p>June 2008 -Gade 2 Litt�ratie - reading comprehension: 67.6% -Grade 2 Litt�ratie - oral reading: 51.1%</p> <p>June 2009 -Grade 2 Litt�ratie - reading comprehension: 61.6% -Grade 2 Litt�ratie - oral reading: 53.1%</p>		2010-2011	\$2,300,000	\$2,600,000	\$4,900,000
		2011-2012	\$2,300,000	\$2,600,000	\$4,900,000
		2012-2013	\$2,300,000	\$2,600,000	\$4,900,000
		<i>Subtotal - Enriched school environment</i>	\$8,160,000	\$9,060,000	\$17,220,000
Planned initiatives		Total planned contributions by initiative			
		2009-2010	2009-2010	2011-2012	2012-2013
<p>Identity building 1. Implement a comprehensive strategy to make schools centres of cultural development and to foster identity building for each students. This initiative will include the education component of the Global Strategy for the Integration of Arts and Culture into Acadian Society in New Brunswick. It will also involve continuing with the development of education in a minority setting, training of staff, and development of educational resources.</p>		\$700,000	\$1,000,000	\$1,000,000	\$1,000,000
<p>Francization for children who speak little or no French 2. Offer francization services for young children and students who speak little or no French, by making services accessible, improving welcome structures, developing instruction especially for this service, and developing the necessary resources. This program will include the development of resources and information for parents and the implementation of follow-up tools to measure the impacts of these services. The services are intended for children of Charter rights parents and of immigrant families.</p>		\$820,000	\$1,200,000	\$1,200,000	\$1,200,000
<p>Actualisation linguistique (French proficiency for Francophones) for students with difficulties 3. Offer actualisation linguistique programs for students with language delays at an early age and in the early grades at school. This program will include the development of resources and information for parents and the implementation of follow-up tools to measure the impacts of these services. The services are intended for children of Charter rights parents and of immigrant families.</p>		\$200,000	\$1,000,000	\$1,000,000	\$1,000,000
<p>School at the heart of the community 4. Promote local collaboration through various means and continue the development and implementation of community schools to foster closer cooperation between the community, parents, and the school in carrying out the school's dual mission and in community development.</p>		\$800,000	\$1,700,000	\$1,700,000	\$1,700,000

OUTCOME DOMAIN	Support for Educational Staff and Research				
Performance indicator	Performance target	Planned investments by outcome domain			
1. The number of teacher-days of professional development (number of professional development days multiplied by the number of teachers who participated) (Reference data will be determined in 2009-2010)	1. By 2012-2013, there will be 9,517 teacher-days of professional development annually	Years	Canada	N.B.	Total
		2009-2010	\$815,000	\$815,000	\$1,630,000
		2010-2011	\$1,190,851	\$1,190,851	\$2,381,702
		2011-2012	\$1,190,851	\$1,190,851	\$2,381,702
		2012-2013	\$1,190,851	\$1,190,851	\$2,381,702
<i>Subtotal - Support for educational staff and research</i>			\$4,387,553	\$4,387,553	\$8,775,106
Planned initiatives		Total planned contributions by initiative			
		2009-2010	2010-2011	2011-2012	2012-2013
Special needs students 1. Train staff so that the school is well equipped to work with special needs students.		\$800,000	\$800,000	\$800,000	\$800,000
Recruitment and retention of staff 2. Develop and implement a recruitment and retention strategy for teaching staff in order to fill vacancies in certain areas of the province lacking qualified staff.		\$0	\$75,000	\$75,000	\$75,000
Research, development, and innovation 3. Conduct research to better understand the challenges of education in a minority context in N.B. so as to be able to target actions effectively to achieve the objectives of Francophone and Acadian schools.		\$50,000	\$325,000	\$325,000	\$325,000
Transition to work 4. Develop and implement a transition to work program to support new teachers and deploy a strategy to help welcome and guide student teachers during their practicums in the schools.		\$0	\$330,000	\$330,000	\$330,000
Teaching in a minority setting 5. In the context of continuing education of staff of the schools and school districts, offer professional development on teaching in a minority setting, cultural education, and other training so that French schools can carry out their dual mission. This action includes a component to support the implementation of professional learning communities as a means of professional development for teachers and the ongoing strategy to improve academic performance.		\$700,000	\$640,702	\$640,702	\$640,702
Educational leadership 6. Develop and implement a leadership institute to support principals in their ongoing professional development. It could include such items as resource portal, network of researchers, bank of resources/experts, forum for dialogue, and mentoring program.		\$80,000	\$211,000	\$211,000	\$211,000

LINGUISTIC OBJECTIVE	French First Language (FFL) - Francophone Sector - Kindergarten to Grade 12				
	Outcome Domains	Planned investments by outcome domain			
		Years	Canada	N.B.	Total
		2009-2010	\$1,700,000	\$1,700,000	\$3,400,000
		2010-2011	\$1,150,000	\$3,600,000	\$4,750,000
		2011-2012	\$1,150,000	\$3,600,000	\$4,750,000
		2012-2013	\$1,150,000	\$3,600,000	\$4,750,000
		Subtotal - Student participation	\$5,150,000	\$12,500,000	\$17,650,000
		2009-2010	\$4,261,180	\$11,610,000	\$15,871,180
		2010-2011	\$2,775,329	\$11,000,000	\$13,775,329
		2011-2012	\$2,775,329	\$11,000,000	\$13,775,329
		2012-2013	\$2,775,329	\$11,000,000	\$13,775,329
		Subtotal - Provision of programs	\$12,587,167	\$44,610,000	\$57,197,167
		2009-2010	\$1,200,000	\$2,000,000	\$3,200,000
		2010-2011	\$1,820,000	\$2,070,000	\$3,890,000
		2011-2012	\$1,820,000	\$2,070,000	\$3,890,000
		2012-2013	\$1,820,000	\$2,070,000	\$3,890,000
		Subtotal - Student performance	\$6,660,000	\$8,210,000	\$14,870,000
		2009-2010	\$1,260,000	\$1,260,000	\$2,520,000
		2010-2011	\$2,300,000	\$2,600,000	\$4,900,000
		2011-2012	\$2,300,000	\$2,600,000	\$4,900,000
		2012-2013	\$2,300,000	\$2,600,000	\$4,900,000
		Subtotal - Enriched school environment	\$8,160,000	\$9,060,000	\$17,220,000
		2009-2010	\$815,000	\$815,000	\$1,630,000
		2010-2011	\$1,190,851	\$1,190,851	\$2,381,702
		2011-2012	\$1,190,851	\$1,190,851	\$2,381,702
		2012-2013	\$1,190,851	\$1,190,851	\$2,381,702
		Subtotal - Support for educational staff and research	\$4,387,553	\$4,387,553	\$8,775,106
		2009-2010	\$9,236,180	\$17,385,000	\$26,621,180
		2010-2011	\$9,236,180	\$20,460,851	\$29,697,031
		2011-2012	\$9,236,180	\$20,460,851	\$29,697,031
		2012-2013	\$9,236,180	\$20,460,851	\$29,697,031
		TOTAL - French First Language (FFL) - Francophone Sector - Kindergarten to Grade 12	\$36,944,720	\$78,767,553	\$115,712,273

