

**CANADA–ONTARIO AGREEMENT ON
MINORITY-LANGUAGE EDUCATION AND
SECOND OFFICIAL-LANGUAGE INSTRUCTION
2013–2014 TO 2017–2018**

THIS AGREEMENT was concluded in English and French on this 25th day of March 2014,

BETWEEN: HER MAJESTY THE QUEEN IN RIGHT OF CANADA, hereinafter called “Canada,” represented by the Minister of Canadian Heritage,

AND: HER MAJESTY THE QUEEN IN RIGHT OF ONTARIO, hereinafter called “Ontario,” represented by the Minister of Education of Ontario.

WHEREAS English and French are the official languages of Canada, as recognized by the *Canadian Charter of Rights and Freedoms* as well as by the *Official Languages Act*, and whereas Canada recognizes its responsibilities and undertakings with respect to those languages;

WHEREAS Section 23 of the *Canadian Charter of Rights and Freedoms* recognizes the right of Canadian citizens belonging to the English- or French-language minority in a province or territory to have their children educated in that language, at the elementary and secondary levels, where numbers of students warrant, and that this right includes, where the number of those children so warrants, the right to have them receive that instruction in minority-language educational facilities provided out of public funds;

WHEREAS Canada is committed to enhancing the vitality of the official-language minority communities and to fostering the full recognition and use of both English and French in Canadian society, and whereas, in accordance with the *Official Languages Act*, the Minister of Canadian Heritage may, to this effect, take such measures, in particular, to encourage and assist provincial and territorial governments to provide members of the official-language minority communities with education in their own language and to provide opportunities for everyone to learn both English and French as a second language;

WHEREAS a Protocol for Agreements between Canada and the Council of Ministers of Education, Canada (CMEC), for minority-language education and second-language instruction from 2013–2014 to 2017–2018, hereinafter referred to as the “Protocol,” was concluded on August 14, 2013;

WHEREAS Ontario recognizes that the concept of additional costs, as recognized by the Protocol, constitutes one of the premises on which Canada bases its financial support to Ontario;

WHEREAS education is under provincial jurisdiction and Ontario is responsible for establishing plans, determining the objectives, defining the contents, setting priorities and evaluating its programs in education;

WHEREAS Ontario in the context of its responsibility for education, provides education in French in the province in accordance with Section 23 of the *Canadian Charter of Rights and Freedoms* and its spirit, and instruction in French as a second language;

WHEREAS Canada and Ontario acknowledge the importance of learning French as a second language, and Ontario, within its jurisdiction over education, agrees to foster this learning through the second official-language programs it provides in Ontario;

WHEREAS Canada and Ontario wish to foster dialogue and mutual understanding between the French- and English-speaking communities;

WHEREAS the *Roadmap for Canada’s Official Languages 2013–2018: Education, Immigration, Communities*, announced on March 28, 2013, reaffirms the importance of Canada’s long-standing cooperation with the provincial and territorial governments and provides financial investments in this regard;

WHEREAS an agreement between Canada and Ontario should be further to and consistent with the Protocol, and should take into account the respective responsibilities and common interests of the parties;

WHEREAS Ontario agrees to submit an action plan that identifies its minority-language education and second-language instruction interventions with respect to this agreement based on the strategic framework described in the Protocol;

AND WHEREAS Ontario agrees, for the purpose of this agreement, to describe the targets and initiatives that Ontario intends to carry out in its multi-year action plan;

THEREFORE, this agreement confirms that the parties hereto agree as follows:

1. DEFINITIONS

1.1 The following definitions apply to this agreement.

“Action plan”, refers to a provincial/territorial action plan based on the minority-language education and second-language teaching needs and priorities on which it focuses. This plan includes a preamble and presents, for each linguistic objective and area of intervention, initiatives, indicators, targets specific to each provincial/territorial government, and anticipated expenditures that will be covered by the federal and provincial/territorial governments’ contributions.

“Bilateral agreement(s)”, unless otherwise specified, refers to an agreement or agreements signed by Canada and Ontario, which determine the objectives, initiatives and areas of intervention described in an action plan that receives Canada’s financial support for minority-language education and second-language instruction, and set out the commitments, obligations and financial contributions of both parties.

“Education” and “instruction”, unless otherwise specified, refer to all levels of the educational system—elementary, secondary, postsecondary (colleges and universities) and adult education—according to the definition generally accepted by Statistics Canada or agreed upon by Canada and Ontario.

“Fiscal year” and “fiscal years”, unless otherwise specified, refer to the period beginning April 1 and ending March 31.

“Incurred expenditures” refers to all accounting operations related to the activities when the activities occur. Expenditures are presented in the interim financial reports and annual reports for the fiscal years to which the activities relate, regardless of when funds are deposited or withdrawn.

“Minority language”, “second official-language” and “second language” refer to the two official languages of Canada: English and French. “Second language” means the second official-language, either English or French, as the case may be. In the context of Ontario, minority language refers to French, and second language refers to French.

A “program” with respect to minority-language education refers to all activities or initiatives to support teaching and learning at a given grade level provided in the minority language by a minority-language school or postsecondary institution. A “program” with respect to second-language instruction refers to all activities or initiatives to support teaching and learning of the second language at a given level provided by a school or postsecondary institution.

A “School year”, unless otherwise specified, refers to the period beginning July 1 and ending June 30.

“Strategic framework” refers to a general framework describing, for each linguistic objective, the areas of intervention for which Canada’s support will be provided for the provincial/territorial governments’ action plans developed in the context of the bilateral agreements.

2. PURPOSE OF THE AGREEMENT

2.1 The purpose of this agreement is to establish a new cooperation framework on official languages in education between Canada and Ontario for 2013–2014 to 2017–2018 to fund the initiatives described in Ontario’s action plan, appearing in Schedule 3 of this agreement. The objectives for which Canada provides Ontario with a financial contribution are set out below:

2.1.1 Provide members of the French-language minority in Ontario with the opportunity to be educated in their own language, and to experience cultural enrichment associated with that community.