LINGUISTIC OBJECTIVE	French First Language (FFL) - College Sector - Collège communautaire du Nouveau-Brunswick (CCNB)				
OUTCOME DOMAIN	Access to Post-secondary Education				
Performance indicators		Performance targets		Planned investments by outcome domain	
1. Number of students registered 2. Number of new programs offered	1. Increase the number of students registered, full-time equivalents, by three percentage points per year by 2012-2013, i.e. approximately 100 students a year (Reference data - 2008-2009: 3,242) 2. Increase the number of new programs by 16 by 2012-2013 (taking into account that some programs will be eliminated (Reference data - 2008-2009: 92)	Years	Canada	N.B.	Total
		2009-2010	\$1,940,777	\$3,335,000	\$5,275,777
		2010-2011	\$1,940,777	\$2,035,000	\$3,975,777
		2011-2012	\$1,940,777	\$2,135,000	\$4,075,777
		2012-2013	\$1,940,777	\$2,135,000	\$4,075,777
<i>Subtotal - Access to post-secondary education</i>			\$7,763,108	\$9,640,000	\$17,403,108
Planned initiatives		Total planned contributions by initiative			
		2009-2010	2010-2011	2011-2012	2012-2013
New programs 1. Addition of 16 vocational and technical programs meeting the needs of industry. (The list of programs will evolve over the four years. Some examples of new programs are as follows: food health and safety, computer technology, early childhood education, community services worker, acute care support worker, emergency services telecommunication, nursing assistant, professional cooking).		\$2,005,777	\$705,777	\$805,777	\$805,777
Program upgrading 2. Upgrading existing programs as industry evolves. (Each program is reviewed every five years. One hundred programs are offered at CCNB. In the last five years, 1 500 courses have been upgraded. Educational services are preparing a list of the next upgrades. The information will be available as the plan is implemented).		\$750,000	\$750,000	\$750,000	\$750,000
Prior learning assessment and recognition 3. Development of tools and assessment methods. Training of coordinators for each campus.		\$100,000	\$100,000	\$100,000	\$100,000
Learning support – academic success 4. Support services in mathematics, science, and French on each campus. Needs assessment for tutoring and adjustment of hours according to the need on each campus.		\$500,000	\$500,000	\$500,000	\$500,000

Planned initiatives	Total planned contributions by initiative				
	2009-2010	2010-2011	2011-2012	2012-2013	
Online training 5. Digitizing of theory courses in blocks of training for trades certification. Coaching of distance education students by resource persons. Updating of infrastructure and technical support needed.	\$620,000	\$620,000	\$620,000	\$620,000	
Continuous training 6. Development of continuous training by increasing the number of on-the-job training contracts in Francophone communities.	\$200,000	\$200,000	\$200,000	\$200,000	
Recruitment and development of student mobility 7. Standardization of welcome and integration structures on all campuses. Training a communication team: communication officer, graphic designer, and multimedia designer. Marketing plan targeting Acadians and the Maritimes. Collaboration/partnerships with post-secondary institutions/associations and government agencies to foster mobility.	\$600,000	\$600,000	\$600,000	\$600,000	
Student life 8. Coordination of student life on each campus. Development of inter-campus activities.	\$300,000	\$300,000	\$300,000	\$300,000	
Libraries 9. Updating of documentation and collections. Implementation of a library service at the Acadian Peninsula Campus. Integration of library services between the CCNB and the Université de Moncton.	\$200,000	\$200,000	\$200,000	\$200,000	
OUTCOME DOMAIN	Support for Educational Staff and Research				
Performance indicator	Performance target	Planned investments by outcome domain			
1. Number of teachers participating (Reference data will be determined in 2010-2011)	1. On an annual basis, increase to 20, the percentage of the 350 teachers participating in professional development, or approximately 70 per year.	Years	Canada	N.B.	Total
		2009-2010	\$500,000	\$500,000	\$1,000,000
		2010-2011	\$500,000	\$500,000	\$1,000,000
		2011-2012	\$500,000	\$500,000	\$1,000,000
		2012-2013	\$500,000	\$500,000	\$1,000,000
<i>Subtotal - Support for educational staff and research</i>		\$2,000,000	\$2,000,000	\$4,000,000	

Planned initiatives	Total planned contributions by initiative			
	2009-2010	2010-2011	2011-2012	2012-2013
Educational documents 1. Addition of components to the integrated document management system (IDMS). These include course outlines and their approval, quality management of courses. Accessible by all campuses.	\$100,000	\$100,000	\$100,000	\$100,000
Educational guidance 2. Maintain academic advisor positions and produce an educational resource kit.	\$300,000	\$300,000	\$300,000	\$300,000
Research and innovation 3. Development of research/innovation projects and technology transfers involving instructors and students in 2012-2013.	\$300,000	\$300,000	\$300,000	\$300,000
Professional development of instructors 4. Instructor development program (IDP). Workshops and training sessions in fields of speciality and in teaching will be organized for the faculty.	\$300,000	\$300,000	\$300,000	\$300,000
	Years	Canada	N.B.	Total
	2009-2010	\$2,440,776	\$3,835,000	\$6,275,776
	2010-2011	\$2,440,776	\$2,535,000	\$4,975,776
	2011-2012	\$2,440,776	\$2,635,000	\$5,075,776
	2012-2013	\$2,440,776	\$2,635,000	\$5,075,776
	TOTAL - French First Language (FFL) - College Sector - CCNB	\$9,763,104	\$11,640,000	\$21,403,104

LINGUISTIC OBJECTIVE	French First Language (FFL) - University Sector - Université de Moncton (UdeM)				
OUTCOME DOMAIN	Access to Post-secondary Education				
Performance indicators	Performance targets	Planned investments by outcome domain			
1. Number of full-time and part-time enrolments 2. Number of enrolments in graduate studies 3. Number of enrolments in new programs	1. Maintain the total number of full-time and part-time enrolments at 5,841 by 2012-2013 (2008-2009 reference data), despite the predicted decrease of 12% in the number of Grade 12 students in N.B. over the next four years 2. Increase the number of enrolments in graduate studies from 429 in 2008-2009 to 472 in 2012-2013, an increase of approximately 10% 3. Increase the number of enrolments in new academic programs from 0 in 2008-2009 to 20 in 2012-2013	Years	Canada	N.B.	Total
		2009-2010	\$4,243,786	\$4,243,786	\$8,487,572
		2010-2011	\$4,291,818	\$4,291,818	\$8,583,636
		2011-2012	\$4,291,818	\$4,291,818	\$8,583,636
		2012-2013	\$4,291,818	\$4,291,818	\$8,583,636
<i>Subtotal - Access to post-secondary education</i>			\$17,119,240	\$17,119,240	\$34,238,480
Planned initiatives		Total planned contributions by initiative			
		2009-2010	2010-2011	2011-2012	2012-2013
First language training					
1. Offer compulsory French language training using a new approach, including the development of new courses, teaching tools, and educational training.		\$1,390,154	\$1,390,154	\$1,390,154	\$1,390,154
2. Opening of three French help centres to support French language training outside of classes.		\$255,400	\$255,400	\$255,400	\$255,400
3. Implementation of a new compulsory language proficiency test for students enrolled in the Faculty of Education.		\$63,396	\$63,396	\$63,396	\$63,396
Support for academic success					
A new academic success support program on the three campuses (university preparation course offered in Grade 12, talks/workshops in the schools - transition to university studies, incorporation of new students into university life, learning support (French help centres, tutoring, twinning, mentoring, resource persons for guidance and psychology, introduction to university work, teacher training for faculty offered by the Service d'animation et de soutien à l'enseignement (facilitation and teaching support service) and development of institutional data based on research on retention and academic success - analyses of statistics and indicators related to recruitment, admissions, retention and academic success. The services are mainly for first- and second-year students.					
4. Support for high school students.		\$69,792	\$69,792	\$69,792	\$69,792
5. Support for new students.		\$970,848	\$970,848	\$970,848	\$970,848
6. Support for students in second year and above.		\$784,700	\$784,700	\$784,700	\$784,700

Planned initiatives	Total planned contributions by initiative			
	2009-2010	2010-2011	2011-2012	2012-2013
Part-time and distance training 7. Consolidation of distance training delivery services at the three branches into a virtual university. New recruitment and course mediatization initiatives insofar as possible.	\$986,670	\$789,336	\$592,002	\$394,668
Development of graduate studies 8. Developing and offering three new graduate programs, including a Ph.D. in life sciences, Ph.D. in applied science, and a professional master's degree program in forestry.	\$545,272	\$641,336	\$641,336	\$641,336
Arts and culture showcase 9. Performance and showcasing of student drama and music productions and activities.	\$148,000	\$148,000	\$148,000	\$148,000
Articulated and applied programs 10. Development of new articulated programs in cooperation with the community colleges (to be determined as a result of a study - inventory of needs in French, examination of best practices. Development, approval, and implementation of programs (including marketing) will follow.	\$197,334	\$394,668	\$592,002	\$789,336
Student recruitment 11. Implementation of recruitment initiatives in the high schools, immersion programs, and community colleges to counter the demographic decline.	\$1,300,000	\$1,300,000	\$1,300,000	\$1,300,000
Bursary programs 12. Bursaries offered promoting greater access to university education in French. Access bursaries, bursaries promoting education to Francophone minorities, law school bursaries, graduate studies department bursaries, bursaries in specific fields to be developed (e.g. forestry and engineering for women, K-8 education for men, coastal zones management, part-time studies).	\$1,776,006	\$1,776,006	\$1,776,006	\$1,776,006

OUTCOME DOMAIN	Support for Educational Staff and Research					
Performance indicators	Performance targets		Planned investments by outcome domain			
1. Number of research and knowledge dissemination activities in education	1. Increase the number of research and knowledge dissemination activities in education from 278 in 2008-2009 to 300 in 2012-2013	Years	Canada	N.B.	Total	
		2009-2010	\$442,701	\$442,701	\$885,402	
2. Number of professional development activities for faculty	2. Increase the number of professional development activities for faculty from 15 in 2008-2009 to 20 in 2012-2013	2010-2011	\$394,669	\$394,669	\$789,338	
		2011-2012	\$394,669	\$394,669	\$789,338	
		2012-2013	\$394,669	\$394,669	\$789,338	
<i>Subtotal - Support for educational staff and research</i>			\$1,626,708	\$1,626,708	\$3,253,416	
Planned initiatives		Total planned contributions by initiative				
		2009-2010	2010-2011	2011-2012	2012-2013	
Support for academic success and educational innovation 1 : Professional development of faculty in educational approaches that foster student success and implementation of a university teaching course at the Ph.D. level for faculty.		\$148,018	\$148,018	\$148,018	\$148,018	
Development of research 2. Enrichment of services of the Centre de recherche et de développement en éducation - CRDE (Centre for research and development in education) and expansion of services to the other two campuses (Edmundston and Shippagan). 3. Enrichment of Acadian studies research programs. 4. Enrichment of humanities and forestry research programs. 5. Updating of collections and databases in libraries and modernization of the research module for researchers.		\$123,076	\$123,076	\$123,076	\$123,076	
		\$143,590	\$143,590	\$143,590	\$143,590	
		\$194,872	\$194,872	\$194,872	\$194,872	
		\$275,846	\$179,800	\$179,800	\$179,800	
		Years	Canada	N.B.	Total	
		2009-2010	\$4,686,487	\$4,686,487	\$9,372,974	
		2010-2011	\$4,686,487	\$4,686,487	\$9,372,974	
		2011-2012	\$4,686,487	\$4,686,487	\$9,372,974	
		2012-2013	\$4,686,487	\$4,686,487	\$9,372,974	
TOTAL - French First Language (FFL) - University Sector - UdeM			\$18,745,948	\$18,745,948	\$37,491,896	

LINGUISTIC OBJECTIVE	French First Language (FFL)				
	Outcome domains	Planned investments by outcome domain			
		Years	Canada	N.B.	Total
		2009-2010	\$6,184,563	\$7,578,786	\$13,763,349
		2010-2011	\$6,232,595	\$6,326,818	\$12,559,413
		2011-2012	\$6,232,595	\$6,426,818	\$12,659,413
		2012-2013	\$6,232,595	\$6,426,818	\$12,659,413
		Subtotal - Access to post-secondary education	\$24,882,348	\$26,759,240	\$51,641,588
		2009-2010	942,701 \$	942,701 \$	1,885,402 \$
		2010-2011	894,669 \$	894,669 \$	1,789,338 \$
		2011-2012	894,669 \$	894,669 \$	1,789,338 \$
		2012-2013	894,669 \$	894,669 \$	1,789,338 \$
		Subtotal - Support for educational staff and research	\$3,626,708	\$3,626,708	\$7,253,416
		2009-2010	\$7,127,264	\$8,521,487	\$14,348,751
		2010-2011	\$7,127,264	\$7,221,487	\$14,448,751
	2011-2012	\$7,127,264	\$7,321,487	\$14,448,751	
	2012-2013	\$7,127,264	\$7,321,487	\$58,895,004	
TOTAL - Post-secondary Education Sector - CCNB and UdeM - FRENCH FIRST LANGUAGE		\$28,509,056	\$30,385,948	\$102,141,257	