2.1.2 Provide the residents of Ontario with the opportunity to learn French as a second language along with opportunities for cultural enrichment through knowledge of the cultures associated with the French-language minority community.

3. PURPOSE OF THE CONTRIBUTION

3.1 Subject to the provisions of this agreement, Canada is prepared to contribute to part of the additional costs that Ontario must assume to implement the initiatives included in the multi-year action plan of this agreement (Schedule 3).

3.2 Further to the linguistic objectives described in section 2 of this agreement, Canada and Ontario agree to focus their efforts, for the purposes of the action plan (Schedule 3), on the areas of intervention described in the strategic framework presented in Schedule 4 of this agreement. The areas of intervention that Ontario chooses to focus on for each linguistic objective may include all or part of the areas described in Schedule 4.

3.3 Canada and Ontario may fund initiatives that address emerging priorities as part of this agreement. Insofar as its particular circumstances make it possible, Ontario also agrees to take into consideration broad directions in which it shares a common interest with all the provinces and territories. For minority-language education, this may mean paying special attention to the continuum of education in a minority context, early childhood education, the development of school–community partnerships and postsecondary education, as well as promoting the sharing of best practices. For second-language learning, this may mean a special focus on the intensive teaching and learning approaches, on youth involvement in authentic language-learning experiences and on various undertakings that demonstrate progress in acquiring language skills, as well as promoting the sharing of best practices.

3.4 In the interests of increasing inter-provincial/territorial cooperation and encouraging optimum use of resources, Canada and Ontario recognize the importance of undertaking projects or initiatives of an inter-provincial/territorial or pan-Canadian scope. For this purpose, it is mutually agreed that these may be coordinated by the CMEC, Ontario, or other provinces and territories, in collaboration with Canada. The terms and conditions governing these projects or initiatives shall be subject to prior agreement between Canada, Ontario and/or the CMEC.

4. MAXIMUM AMOUNT OF CONTRIBUTION

4.1 Subject to the appropriation of funds by Parliament, to the maintenance by the federal minister of current and forecasted budgetary levels to March 31, 2018, for the Development of Official-Language Communities Program, Minority-Language Education Component, and the Enhancement of Official Languages Program, Second-Language Learning Component, to the compliance with the provisions of the Protocol, to the commitments made within special agreements or arrangements, and to the terms and conditions of this agreement, Canada agrees to contribute to the eligible expenditures incurred by Ontario for the purposes described in section 2 of this agreement. Canada’s total financial contribution shall be the lesser of three hundred and ninety-five million four hundred and sixteen thousand five hundred and sixty dollars (\$395,416,560) or 50 percent of the total eligible expenditures incurred during the term of this agreement.

4.2 Subject to subsection 4.1 of this agreement and from within Canada’s financial contribution described therein, Canada shall make the following annual contributions to Ontario for the implementation of the measures described in its action plan (Schedule 3):

Fiscal Year	Minority Language	Second Language	Total
2013–2014	\$54,992,678	\$24,090,634	\$79,083,312
2014–2015	\$54,992,678	\$24,090,634	\$79,083,312
2015–2016	\$54,992,678	\$24,090,634	\$79,083,312
2016–2017	\$54,992,678	\$24,090,634	\$79,083,312
2017–2018	\$54,992,678	\$24,090,634	\$79,083,312
Total	\$274,963,390	\$120,453,170	\$395,416,560

4.3 Canada’s contribution is conditional on Ontario providing for each area of intervention a financial contribution equivalent to or greater than that of Canada for the implementation of its action plan (Schedule 3).

4.4 Subject to the appropriation of funds by the Legislative Assembly of Ontario and the maintenance of current and forecasted budgetary levels for the Ministries of Education and Training, Colleges and Universities, Ontario agrees to contribute to the eligible expenditures incurred under the terms of its action plan (Schedule 3) for the period covered by this agreement.

4.5 Complementary Contributions

4.5.1 Canada reserves the right to approve complementary contributions in addition to the amount provided in subsection 4.1 of this agreement. These contributions shall be subject to Canada’s approval and shall address, among others, the following areas:

- a) early childhood education in a minority context, in particular the provision of child-care services in schools and preschool programs;
- b) the development of school–minority community partnerships;
- c) the development of postsecondary education in a minority context;
- d) second-language intensive teaching and learning approaches;
- e) the provision of authentic second-language learning experiences for youth;
- f) the assessment of second-language proficiency skills;
- g) capital projects;
- h) inter-provincial/territorial and pan-Canadian projects;
- i) program growth and quality and cultural enrichment in minority-language education at all levels of instruction as well as research in this area.

4.5.2 All things being equal, Canada shall give priority to projects that reflect growing or emerging needs expressed by the provincial and territorial governments.

4.5.3 Canada agrees to honour the multi-year commitments contracted under specific agreements with Ontario before 2013–2014 that will be completed during the years covered by this agreement. The contributions provided for in those agreements shall be made from the complementary contributions for the period 2013–2014 to 2017–2018. These contributions shall be in addition to Canada’s contribution provided for in subsection 4.1 of this agreement. The terms of payment described in the *Canada–Ontario Agreement on Minority-Language Education and Second Official-Language Instruction 2013-2014 to 2017-2018* shall continue to apply unless both parties mutually agree to amend or terminate them.

4.5.4 Any additional contributions made by Canada are conditional on Ontario making a financial contribution equivalent to or greater than that of Canada during the project period in question.

4.5.5 The provision of complementary contributions as described in subsection 4.5 of this agreement shall not result in any adjustment to the funding provided for and within the budgets described in subsection 4.1 of this agreement.