TOTAL FRENCH FIRST LANGUAGE

LINGUISTIC OBJECTIVE	French First Language (FFL)				
	Outcome domains	Planned investments by outcome domain			
		Years	Canada	N.B.	Total
	2009-2010		\$1,700,000	\$1,700,000	\$3,400,000
	2010-2011		\$1,150,000	\$3,600,000	\$4,750,000
	2011-2012		\$1,150,000	\$3,600,000	\$4,750,000
	2012-2013		\$1,150,000	\$3,600,000	\$4,750,000
	Subtotal - Student participation		\$5,150,000	\$12,500,000	\$17,650,000
	2009-2010		\$4,261,180	\$11,610,000	\$15,871,180
	2010-2011		\$2,775,329	\$11,000,000	\$13,775,329
	2011-2012		\$2,775,329	\$11,000,000	\$13,775,329
	2012-2013		\$2,775,329	\$11,000,000	\$13,775,329
	Sub-total - Provision of programs		\$12,587,167	\$44,610,000	\$57,197,167
	2009-2010		\$1,200,000	\$2,000,000	\$3,200,000
	2010-2011		\$1,820,000	\$2,070,000	\$3,890,000
	2011-2012		\$1,820,000	\$2,070,000	\$3,890,000
	2012-2013		\$1,820,000	\$2,070,000	\$3,890,000
	Subtotal - Student performance		\$6,660,000	\$8,210,000	\$14,870,000
2009-2010		\$1,260,000	\$1,260,000	\$2,520,000	
2010-2011		\$2,300,000	\$2,600,000	\$4,900,000	
2011-2012		\$2,300,000	\$2,600,000	\$4,900,000	
2012-2013		\$2,300,000	\$2,600,000	\$4,900,000	
Subtotal - Enriched school environment		\$8,160,000	\$9,060,000	\$17,220,000	
2009-2010		\$6,184,563	\$7,578,786	\$13,763,349	
2010-2011		\$6,232,595	\$6,326,818	\$12,559,413	
2011-2012		\$6,232,595	\$6,426,818	\$12,659,413	
2012-2013		\$6,232,595	\$6,426,818	\$12,659,413	
Subtotal - Access to post-secondary education		\$24,882,348	\$26,759,240	\$51,641,588	
2009-2010		\$1,757,701	\$1,757,701	\$3,515,402	
2010-2011		\$2,085,520	\$2,085,520	\$4,171,040	
2011-2012		\$2,085,520	\$2,085,520	\$4,171,040	
2012-2013		\$2,085,520	\$2,085,520	\$4,171,040	
Subtotal - Support for educational staff and research		\$8,014,261	\$8,014,261	\$16,028,522	
	2009-2010	\$16,363,444	\$25,906,487	\$42,269,931	

2010-2011	\$16,363,444	\$27,682,338	\$44,045,782
2011-2012	\$16,363,444	\$27,782,338	\$44,145,782
2012-2013	\$16,363,444	\$27,782,338	\$44,145,782
TOTAL - Francophone sector - Kindergarten to Grade 12 and post-secondary - FRENCH FIRST LANGUAGE	\$65,453,776	\$109,153,501	\$174,607,277

TOTAL - Francophone sector - Kindergarten to Grade 12 and post-secondary - FRENCH FIRST LANGUAGE

English Second Language (ESL)

LINGUISTIC OBJECTIVE		English Second Language (ESL) - Post-secondary - College Sector - Collège communautaire du Nouveau-Brunswick (CCNB)			
OUTCOME DOMAIN		Access to Post-secondary Education			
Performance indicator		Performance target		Planned investments by outcome domain	
1. Number of students served	1. By 2012-2013, 50 students per year on average will take advantage of the English second language support service. (The reference year will be 2009-2010)	Years	Canada	N.B.	Total
		2009-2010	\$75,432	\$75,432	\$150,864
		2010-2011	\$75,432	\$75,432	\$150,864
		2011-2012	\$75,432	\$75,432	\$150,864
		2012-2013	\$75,432	\$75,432	\$150,864
<i>Subtotal - Access to post-secondary education</i>			\$301,728	\$301,728	\$603,456
Planned initiatives		Total planned contributions by initiative			
Learning support 1. Establishment and offer of English second language support services on each of the five campuses.		2009-2010	2010-2011	2011-2012	2012-2013
		\$150,864	\$150,864	\$150,864	\$150,864
		Years	Canada	N.B.	Total
		2009-2010	\$75,432	\$75,432	\$150,864
		2010-2011	\$75,432	\$75,432	\$150,864
		2011-2012	\$75,432	\$75,432	\$150,864
		2012-2013	\$75,432	\$75,432	\$150,864
TOTAL - English Second Language (ESL) - Post-secondary - College Sector - CCNB			\$301,728	\$301,728	\$603,456

English and French Second Language (ESL and FSL)

LINGUISTIC OBJECTIVE	English and French Second Language (ESL and FSL) - Post-secondary - University Sector - Université de Moncton (UdeM)					
OUTCOME DOMAIN	Access to Post-secondary Education					
Performance indicators	Performance targets	Planned investments by outcome domain				
1. Number of enrolments from immersion programs at Anglophone high schools 2. Number of students enrolled in second language courses	1. Increase the number of enrolments from immersion programs at Anglophone high schools from 30 in 2008-2009 to 50 in 2012-2013 2. By 2012-2013, maintain the number of students enrolled in 2008-2009 in ESL (1,050) and in FSL (476)	Years	Canada	N.B.	Total	
		2009-2010	\$225,482	\$225,482	\$450,964	
		2010-2011	\$225,482	\$225,482	\$450,964	
		2011-2012	\$225,482	\$225,482	\$450,964	
		2012-2013	\$225,482	\$225,482	\$450,964	
		<i>Subtotal - Access to post-secondary education</i>		\$901,928	\$901,928	\$1,803,856
Planned initiatives		Total planned contributions by initiative				
		2009-2010	2010-2011	2011-2012	2012-2013	
English and French second language						
1. Enrichment of the teaching of English as a second language on the three campuses of the Université.		\$175,296	\$175,296	\$175,296	\$175,296	
2. Establishment of an English help centre on the Edmundston campus to support English language training outside courses.		\$60,582	\$60,582	\$60,582	\$60,582	
3. Enrichment of the advanced program in French as a second language for students from immersion programs at Anglophone schools (Groupe Pont).		\$96,172	\$96,172	\$96,172	\$96,172	
4. Support for the teaching of French as a second language to an international allophone population at the Centre international d'apprentissage du français (CIAF) so these students can enter regular programs at the Université.		\$118,914	\$118,914	\$118,914	\$118,914	
		Years	Canada	N.B.	Total	
		2009-2010	\$225,482	\$225,482	\$450,964	
		2010-2011	\$225,482	\$225,482	\$450,964	
		2011-2012	\$225,482	\$225,482	\$450,964	
		2012-2013	\$225,482	\$225,482	\$450,964	
TOTAL - English and French Second Language (ESL and FSL) - Post-secondary - University Sector - UdeM			\$901,928	\$901,928	\$1,803,856	

	Years	Canada	N.B.	Total
	2009-2010	\$75,432	\$75,432	\$150,864
	2010-2011	\$75,432	\$75,432	\$150,864
	2011-2012	\$75,432	\$75,432	\$150,864
	2012-2013	\$75,432	\$75,432	\$150,864
	TOTAL - CCNB - ESL	\$301,728	\$301,728	\$603,456
	Years	Canada	N.B.	Total
	2009-2010	\$225,482	\$225,482	\$450,964
	2010-2011	\$225,482	\$225,482	\$450,964
	2011-2012	\$225,482	\$225,482	\$450,964
	2012-2013	\$225,482	\$225,482	\$450,964
	TOTAL - Post-secondary - UdeM - SL	\$901,928	\$901,928	\$1,803,856
	Years	Canada	N.B.	Total
	2009-2010	\$300,914	\$300,914	\$601,828
	2010-2011	\$300,914	\$300,914	\$601,828
	2011-2012	\$300,914	\$300,914	\$601,828
	2012-2013	\$300,914	\$300,914	\$601,828
	TOTAL - Post-secondary - ESL CCNB and FSL and ESL UdeM	\$1,203,656	\$1,203,656	\$2,407,312

French Second-Language Instruction (FSL)

LINGUISTIC OBJECTIVE	French Second-Language Instruction (FSL) - University Sector - University of New Brunswick (UNB)				
OUTCOME DOMAIN	Support for Educational Staff and Research				
Performance indicators	Performance targets	Planned investments by outcome domain			
1. Number of research projects implemented and disseminated	1. Maintain at the 2008-2009 levels core research of 5 per year as well as activities related to the dissemination of knowledge and the production of related pedagogical materials	Years	Canada	N.-B.	Total
		2009-2010	425,704 \$	425,704 \$	851,408 \$
		2010-2011	425,704 \$	425,704 \$	851,408 \$
		2011-2012	425,704 \$	425,704 \$	851,408 \$
		2012-2013	425,704 \$	425,704 \$	851,408 \$
<i>Sub Total - Support for Educational Staff and Research</i>			1,702,816 \$	1,702,816 \$	3,405,632 \$
Planned Initiatives		Total planned contributions by initiative			
		2009-2010	2010-2011	2011-2012	2012-2013
Second Language Educator and Researcher Support 1. Provide financial and pedagogical assistance for the advancement of scholarship in second language education.		510,288 \$	510,288 \$	510,288 \$	510,288 \$
Ongoing Resource Collection and Dissemination of Knowledge 2. Sustain, maintain, develop, promote and share physical and virtual resources related to second language education.		120,000 \$	120,000 \$	120,000 \$	120,000 \$
Research in Second Language Classrooms 3. Design and conduct field-based research projects focused on effective practices in second language teaching and learning. Conduct empirical, theoretical research projects set in immersion contexts.		221,120 \$	221,120 \$	221,120 \$	221,120 \$
		Years	Canada	N.-B.	Total
		2009-2010	425,704 \$	425,704 \$	851,408 \$
		2010-2011	425,704 \$	425,704 \$	851,408 \$
		2011-2012	425,704 \$	425,704 \$	851,408 \$
		2012-2013	425,704 \$	425,704 \$	851,408 \$
TOTAL - French Second Language (FLS) - University Sector - UNB			1,702,816 \$	1,702,816 \$	3,405,632 \$

	Years	Canada	N.-B.	Total
	2009-2010	726,618 \$	726,618 \$	1,453,236 \$
	2010-2011	726,618 \$	726,618 \$	1,453,236 \$
	2011-2012	726,618 \$	726,618 \$	1,453,236 \$
	2012-2013	726,618 \$	726,618 \$	1,453,236 \$
TOTAL - POSTSECONDARY - CCNB, UdeM and UNB - FRENCH AND ENGLISH - SECOND LANGUAGES		2,906,472 \$	2,906,472 \$	5,812,944 \$

French Second-Language Instruction (FSL)

LINGUISTIC OBJECTIVE		French Second-Language Instruction (FSL) - Anglophone Sector - Primary and Secondary			
OUTCOME DOMAIN		Student participation			
Performance indicators		Performance targets		Planned investments by outcomes domain	
<p>1. The enrollment of students in the various program options designed to support French second language learning during the period of this agreement</p> <p>2. The percentage of English Prime students and French Immersion students who choose to enroll in optional French second language courses in Grades 11 and 12</p> <p>3. Retention statistics of students in Late French Immersion at the end of grade 8 and of students in Early French Immersion at the end of grade 5</p>	<p>1. Maintain 100% of anglophone students in the program options designed to support FSL learning Grades 3 through Grade 10</p> <p>2. Increase by 2012 - 2013, the percentage of students who choose to enroll in optional French courses in Grades 11 and 12: Grade 11 English Prime students with Intensive French from 10.5% to 15% Grade 12 English Prime students with Intensive French from 3.5% to 8% Grade 11 French Immersion students from 81% to 90% Grade 12 French Immersion students from 82% to 90%</p> <p>3. By 2012-2013, reduce the average attrition from Late French Immersion at the end of Grade 8 after 3 years in the program from 15% to 10%; reduce the average attrition from Early French Immersion (former program) at the end of Grade 5 after 5 years in the program from 23% to 20%</p>	Years	Canada	N.-B.	Total
		2009-2010	\$250,000	\$255,000	\$505,000
		2010-2011	\$270,000	\$270,000	\$540,000
		2011-2012	\$270,000	\$270,000	\$540,000
		2012-2013	\$270,000	\$270,000	\$540,000
<i>Sub total - Student participation</i>			\$1,060,000	\$1,065,000	\$2,125,000

Planned initiatives	Total planned contributions by initiative			
	2009-2010	2010-2011	2011-2012	2012-2013
Communication re FSL Programs 1 . Develop communication materials, both print and electronic, for students, parents/stakeholders, and guidance councillors regarding FSL offerings within the educational system, as well as summer programs (grades 9-12) and post-secondary transition opportunities (awareness of available programs in various fields for students who may wish to continue studies in French at the Post-secondary level).	\$5,000	\$15,000	\$15,000	\$15,000
Attrition from program options that support French second language learning 2. - Document enrolment in the new French Immersion program (entry at Grade 3) in September 2010 and monitor continued enrolment in Grade 4 in 2011 to assess if attrition occurs and for what reasons. Respond appropriately to any changes in enrollment. - Establish a process to document reasons why students transfer from their program of choice to another program option that also supports French language learning. - Create multimedia applications through which students in Grades 9 and 10 hear from young bilingual adults about the positive benefits about being able to speak, read and write French as a second language. Through school districts, arrange opportunities for young bilingual adults to speak directly to students in Grades 9 and 10 about the value of continuing French courses during Grades 11 and 12.	\$0	\$25,000	\$25,000	\$25,000
Instructional support for students who experience challenges with French second language learning 3. Provide funding to support interventions for students who are experiencing challenges with French second language learning to help all students succeed in their program of choice. 4. Provide needed assistive technology where necessary to support the learning of FSL.	\$100,000 \$200,000	\$100,000 \$200,000	\$100,000 \$200,000	\$100,000 \$200,000
Elective French courses within the High School Blended Program 5. Complete on-line surveys of middle and high school students to determine interest in and preferences for French high school elective courses and other types of French learning experiences. Using the resulting information, increase the number of FSL elective course offerings (face-to-face and on-line) at the Grades 11 and 12 levels by at least four courses by the end of 2012-2013.	\$200,000	\$200,000	\$200,000	\$200,000

OUTCOME DOMAIN	Provision of programs				
Performance indicators	Performance targets	Planned investments by outcomes domain			
<p>Percentage of schools/classes implementing new Education Program options to support the learning of French as a second language:</p> <p>1. Percentage of English Prime classes K-3 implementing learning experiences to introduce French language and culture</p> <p>2. Percentage of English Prime classes (Grades 4-8) using Intensive French methodology</p> <p>3. Percentage of classes (Grades 3-5) implementing French Immersion (Grade 3 Entry) where numbers warrant the establishment of the program</p>	<p>1. By 2013, the number of English Prime classes (K-3) offering learning experiences to introduce students to French language and culture will increase from 336 classes in 2008-09 (approximately 31% of classes) to 100% of all K-3 English Prime classes in the 2012-2013 school year</p> <p>2. By 2013, the number of English Prime classes (Grades 4-8) using the Intensive French methodology will increase from 330 in the 2008-09 (approximately 40% of classes) to 100% of the English Prime classes in the 2012-2013 school year</p> <p>3. By 2013, the new French Immersion program (Grade 3 Entry) will be implemented in 100% of schools housing Grades 3-5 students where enrolment numbers warrant the establishment of the program. Currently in 2009-10, no schools are offering the new French Immersion program (Grade 3 Entry)</p>	Years	Canada	N.-B.	Total
		2009-2010	\$1,212,630	\$10,312,370	\$11,525,000
		2010-2011	\$1,082,630	\$10,527,370	\$11,610,000
		2011-2012	\$1,052,630	\$10,022,370	\$11,075,000
		2012-2013	\$1,052,630	\$10,022,370	\$11,075,000
		<i>Sub total - Provision of programs</i>	\$4,400,520	\$40,884,480	\$45,285,000
Planned initiatives	Total planned contributions by initiative				
	2009-2010	2010-2011	2011-2012	2012-2013	
<p>Learning experiences to introduce French language and culture</p> <p>1. Complete the development and implementation of the learning experiences to introduce students to French language and culture in Kindergarten to Grade 3. Provide appropriate print and electronic resources and support all learning experiences with an interactive website for teachers and parents.</p>		\$180,000	\$80,000	\$15,000	\$15,000