5. PROVINCIAL ACTION PLAN – 2013–2014 TO 2017–2018

5.1 For the purposes of this agreement, Ontario agrees to provide a multi-year action plan that contains initiatives for two linguistic objectives, in accordance with the objectives described in section 2 of this agreement. Ontario's action plan (Schedule 3) is preceded by a preamble.

5.1.1 The preamble describes Ontario's specific context by providing the following information:

- a) an overview of Ontario's minority-language education programs and second-language instruction programs;
- b) (baseline) reference data for Ontario's performance targets and indicators and for data sources, which constitute the provincial performance measurement strategy; and
- c) a description of the consultation process established to identify initiatives undertaken pursuant to this agreement.

5.1.2 The action plan provides, for each linguistic objective, and for the duration of this agreement, a table presenting the following information:

- a) Ontario's initiatives for each area of intervention funded;
- b) at least one performance indicator and one target for each area of intervention funded;
- c) a breakdown, by fiscal year, of contributions from Canada and Ontario toward expenditures projected for each area of intervention funded, as well as the total expected annual expenditures by initiative.

5.2 Ontario agrees to submit its action plan (Schedule 3) in the manner deemed by Ontario to be most appropriate to its particular circumstances, notably in the manner described in paragraph 3.6.5 of the Protocol. Ontario may provide this information using as a model the indicators proposed in the strategic framework (Schedule 4) and in the model action plan presented in Schedule 5. If there is a need, in Canada's opinion, to clarify and determine the relevance of the information provided, Ontario agrees to hold discussions with Canada.

5.3 Ontario may, with Canada's prior agreement, make adjustments to its action plan (Schedule 3) to reflect increased costs and needs and, consequently, the pace of the action plan. The action plan (Schedule 3) may be adjusted annually in accordance with the terms and conditions in this agreement.

5.4 Complementary Projects

5.4.1 Complementary projects shall constitute an addendum to the multi-year action plan (Schedule 3) and shall form an integral part thereof.

5.4.2 For Canada's approval of a financial contribution for complementary projects under this agreement, projects shall be submitted as an action plan. The plan shall include a preamble, the intended areas of intervention, targets, performance indicators, initiatives and contributions of Canada and Ontario. These action plans shall be provided to Canada by an individual duly authorized by Ontario.

5.4.3 Each complementary project shall identify the targets of the action plan to which the complementary project contributes or new performance indicators and new targets specific to the project.

6. COORDINATION

6.1 The representatives of Canada and Ontario agree to hold a meeting, within the sixty (60) days prior to the end of each fiscal year covered by this agreement, or at a time mutually agreed upon, to discuss the implementation of the action plan. The parties may then, if required, agree to amendments to the action plan (Schedule 3).

7. AVAILABILITY OF MATERIALS

7.1 Ontario agrees to take all reasonable measures to make available to any researcher, institution, provincial or territorial government, Canada and the general public any audio-visual aids, curriculum material, films, research, studies or other material developed through financial support provided by Canada under this agreement. For this purpose, Ontario may catalogue this material and make it available to the public. Ontario also agrees that all the costs of providing such documents shall be calculated in light of Canada's financial contribution. Wherever possible, such costs shall be calculated solely on the basis of the costs associated with the provision of said documents but not with the preparation thereof.

8. PARTNERSHIP

8.1 The parties recognize that this agreement does not constitute an association with the intent to establish a partnership or a joint venture nor to create an agency relationship between Canada and Ontario.

9. MEMBERS OF THE HOUSE OF COMMONS, THE SENATE AND THE LEGISLATIVE ASSEMBLY OF ONTARIO

9.1 No member of the House of Commons, the Senate or the Legislative Assembly of Ontario may take part in this agreement or benefit from it in any way.

10. FORMER FEDERAL PUBLIC OFFICE HOLDERS AND PUBLIC SERVANTS

10.1 No official or employee of Canada shall be admitted to share in this agreement or to benefit from it without the written consent of the official's or employee's minister. No former public office holder or public servant who is not in compliance with the *Conflict of Interest Act*, S.C. 2006, c. 9 or the *Values and Ethics Code for the Public Sector* may receive a direct benefit from this agreement.

11. LIABILITY OF CANADA AND ONTARIO

11.1 Canada shall not be liable for any injury, including death, or for any loss or damage to the property of Ontario or anyone else, that occurs through the implementation of this agreement by Ontario unless such injury, loss or damage is caused by the negligence, wilful misconduct or bad faith of Canada, the federal minister, or their employees, officers or agents.

11.2 Ontario shall not be liable for any injury, including death, or for any loss or damage to the property of Canada or anyone else, that occurs through the implementation of this agreement by Canada unless such injury, loss or damage is caused by the negligence, wilful misconduct or bad faith of Ontario, the provincial minister, or their employees, officers or agents.

11.3 Canada disclaims itself from any liability in the event that Ontario concludes a loan, rent-to-own contract or other long-term contract as part of the initiatives funded under this agreement.

12. INDEMNIFICATION

11.1 Ontario shall indemnify Canada, the federal minister and their employees, officers or agents, and release them from any liability for claims, losses, damages, expenditures and costs related to any injury or death, or loss or damage to property caused by Ontario or its employees, officers or agents in carrying out the activities described in this agreement.

11.2 Canada shall indemnify Ontario, the provincial minister and their employees, officers or agents, and release them from any liability for claims, losses, damages, expenditures and costs related to any injury or death, or loss or damage to property caused by Canada or its employees, officers or agents in carrying out the activities described in this agreement.

13. DISPUTE RESOLUTION

13.1 In the event of a dispute arising under the terms of this agreement, the parties agree to try to make a good faith attempt to settle the dispute. In the event that the parties cannot resolve the dispute through negotiation, they agree to submit to mediation before seeking the recourses proposed in subsections 14.2 and 14.3 of this agreement. The parties shall bear the cost of mediation equally.