Intensive French - Pre, Intensive, and Post 2. Complete related curriculum documents and purchase identified resources for schools to implement Pre-Intensive French at Grade 4, Intensive French at Grade 5, and Post-Intensive French at Grades 6-9. Review and maintain in subsequent years. Continue to develop and pilot Post-Intensive French at Grades 10-12.	\$745,000	\$470,000	\$400,000	\$400,000
French Immersion (Grade 3 entry point) 3. Develop and implement curriculum for the new French Immersion Program (Grade 3 entry) at Grades 3 through 5. Identify and provide appropriate (print and non print) learning resources to support the French Immersion Program.	\$240,000	\$300,000	\$300,000	\$300,000
Former Early French Immersion Program 4. Maintain (grandfather) former Early French Immersion program (Grades 3-12), until it is replaced by the new French Immersion program (Grade 3 entry).	\$400,000	\$800,000	\$400,000	\$400,000
Late French Immersion 5. Complete and implement revisions of the French language arts curriculum, as well as other curricular areas for the Late French Immersion program. Identify and purchase appropriate print and non-print learning resources.	\$150,000	\$150,000	\$150,000	\$150,000
FSL Learning Specialists to support provision of programs 6. Fund learning specialists positions at the Department of Education and school district levels to support the development and implementation of French second language programs.	\$1,920,000	\$1,920,000	\$1,920,000	\$1,920,000
21st Century Learning Plan 7. Review and revise all curricula, including French second language, to ensure learning outcomes focus on enduring concepts and skills, and 21st Century competencies (e.g., communication, critical thinking, problem-solving, collaboration, personal development and self awareness, and global citizenship) are included throughout. This refinement initiative will address higher levels of learning and allow more opportunity for greater depth of understanding. Provide 21st Century tools and French multimedia resources to support student engagement.	\$700,000	\$700,000	\$700,000	\$700,000
Planned initiatives	Total planned contributions by initiative			
	2009-2010	2010-2011	2011-2012	2012-2013
Supplementary Educational Materials 8. Provision and refreshing of print and electronic French educational materials, including textbooks and library resources, to support school districts/schools and the classroom instruction.	\$1,100,000	\$1,100,000	\$1,100,000	\$1,100,000

Education Structure and Support				
9. Support school districts to help cover the additional teacher costs (approximately 45 FTE's) associated with offering the new French Immersion Program (entry at Grade 3) in 57 of the 157 schools that have Grades 3-5.	\$2,610,000	\$2,610,000	\$2,610,000	\$2,610,000
10. Support school districts to help cover the additional teacher costs (approximately 60 FTE's) associated with offering Early and/or Late French Immersion in 51 of the 93 schools that have Grades 6-8.	\$3,480,000	\$3,480,000	\$3,480,000	\$3,480,000

OUTCOME DOMAIN		Student performance			
Performance indicators		Performance targets		Planned investments by outcomes domain	
Achievement of Oral Proficiency targets: 1, 2 and 3. Oral proficiency results measured through a series of oral interviews at various grade levels	Increase in the percentage of students who meet the minimum oral proficiency target in all FSL programs 1. At the Grade 5 level, based on a random sample, increase from 58% in 2009 the percentage of English Prime students in Intensive French who achieve the oral proficiency target of Basic Low on the Middle School Scale to 70% by 2013 2. At the Grade 10 level, based on a random sample, increase the percentage of students (English Prime and French immersion) who achieve the oral proficiency target of Intermediate or above on the New Brunswick Oral Proficiency Scale from 36.3% in 2007 – 2008 to 70% by 2012-2013 3. At the Grade 12 level, based on an optional assessment: - increase the percentage of English Prime students (with Intensive French) achieving the proficiency target of Intermediate or better from 23% (2008 – 2009) to 70% by 2013; - increase the percentage of Early French Immersion students (former program) achieving the proficiency target of Advanced or better from 31.7% (2008 – 2009) to 70% by 2013; - increase the percentage of Late French Immersion students achieving the proficiency target of Intermediate Plus or better from 51% (2008 – 2009) to 70% by 2013	Years	Canada	N.-B.	Total
		2009-2010	\$1,420,000	\$1,428,000	\$2,848,000
		2010-2011	\$1,440,000	\$1,448,000	\$2,888,000
		2011-2012	\$1,440,000	\$1,448,000	\$2,888,000
		2012-2013	\$1,440,000	\$1,448,000	\$2,888,000

Performance indicators	Performance targets	Planned investments by outcomes domain			
<p>Achievement of Reading targets:</p> <p>4, 5 and 6. Reading assessment results measured through comprehension assessments at Grades 4 and 10</p>	<p>Increase the percentage of students who meet the minimum appropriate or higher reading achievement standards</p> <p>4. At the Grade 4 level, based on a census evaluation, increase from 76.1% in 2009 to 85% the percentage of French Immersion students in Grade 4 who achieve the proficiency target of appropriate or higher in reading by 2010-2011</p> <p>5. At the end of Grade 5, based on a random sample, by 2013, increase the percentage of English Prime students in Intensive French who achieve the proficiency target of appropriate or higher in reading from the baseline established at the end of June 2012, with the target being 70% of students achieving appropriate or higher</p> <p>6. At the Grade 10 level, based on a census evaluation, increase from 69.4% in 2009 to 85% the percentage of French Immersion students in Grade 10 who achieve the proficiency target of appropriate or higher in reading by 2012-13</p>				
<p>Achievement of Writing targets:</p> <p>7, 8 and 9. Writing assessment results measured through writing samples at Grades 4, 5 and 10</p>	<p>Increase the percentage of students who meet the minimum appropriate or higher writing achievement standards</p> <p>7. At the end of the Intensive French program in Grade 5, based on a random sample of classes of students, increase from 30.5% in 2009 to 70% the percentage of English Prime students in Intensive French who achieve the proficiency target of appropriate or higher on writing assessment by 2012-13</p> <p>8. At the end of Grade 4, based on a census of Grade 4 French immersion students, increase from 71% in 2009 to 85% the percentage of French immersion students in Grade 4 who achieve the proficiency target of appropriate or higher in writing by 2010-2011</p> <p>9. At the end of Grade 10, based on a census of Grade 10 French immersion students, increase from 45.8% in 2009 to 85% the percentage of French Immersion students in Grade 10 who achieve the proficiency target of appropriate or higher in writing by 2012-13</p>				