14. BREACH OF COMMITMENTS AND RECOURSE

14.1 The following constitute breach of commitments:

14.1.1 Ontario, directly or through its representatives, makes or made, otherwise than in good faith, a false declaration or a misrepresentation to Canada; or

14.1.2 One of the conditions or commitments included in this agreement has not been fulfilled; or

14.1.3 Canada suspends or withholds for no legitimate reason payments of its contribution with respect to amounts already owing or future payments.

14.2 In the event of breach of commitments, Canada may avail itself of the following remedies:

14.2.1 Reduce Canada's contribution to Ontario and inform it accordingly;

14.2.2 Suspend any payment of Canada's contribution, either with respect to amounts already owing or future payments; and

14.2.3 Rescind this agreement and immediately terminate any financial obligation arising out of it.

14.3 In the event of breach of commitments, Ontario may avail itself of the following remedies:

14.3.1 Suspend some or all planned activities provided for in the action plan (Schedule 3); and

14.3.2 Rescind this agreement and immediately terminate any financial obligation arising out of it.

14.4 The fact that one of the two parties refrains from exercising a remedy it is entitled to exercise under this agreement shall not be considered to be a waiver of such right and, furthermore, partial or limited exercise of a right conferred on it shall not prevent it in any way in the future from exercising any other right or remedy under this agreement or other applicable law.

15. ASSIGNMENT

15.1 This agreement, and any benefit thereunder, may not be assigned without prior written approval from Canada.

16. APPLICABLE STATUTES

16.1 This agreement shall be governed by and interpreted in accordance with the applicable statutes in Ontario.

17. COMMUNICATIONS

17.1 Any notice, request, information or any other document required with respect to this agreement shall be deemed to be served if mailed or transmitted by fax or electronic mail. Any notice sent or transmitted by fax or electronic mail shall be deemed to have been received one (1) business day after it was sent; any mailed notice shall be deemed to have been received eight (8) business days following its mailing.

17.2 All notices shall be sent to the following addresses or to any other address a party indicates by written notice to the other party:

To Ontario:

Director, French-Language
Education Policy and Programs
Branch
Ministry of Education
Ministry of Training, Colleges and
Universities
Mowat Building
900 Bay Street, 8th Floor
Toronto, Ontario
M7A 1L2
Fax : 416-325-2156

To Canada:

Director, Operations and Regional
Coordination
Official Languages Branch
Department of Canadian Heritage
15 Eddy Street, 7th Floor
Gatineau, Quebec
K1A 0M5
Fax: 819-953-9353

18. DURATION

18.1 This agreement shall take effect on the date on which it is signed by all the parties and shall terminate, barring its cancellation beforehand, one year (365 days) following the expiration of the period of activities indicated in subsection 18.2 of this agreement.

18.2 All contributions to be provided by Canada in accordance with the provisions of this agreement shall apply only to the initiatives carried out in implementing the action plan (Schedule 3) and the expenditures incurred by Ontario for the period commencing on April 1, 2013, and ending on March 31, 2018.

18.3 All the obligations of Ontario shall, expressly or by their nature, survive termination or expiry of this agreement, until they are fulfilled or by their nature expire.

19 AMENDMENT OR TERMINATION

19.1 The parties may, with mutual written consent, amend or terminate this agreement during the life of this agreement.

20 CONTENT OF THE AGREEMENT

20.1 This agreement, including the following schedules that form an integral part of it and subsequent amendments in good and due form made to them, constitutes the entire agreement between the parties and supersedes all previous and future documents, negotiations, understandings and undertakings related to its subject matter. The parties acknowledge having read this agreement and agree with its content. In case of conflict or incompatibility between Schedule 1 and Schedule 2 of this agreement, Schedule 2 shall take precedence.

SCHEDULE 1 – General Administrative Procedures and Conditions

SCHEDULE 2 – Administrative Procedures and Conditions – Capital Projects

SCHEDULE 3 – Action Plan – 2013–2014 to 2017–2018

SCHEDULE 4 – Protocol Strategic Framework – 2013–2014 to 2017–2018

SCHEDULE 5 – Models – Action Plan, Annual Report, Periodic Report and Interim Financial Statement

IN WITNESS WHEREOF, the parties hereto have signed this agreement on the date that appears on the first page.

ON BEHALF OF CANADA

Original signed by

Shelly Glover

The Honourable Shelly Glover
Minister of Canadian Heritage and
Official Languages

Witness

Nathalie Podesztinski

Name in block letters

Nathalie Podesztinski

Signature

ON BEHALF OF ONTARIO

Original signed by

Liz Sandals

The Honourable Liz Sandals
Minister of Education

Witness

Howie Bender

Name in block letters

Howie Bender

Signature

Original signed by

Brad Duguid

The Honourable Brad Duguid
Minister of Training, Colleges and Universities

Witness

Kristen Munro

Name in block letters

Kristen Munro

Signature

GENERAL ADMINISTRATIVE PROCEDURES AND CONDITIONS

1. TERMS OF PAYMENT

1.1 Multi-year Action Plan (2013–2014 to 2017–2018)

Canada’s annual contributions to Ontario’s action plan (Schedule 3) referred to in subsection 4.2 of this agreement shall be made as follows:

1.1.1 Year 1 (2013–2014)

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	1. Approval of action plan by Canada and signature of this agreement 2. Requirements of the <i>Canada–Ontario Agreement on Minority-Language Education and Second Official-Language Instruction 2009-2010 to 2012-2013</i> fulfilled		
<i>Option 1</i> Second payment (not exceeding the balance of Canada’s contribution for 2013–2014)	Interim financial statement	Actual: April 1 to September 30, 2013 Anticipated: October 1, 2013, to March 31, 2014	March 31, 2014
<i>Option 2</i> Second payment (not exceeding the balance of Canada’s contribution for 2013–2014)	Annual report	April 1, 2013, to March 31, 2014	March 31, 2015

1.1.2 Year 2 (2014–2015)

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	1. Requirements of previous payments fulfilled 2. Action plan updated (if applicable)		June 30, 2014
<i>Option 1</i> Second payment (not exceeding the balance of Canada’s contribution for 2014–2015)	1. Annual report <i>for previous fiscal year</i>	April 1, 2013, to March 31, 2014	March 31, 2015
	2. Interim financial statement	Actual: April 1 to September 30, 2014 Anticipated: October 1, 2014, to March 31, 2015	March 31, 2015
<i>Option 2</i> Second payment (not exceeding the balance of Canada’s contribution for 2014–2015)	1. Annual report <i>for previous fiscal year</i>	April 1, 2013, to March 31, 2014	March 31, 2015
	2. Annual report	April 1, 2014, to March 31, 2015	March 31, 2016

1.1.3 Year 3 (2015–2016)

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	1. Requirements of previous payments fulfilled 2. Action plan updated (if applicable)		June 30, 2015
No payment	Periodic report	Most recent data held by the provincial government at the time of preparation of the report	September 30, 2015
<i>Option 1</i> Second payment (not exceeding the balance of Canada’s contribution for 2015–2016)	1. Annual report <i>for previous fiscal year</i>	April 1, 2014, to March 31, 2015	March 31, 2016
	2. Interim financial statement	Actual: April 1 to September 30, 2015 Anticipated: October 1, 2015, to March 31, 2016	March 31, 2016
<i>Option 2</i> Second payment (not exceeding the balance of Canada’s contribution for 2015–2016)	1. Annual report <i>for previous fiscal year</i>	April 1, 2014, to March 31, 2015	March 31, 2016
	2. Annual report	April 1, 2015, to March 31, 2016	March 31, 2017
The periodic report shall be finalized and accepted by Canada before the second payment is made.			

1.1.4 Year 4 (2016–2017)

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	1. Requirements of previous payments fulfilled 2. Action plan updated (if applicable)		June 30, 2016
<i>Option 1</i> Second payment (not exceeding the balance of Canada’s contribution for 2016–2017)	1. Annual report <i>for previous fiscal year</i>	April 1, 2015, to March 31, 2016	March 31, 2017
	2. Interim financial statement	Actual: April 1 to September 30, 2016 Anticipated: October 1, 2016, to March 31, 2017	March 31, 2017
<i>Option 2</i> Second payment (not exceeding the balance of Canada’s contribution for 2016–2017)	1. Annual report <i>for previous fiscal year</i>	April 1, 2015, to March 31, 2016	March 31, 2017
	2. Annual report	April 1, 2016, to March 31, 2017	March 31, 2018

1.1.5 Year 5 (2017–2018)

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	1. Requirements of previous payments fulfilled 2. Action plan updated (if applicable)		June 30, 2017
No payment	Periodic report	Most recent data held by the provincial government at the time of preparation of the report	September 30, 2017
Second payment (not exceeding the balance of Canada's contribution for 2017–2018)	1. Annual report <i>for previous fiscal year</i> 2. Annual report	April 1, 2016, to March 31, 2017 April 1, 2017, to March 31, 2018	March 31, 2018 March 31, 2019
The periodic report shall be finalized and accepted by Canada before the second payment is made.			

1.2 Complementary Projects

Canada's complementary contributions to Ontario for projects funded under the provisions set out in subsection 4.5 of this agreement shall be made as follows:

1.2.1 For One-year Projects

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	Approval of project		
Second payment (not exceeding the balance of Canada's contribution for current fiscal year)	Annual report	April 1 to March 31 of current fiscal year	March 31 of next fiscal year

1.2.2 For Multi-year Projects

a) Year 1

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	Approval of project		
<i>Option 1</i> Second payment (not exceeding the balance of Canada's contribution for current fiscal year)	Interim financial statement	Actual: April 1 to September 30 of current fiscal year Anticipated: October 1 to March 31 of current fiscal year	March 31 of current fiscal year
<i>Option 2</i> Second payment (not exceeding the balance of Canada's contribution for current fiscal year)	Annual report	April 1 to March 31 of current fiscal year	March 31 of next fiscal year
If the second payment is the final payment of Canada's contribution, this payment shall be withheld until Canada receives an annual report for the current fiscal year. The conditions and reports for subsequent fiscal years shall be provided in accordance with the requirements of those years.			

b) Subsequent Years (excluding the final fiscal year)

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	1. Requirements of previous payments fulfilled 2. Action plan updated (if applicable)		June 30 of current fiscal year
<i>Option 1</i> Second payment (not exceeding the balance of Canada's contribution for current fiscal year)	1. Annual report <i>for previous fiscal year</i>	April 1 to March 31 of previous fiscal year	March 31 of current fiscal year
	2. Interim financial statement	Actual: April 1 to September 30 of current fiscal year Anticipated: October 1 to March 31 of current fiscal year	March 31 of current fiscal year
<i>Option 2</i> Second payment (not exceeding the balance of Canada's contribution for current fiscal year)	1. Annual report <i>for previous fiscal year</i>	April 1 to March 31 of previous fiscal year	March 31 of current fiscal year
	2. Annual report	April 1 to March 31 of current fiscal year	March 31 of next fiscal year
If the second payment is the final payment of Canada's contribution, this payment shall be withheld until Canada receives an annual report for the current fiscal year. The conditions and reports for subsequent fiscal years shall be provided in accordance with the requirements of those years.			

c) Final Year

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	1. Requirements of previous payments fulfilled 2. Action plan updated (if applicable)		June 30 of current fiscal year
Second payment (not exceeding the balance of Canada's contribution for current fiscal year)	1. Annual report <i>for previous fiscal year</i>	April 1 to March 31 of previous fiscal year	March 31 of current fiscal year
	2. Annual report	April 1 to March 31 of current fiscal year	March 31 of next fiscal year

1.3 Canada's contributions to Ontario for capital projects funded under this agreement shall be made in accordance with the administrative procedures and conditions set out in Schedule 2 of this agreement.