Performance indicators	Performance targets	Planned investments by outcomes domain			
<p>Achievement of Mathematics targets:</p> <p>10, 11 and 12. Mathematics assessment results measured through provincial assessments at Grades 3, 5 and 8</p>	<p>Increase the percentage of students who meet the minimum appropriate or higher mathematics achievement standards</p> <p>10. At the Grade 5 level, based on a census evaluation, increase from 71.6% in 2009 to 85% the percentage of French Immersion students in Grade 5 who achieve the proficiency target of appropriate or higher in mathematics by 2013</p> <p>11. At the end of Grade 8, based on a census evaluation, increase from 76.8% in 2009 to 85% the percentage of French Immersion students in Grade 8 who achieve the proficiency target of appropriate or higher in mathematics by 2013</p> <p>12. At the end of Grade 3, based on a census evaluation, increase the percentage of French Immersion students in Grade 3 who achieve the proficiency target of appropriate or higher in mathematics from the baseline established at the end of June 2011, with the target being 85% of students achieving appropriate or higher by 2013</p>				
<p>Achievement of Science targets:</p> <p>13. Science assessment results measured through provincial assessment at the end of Grade 6</p>	<p>Increase the percentage of students who meet the minimum appropriate or higher science achievement standard</p> <p>13. At the end of Grade 6, based on a census evaluation, increase from 61.4% in 2009 to 85% the percentage of French Immersion students in Grade 6 (Early French Immersion - grandfathered group and Late French Immersion) who achieve the proficiency target of appropriate or higher in science by 2013</p>				
<i>Subtotal - Student performance</i>			\$5,740,000	\$5,772,000	\$11,512,000

Planned initiatives	Total planned contributions by initiative			
	2009-2010	2010-2011	2011-2012	2012-2013
<p>Development of performance standards for French oral, reading and writing outcomes</p> <p>1. Through a random assessment of students (approximately 10% of students) in the various education options available to support French second language learning, establish oral, reading and writing performance standards. Areas of focus will include: Intensive French reading standards (Grade 5); Post Intensive French oral, reading and writing standards (Grades 6-8); New French Immersion Program (entry at Grade 3) oral, reading and writing standards for Grades 3 - 5. Late French Immersion program (entry at Grade 6) oral, reading and writing standards for Grades 6-8. These standards of performance are important to guide both classroom/school assessments and provincial assessments. Due to the many program changes to support French second language learning in NB, it is important to define new performance standards. The establishment of the performance standards described previously will occur over the duration of the agreement according to the implementation schedule of the new program options.</p>	\$20,000	\$60,000	\$60,000	\$60,000
<p>Provincial assessment programs involving French second language learning</p> <p>2. The province of New Brunswick is committed to administering provincial assessments at various points in the system to evaluate students French second language abilities (oral, reading and writing). Provincial assessments will occur at the following levels: Grade 4 French Immersion (FI) (former Early FI program and new FI program-entry at Grade 3) reading and writing assessment (census); Grade 5 Intensive French oral and writing (random sample); Grade 6 French Immersion science (census); Grade 10 French Immersion reading and writing (census); Grade 10 French Immersion and English Prime with Post Intensive French oral proficiency (random sample on alternative years); Grade 12 oral proficiency assessment (students who continue in French second language courses).</p>	\$698,000	\$698,000	\$698,000	\$698,000
<p>Interventions in literacy and numeracy</p> <p>3. Provide interventions to students who experience challenges in literacy and numeracy through literacy and numeracy lead teachers. Interventions are based on students' needs. Literacy interventions tend to run from 6-8 weeks and are generally provided in small groups of approximately 6 students. Pre-assessments are completed and from the results a plan of intervention is created. Strategies of focus may include decoding of words, fluency, comprehension and enhanced vocabulary. Mathematics interventions are also based on pre-assessments and offered in small groups. Strategies of focus may include greater use of manipulatives to develop a concept, reviewing skills or concepts a student may be missing, and dispelling misconceptions about a given skill or concept. The majority of mathematics interventions tend to be in the areas of number sense and operations.</p>	\$2,130,000	\$2,130,000	\$2,130,000	\$2,130,000

OUTCOME DOMAIN	Enriched school environment				
Performance indicators	Performance targets	Planned investments by outcomes domain			
<p>1. Number of schools implementing the Bilingual Learning Environment Policy</p> <p>2. Number of classes who participate in face-to-face and/or virtual classroom communication opportunities with Francophone students</p>	<p>1. By 2013, increase the number of anglophone schools implementing the Bilingual Learning Environment Policy from 35 schools (15% of schools) to 225 schools (100% of schools)</p> <p>2. Increase the number of classes participating in face-to-face and/or virtual classroom communication opportunities with Francophone students both within and outside of the province from 35 to 70 by 2013</p>	Years	Canada	N.-B.	Total
		2009-2010	\$390,000	\$395,000	\$785,000
		2010-2011	\$390,000	\$425,000	\$815,000
		2011-2012	\$390,000	\$425,000	\$815,000
		2012-2013	\$390,000	\$425,000	\$815,000
<i>Sub total - Enriched school environment</i>			\$1,560,000	\$1,670,000	\$3,230,000
Planned initiatives		Total planned contributions by initiative			
		2009-2010	2010-2011	2011-2012	2012-2013
<p>Bilingual Learning Environment Policy</p> <p>1. Pilot and implement the Bilingual Learning Environment Policy in schools across the province. Support implementation with an on-line booklet of ideas (cultural/enrichment activities) as well as print and non-print resources, and funding based on number of students per school to embed age-appropriate French learning opportunities and cultural experiences into the learning environment in an explicit and intentional manner. Organize at least one annual meeting between anglophone and francophone language specialists to consider strategies of mutual benefit and opportunities for student interactions between linguistic communities.</p>		\$250,000	\$250,000	\$250,000	\$250,000

Planned initiatives	Total planned contributions by initiative			
	2009-2010	2010-2011	2011-2012	2012-2013
Summer French Immersion (Enrichment) Program 2. Strengthen the summer immersion program through a publicity campaign (e.g., posters, website) to encourage participation from among English Prime and French Immersion students in the Summer French Immersion (Enrichment) Program; collaborate with officials at l'Université de Moncton to develop strategies to increase retention in the program.	\$300,000	\$330,000	\$330,000	\$330,000
The Québec – New Brunswick Semester Exchange for Grade 11 Students 3. Maintain this exchange program with the minimum number of 15 students. Refine publicity materials (print and electronic) concerning the exchange program.	\$35,000	\$35,000	\$35,000	\$35,000
Face-to-face and/or virtual classroom communication opportunities 4. Develop projects in collaboration with school districts to provide French second language students with face-to-face and virtual opportunities to communicate (oral, writing, reading) with French first language classes both within and outside the province. Such projects will include, but not be limited to, youth network forums where students share ideas and debate various curricular and current event type topics posted on the NB Portal site. Protocols will be developed for teachers and students which will then be shared with school districts.	\$200,000	\$200,000	\$200,000	\$200,000