1.4 The first payments made by Canada to Ontario as part of this agreement shall be made approximately ninety (90) business days following acceptance by Canada of the documents referred to in section 1 of this schedule.

1.5 Except for the first payments, all payments made by Canada to Ontario as part of this agreement shall be made approximately thirty (30) business days following acceptance by Canada of the documents referred to in section 1 of this schedule.

1.6 All payments are conditional on Canada's acceptance of the documents produced by Ontario in accordance with sections 1 and 2 of this schedule. This acceptance is conditional on the compliance of the information provided in the said documents with the administrative procedures and conditions of this agreement and on Ontario having addressed the issues raised by Canada, if any.

2. FINANCIAL STATEMENTS AND REPORTS

2.1 Canada and Ontario agree that they must be accountable to Parliament, the provincial legislature and the general public for the proper use of funds provided under this agreement and for the results achieved by these investments. Consequently, Ontario agrees to provide Canada with the financial statements and reports required for each fiscal year covered by this agreement.

2.2 The reports and financial statements shall be approved by an individual duly authorized by Ontario.

2.3 For each reference period, the financial statements shall separately present the budget established in the province's action plan (Schedule 3), the federal and provincial contributions by area of intervention and, for each initiative, all expenditures incurred by Ontario, including those incurred since the effective date of this agreement, in other words, April 1, 2013. The financial statements shall be prepared in accordance with generally-accepted accounting principles.

2.4 Ontario shall provide the financial statements and annual and periodic reports in the manner it considers to be most appropriate to its particular circumstances. To this end, it may use the report models proposed in Schedule 5 or any other format, insofar as it meets the requirements set out in subsections 2.8, 2.9 and 2.10 of this schedule and is in line with the spirit of subsection 8.2 of the Protocol.

2.5 If, following presentation of such information, there is a need, in the opinion of Canada, to clarify and determine the relevance of the information provided in the financial statements and reports, Ontario agrees to hold discussions with Canada.

2.6 For the purposes of subsection 3.3 of this schedule, Ontario undertakes to ensure that the expenditures it reports in the financial statements submitted to Canada for expenditures incurred between April 1 and June 30, and charged to the previous fiscal year, are not reported in the following fiscal year.

2.7 Ontario agrees to keep accounts and documents up to date and in due form on receipts and expenditures related to the content of this agreement, including all related invoices, receipts and useful supporting documents. For the purposes of this agreement, Ontario shall retain all financial accounts, source documents and other useful documents for a period of at least five (5) years following the expiration of this agreement.

2.8 Interim Financial Statements

2.8.1 Interim financial statements provide, for each linguistic objective, details of the actual expenditures incurred and of the anticipated expenditures in connection with the action plan (Schedule 3) for the fiscal year in question, by area of intervention and initiative.

2.8.2 If Ontario requires a second advance payment, it is agreed that Ontario's interim financial statement shall be submitted no later than March 31 of the fiscal year in question.

2.8.3 Rather than submitting an interim financial statement, Ontario may provide an annual report for any of the fiscal years covered by this agreement.

2.9 Annual Reports

2.9.1 Annual reports comprise a final financial statement of contributions and actual expenditures relating to the action plan (Schedule 3) for the fiscal year in question, by area of intervention and initiative. Annual reports also provide a brief update of the status of implementation of the action-plan initiatives (Schedule 3), including, if necessary, an explanation of significant revisions to the planned schedule and budget.

2.9.2 For the purposes of paragraph 2.9.1, Ontario may use the following legend for implementation status:

- a) "1" for an initiative completed or proceeding on time and on budget;
- b) "2" for a delayed initiative or an initiative that has undergone significant revision in the planned scope, schedule or budget for the fiscal year in question;

c) “3” for a compromised or cancelled initiative.

2.9.3 An explanation will be required if the implementation status is at level “2” or “3.”

2.10 Periodic Reports

2.10.1 Periodic reports, produced by Ontario at the end of years 2 and 5 of this agreement, outline the progress made in each funded area of intervention on the basis of baseline data, indicators and targets identified in its action plan (Schedule 3), including indicators and targets for complementary projects, as applicable. Periodic reports also provide an explanation of any significant variations in the pace of anticipated progress in achieving the targets set by Ontario.

2.10.2 Ontario shall provide information based on data available at the time of preparation of the periodic report.

2.10.3 Ontario shall submit these periodic reports to the CMEC once they have been finalized and accepted by Canada.

3. ELIGIBLE EXPENDITURES

3.1 For the purposes of this agreement, eligible expenditures for each initiative described in Ontario’s action plan (Schedule 3) may include, among others, salaries and benefits, professional fees, administrative costs, expenditures related to purchasing or renting essential supplies and equipment, purchasing and producing educational materials and providing training.

3.2 Only those expenditures incurred during a fiscal year for initiatives described in the action plan (Schedule 3) shall be deemed eligible expenditures for the fiscal year in question.

3.3 Canada agrees that the period during which expenditures may be charged against the contributions for a given fiscal year may be extended to June 30, in order to coincide with the school year. The parties agree that, in general, the expenditures related to Canada’s contributions will be incurred from April 1 to March 31 of the fiscal year in question.

4. NON-COVERED EXPENDITURES

4.1 For the purposes of this agreement, activities with an international scope, such as travel costs, shall not be considered covered expenditures for Canada’s or Ontario’s contributions.

5. TRANSFERS

5.1 Transfers of Funding From the Multi-year Action Plan to the Bursary and Language-Assistant Program

5.1.1 For each fiscal year covered by this agreement, Ontario may transfer a portion of the funds provided in subsection 4.2 of this agreement to the bursary and language-assistant program. To that end, Ontario shall make arrangements with the CMEC to permit the funds to be transferred directly on an annual basis. Ontario agrees to reflect all transfers made to the CMEC in its annual reports and to update its action plan (Schedule 3) to reflect the changes to the contributions provided.