OUTCOME DOMAIN	Support for educational staff and research				
Performance indicators	Performance targets	Planned investments by outcomes domain			
1. Number of teachers who function at advanced plus or superior level 2. Number of school staffs receiving formative evaluations concerning practices related to school effectiveness	1. By 2013, increase the number of teachers who function at advanced plus or superior level (the two desired proficiency levels for teachers as described in Policy 309) from the current base line by at least 10%. Note: The Department of Education is in the process of obtaining numbers of FSL teachers at the various proficiency levels 2. By 2013, increase from 0% of schools staffs in the anglophone public education system receiving individualized evaluations annually to improve practices in the following areas: instructional leadership; instructional practice; monitoring of student progress; school organization and environment to 60% of schools	Years	Canada	N.-B.	Total
		2009-2010	\$1,340,000	\$1,384,000	\$2,724,000
		2010-2011	\$1,430,000	\$1,447,000	\$2,877,000
		2011-2012	\$1,460,000	\$1,460,000	\$2,920,000
		2012-2013	\$1,460,000	\$1,460,000	\$2,920,000

<i>Sub total - Support for educational staff and research</i>		\$5,690,000	\$5,751,000	\$11,441,000
Planned initiatives	Total planned contributions by initiative			
	2009-2010	2010-2011	2011-2012	2012-2013
Teacher language training opportunities 1. - Work collaboratively with school districts to diversify current language training opportunities available for teachers, addressing the issues of geographical accessibility and flexibility in the timing of program offerings. Examples of programs being considered include on-line courses, locally offered language training courses made available to teachers in nearby school districts through technological means, University and Community college extension courses, summer bursary programs. All programs will be required to have a pre- and post-test measurement to report on growth. - Throughout the term of this agreement, maintain a minimum of three educational leaves for teachers per year for individuals to study in French Second Language.	\$668,600	\$506,600	\$549,600	\$549,600
Professional development opportunities for teachers/administrators and French second language learning specialists 2. Research shows clearly that high performing schools maintain a strong focus on improving teachers' instructional practices As teachers are asked to implement new educational programs to support French second language learning, in-service opportunities will be made available to increase fidelity with program expectations and standards. Professional development opportunities will be both face-to-face and electronic. 3. Develop both face-to-face and on-line professional development opportunities or courses for classroom, literacy lead, and methods and resource teachers that focus on ways to support success for all students in their program of choice. Courses may lead to a Certificate or Masters Degree (French strand) for Methods and Resource teachers.	\$1,825,400	\$1,825,400	\$1,825,400	\$1,825,400
School Improvement service 4. In the 2010-11 school year, a School Improvement Service will be implemented provincially (Anglophone sector), which will engage administrative teams and school personnel in an ongoing internal and external school review process. This will highlight effective practices in all domains and provide expert and peer support for schools to improve practices related to student learning.	\$0	\$400,000	\$400,000	\$400,000
Model Schools 6. Provide teachers with strategies and support to build capacity in creating an engaging and relevant learning environment for students. This initiative will also include the support for implementing model school initiatives, collaboration between model schools on various initiatives.	\$170,000	\$170,000	\$170,000	\$170,000

LINGUISTIC OBJECTIVE	French Second-Language Instruction (FLS) - Anglophone Sector - Primary and Secondary				
	Outcomes domain	Planned investments by outcomes domain			
		Years	Canada	N.-B.	Total
		2009-2010	\$250,000	\$255,000	\$505,000
		2010-2011	\$270,000	\$270,000	\$540,000
		2011-2012	\$270,000	\$270,000	\$540,000
		2012-2013	\$270,000	\$270,000	\$540,000
		Subtotal - Student participation	\$1,060,000	\$1,065,000	\$2,125,000
		2009-2010	\$1,212,630	\$10,312,370	\$11,525,000
		2010-2011	\$1,082,630	\$10,527,370	\$11,610,000
		2011-2012	\$1,052,630	\$10,022,370	\$11,075,000
	2012-2013	\$1,052,630	\$10,022,370	\$11,075,000	
	Subtotal - Provision of programs	\$4,400,520	\$40,884,480	\$45,285,000	
	2009-2010	\$1,420,000	\$1,428,000	\$2,848,000	
	2010-2011	\$1,440,000	\$1,448,000	\$2,888,000	
	2011-2012	\$1,440,000	\$1,448,000	\$2,888,000	
	2012-2013	\$1,440,000	\$1,448,000	\$2,888,000	
	Subtotal - Student performance	\$5,740,000	\$5,772,000	\$11,512,000	
	2009-2010	\$390,000	\$395,000	\$785,000	
	2010-2011	\$390,000	\$425,000	\$815,000	
	2011-2012	\$390,000	\$425,000	\$815,000	
	2012-2013	\$390,000	\$425,000	\$815,000	
	Subtotal - Enriched school environment	\$1,560,000	\$1,670,000	\$3,230,000	
	2009-2010	\$1,340,000	\$1,384,000	\$2,724,000	
	2010-2011	\$1,430,000	\$1,447,000	\$2,877,000	
	2011-2012	\$1,460,000	\$1,460,000	\$2,920,000	
	2012-2013	\$1,460,000	\$1,460,000	\$2,920,000	
	Subtotal - Support for educational staff and research	\$5,690,000	\$5,751,000	\$11,441,000	
	2009-2010	\$4,612,630	\$13,774,370	\$18,387,000	
	2010-2011	\$4,612,630	\$14,117,370	\$18,730,000	
	2011-2012	\$4,612,630	\$13,625,370	\$18,238,000	
	2012-2013	\$4,612,630	\$13,625,370	\$18,238,000	
TOTAL - Primary and Secondary - Anglophone Sector - FRENCH SECOND LANGUAGE		\$18,450,520	\$55,142,480	\$73,593,000	

SUMMARY

Planned investments by outcomes domain			
Years	Canada	N.-B.	Total
2009-2010	\$5,038,334	\$14,200,074	\$19,238,408
2010-2011	\$5,038,334	\$14,543,074	\$19,581,408
2011-2012	\$5,038,334	\$14,051,074	\$19,089,408
2012-2013	\$5,038,334	\$14,051,074	\$19,089,408
TOTAL - Primary, Secondary and UNB - Anglophone Sector - FRENCH SECOND LANGUAGE	\$20,153,336	\$56,845,296	\$76,998,632

2009-2010	\$5,339,248	\$14,500,988	\$19,840,236
2010-2011	\$5,339,248	\$14,843,988	\$20,183,236
2011-2012	\$5,339,248	\$14,351,988	\$19,691,236
2012-2013	\$5,339,248	\$14,351,988	\$19,691,236
TOTAL - FRENCH AND ENGLISH SECOND LANGUAGES	\$21,356,992	\$58,048,952	\$79,405,944

2009-2010	\$16,363,444	\$25,906,487	\$42,269,931
2010-2011	\$16,363,444	\$27,682,338	\$44,045,782
2011-2012	\$16,363,444	\$27,782,338	\$44,145,782
2012-2013	\$16,363,444	\$27,782,338	\$44,145,782
TOTAL - FRENCH FIRST LANGUAGE	\$65,453,776	\$109,153,501	\$174,607,277

2009-2010	\$21,702,692	\$40,407,475	\$62,110,167
2010-2011	\$21,702,692	\$42,526,326	\$64,229,018
2011-2012	\$21,702,692	\$42,134,326	\$63,837,018
2012-2013	\$21,702,692	\$42,134,326	\$63,837,018
GLOBAL TOTAL - FRENCH FIRST LANGUAGE AND FRENCH AND ENGLISH SECOND LANGUAGES	\$86,810,768	\$167,202,453	\$254,013,221