5.2 Transfers Within the Multi-year Action Plan

For each fiscal year covered, and subject to the provisions of subsection 4.3 of this agreement, Ontario may transfer a portion of the funds provided in the multi-year action plan as follows:

5.2.1 Ontario may, at its discretion, transfer a portion of the funds between the areas of intervention under the same linguistic objective.

5.2.2 Canada and Ontario may agree in writing, no later than February 15 of the fiscal year in question, to transfer a portion of the funds between linguistic objectives.

5.2.3 Ontario acknowledges the importance of respecting, for the duration of this agreement, the overall distribution of funding between the linguistic objectives provided in subsection 4.2 of this agreement.

Transfers Between the Multi-year Action Plan and the Complementary Projects

5.2.4 Ontario agrees to make no transfer between the funding provided in subsection 4.2 of this agreement for the multi-year action plan and the complementary contributions provided by Canada as part of the provisions of subsection 4.5 of this agreement.

5.2.5 Ontario agrees to make no transfer between the action plans funded through the complementary contributions referred to in subsection 4.5 of this agreement.

6. OVERPAYMENT

6.1 The parties agree that, if payments made to Ontario exceed the amounts to which Ontario is entitled, the overpayment shall be returned to Canada, failing which Canada may reduce its future contributions to Ontario by an equivalent amount.

7. FINANCIAL AUDITS

7.1 In the event a financial audit is deemed necessary within a period of up to five (5) years after the end of this agreement, Canada and Ontario agree that it would be conducted by the Auditor General of Ontario.

8. PUBLIC INFORMATION

8.1 Canada and Ontario agree that the principles of transparency, accountability, consistency, accuracy, timeliness and clarity shall guide the preparation of reports subject to this agreement. The provision of information by the parties shall be compatible with their respective policies and legislation, particularly those on the protection of privacy and freedom of information.

8.2 Canada and Ontario agree to make the text of this agreement and its schedules available to the Canadian public.

8.3 Ontario agrees to make available to the public copies of the reports, including the evaluations, audits and other reviews regarding this agreement. Interested individuals may contact Ontario in accordance with the provisions of subsection 17.2 of this agreement.

8.4 Ontario shall endeavour, through the CMEC, to produce two pan-Canadian reports intended for the general public during the period covered by this agreement. These reports shall consist of content taken from Ontario's periodic reports, as described in subsection 2.10 of this schedule.

8.5 Canada and Ontario agree that communications and publications for the general public, regarding this agreement, shall be issued in both official languages.

9. PUBLIC ACKNOWLEDGEMENT OF CANADA'S CONTRIBUTION

9.1 Ontario agrees to recognize Canada's participation when conducting publicity for all programs for which financial assistance was provided by Canada. For the purpose of this agreement, publicity includes, without being limited to, news releases and provincial departmental and agency reports. This acknowledgement could include a mention of the *Roadmap for Canada's Official Languages 2013–2018: Education, Immigration, Communities*, wherever appropriate.

9.2 Ontario agrees to take all reasonable measures to ensure that any other recipient of a financial contribution from Canada, namely schools, school boards and postsecondary institutions, agrees to mention Canada's contributions and the *Roadmap for Canada's Official Languages 2013–2018: Education, Immigration, Communities*, wherever appropriate, in any publicity relating to the programs for which Canada has made a financial contribution.

10. CONSULTATION

10.1 Ontario shall assure Canada, in the preamble to its action plan (Schedule 3), that interested associations and groups in the province, in particular representatives of the school boards and postsecondary institutions, were consulted in the development of its action plan (Schedule 3).

10.2 Ontario agrees to consult interested groups and associations, in particular representatives of the school boards and postsecondary institutions, on the programs implemented as part of this agreement. When deemed necessary, these consultations shall take place annually; Canada and Ontario may agree to conduct them jointly.

10.3 Canada proposes to consult interested groups and associations on the programs implemented as part of this agreement for which Canada makes a financial contribution to Ontario. When deemed necessary, these consultations will be conducted in cooperation with Ontario and the CMEC. In the event that this is not possible, Canada shall notify Ontario of the formal consultations linked directly to the initiatives funded under this agreement. Following these consultations, Canada shall provide Ontario with a report on the key discussion topics.

11. EVALUATION

11.1 Ontario is responsible for the evaluation of its education programs and measures under its jurisdiction, including its action plan (Schedule 3). Ontario agrees to share with Canada the results of those evaluations related to this Agreement.

11.2 Canada's programs, including the Development of Official-Language Communities Program, Minority-Language Education Component and the Enhancement of Official Languages Program, Second-Language Learning Component, are routinely evaluated. Canada shall encourage input from Ontario in such evaluations and shall use the information provided under this agreement. If additional information is required, such information shall be discussed between Canada and Ontario.

**ADMINISTRATIVE PROCEDURES AND CONDITIONS
CAPITAL PROJECTS**

1. PURPOSE OF THE SCHEDULE

1.1 In accordance with the provisions of this agreement, Canada may contribute financially to capital projects funded under an initiative table within the action plan (Schedule 3) or as a complementary project. Canada and Ontario agree that the funding of these projects shall be subject to the provisions of this agreement and to the administrative procedures and terms described in this schedule.

1.2 The provisions regarding financial statements and reports, overpayment, financial audits, public reporting, public acknowledgement of Canada's contribution, consultation and evaluation set out in the General Administrative Procedures and Conditions (Schedule 1) of this agreement, and those not mentioned in this schedule, also govern capital projects.

2. ELIGIBLE EXPENDITURES

2.1 For the purposes of this agreement, capital project expenditures may include, among others, expenditures regarding the preparation of construction plans and blueprints, environmental assessments, site development, professional fees, construction, renovation, and acquisition of essential furniture and equipment.

2.2 For the purposes of this agreement, "essential furniture and equipment" means the furniture and equipment needed for the operation and maintenance of the building and the lands that are usually and reasonably provided for in such an institution, except perishables.

2.3 Canada's participation is conditional on Ontario demonstrating that the spaces funded by Canada are over and above existing construction standards for schools, as applicable.

3. NON-COVERED EXPENDITURES

3.1 For the purposes of this agreement, feasibility studies, as well as land acquisition and development shall not be considered covered expenditures for Canada's contributions.

3.2 Capital projects related to the renovation and repair of those buildings transferred to French-language district school boards when they were established in 1997-98 are not eligible for contributions from Canada.

4. DAYCARES

4.1 Notwithstanding subsection 3.2, expenditures related to the addition of a daycare or the addition of daycare spaces to any of those buildings transferred to French-language district school boards when they were established in 1997-98 are eligible for Canada's contribution provided that Ontario makes a matching financial contribution in the same building. The list of those buildings will be provided annually.

4.2 Expenditures for such capital projects may not include renovations and repairs required in the buildings referenced under subsection 3.2.

5. PROJECT DESCRIPTION

5.1 For Canada's approval of a financial contribution for a capital project under this agreement, Ontario shall provide a detailed description for each capital project with the following information:

- a) a preamble briefly describing the current situation;
- b) the areas of intervention, targets and indicators covered by the project;
- c) the project phases, type and scope;
- d) the planned school, community and shared spaces; and

e) a summary of the budget items and anticipated investments.

5.2 The project shall be submitted to Canada by an individual duly authorized by Ontario.

6. PAYMENT TERMS AND CONDITIONS

6.1 Canada’s contributions to Ontario for complementary capital projects shall be made as follows:

6.1.1 For One-year Complementary Projects

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (50%)	Approval of project by Canada and of environmental assessment, as required		
Second payment (30%)	1. Interim financial statement	Actual: April 1 to September 30 of current fiscal year Anticipated: October 1 to March 31 of current fiscal year	March 31 of current fiscal year
	2. Project update, if required		March 31 of current fiscal year
Third payment (not exceeding the balance of Canada’s contribution for current fiscal year)	1. Final activity report		March 31 of next fiscal year
	2. Final financial statement	April 1 to March 31 of current fiscal year	March 31 of next fiscal year
	3. Confirmation, if applicable, that environmental mitigation measures have been implemented		March 31 of next fiscal year

6.1.2 For Multi-year Complementary Projects

a) Year 1

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (50%)	Approval of project by Canada and of environmental assessment, as required		
Second payment (not exceeding the balance of Canada’s contribution for current fiscal year)	1. Interim financial statement	Actual: April 1 to September 30 of current fiscal year Anticipated: October 1 to March 31 of current fiscal year	March 31 of current fiscal year
	2. Work progress report		March 31 of current fiscal year
If the second payment is the final payment of Canada’s contribution, this payment shall be withheld until Canada receives a final financial statement for the current fiscal year. The conditions and reports for subsequent fiscal years shall be provided in accordance with the requirements of those years.			

b) Subsequent Years (excluding the final fiscal year)

Payments	Conditions and type of reports	Period Covered by Reports	Deadline
First payment (50%)	1. Requirements of previous payments fulfilled 2. Project updated, if required		June 30 of current fiscal year
Second payment (not exceeding the balance of Canada's contribution for current fiscal year)	1. Final financial statement <i>for previous fiscal year</i>	April 1 to March 31 of previous fiscal year	March 31 of current fiscal year
	2. Interim financial statement	Actual: April 1 to September 30 of current fiscal year Anticipated: October 1 to March 31 of current fiscal year	March 31 of current fiscal year
	3. Work progress report		March 31 of current fiscal year
If the second payment is the final payment of Canada's contribution, this payment shall be withheld until Canada receives a final financial statement for the current fiscal year. The conditions and reports for subsequent fiscal years shall be provided in accordance with the requirements of those years.			

c) Final Year

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (50%)	1. Requirements of previous payments fulfilled 2. Project updated, if required		June 30 of current fiscal year
Second payment (30%)	1. Final financial statement <i>for previous fiscal year</i>	April 1 to March 31 of previous fiscal year	March 31 of current fiscal year
	2. Interim financial statement	Actual: April 1 to September 30 of current fiscal year Anticipated: October 1 to March 31 of current fiscal year	March 31 of current fiscal year
Third payment (not exceeding the balance of Canada's contribution for current fiscal year)	1. Final activity report		March 31 of next fiscal year
	2. Final financial statement	1) Actual: April 1 to March 31 of current fiscal year 2) Actual (by budget category): April 1 of the first fiscal year to March 31 of the last fiscal year covered by the project	March 31 of next fiscal year
	3. Confirmation, if applicable, that environmental mitigation measures have been implemented		March 31 of next fiscal year

6.1.3 For Projects Funded Through the Multi-year Action Plan (Schedule 3)

- a) The terms and conditions of payment for the multi-year action plan set out in Schedule 1, paragraph 1.1.1, will apply to capital projects funded through the multi-year action plan.
- b) Before making the first annual payments:
 - i) each of these projects must be approved by Canada; and,
 - ii) the requirements concerning environmental assessments must be fulfilled.
- c) The annual reports submitted pursuant to Schedule 1, paragraph 1.1.1, will include actual expenditures for each project subject to this paragraph.

7. FINANCIAL STATEMENTS AND REPORTS

7.1 Interim Financial Statements

7.1.1 Interim financial statements separately present the budget established for the fiscal year in question, the actual expenditures incurred and the expenditures anticipated by the province in connection with federal and provincial contributions for the fiscal year in question.

7.2 Final Financial Statements

7.2.1 Final financial statements separately present the budget established for the fiscal year in question, the provincial and federal contributions, and all actual expenditures incurred by the province.

7.2.2 The final financial statement for the final fiscal year in question also separately presents the total budget for each category of expenditures funded, provincial and federal contributions, and all actual expenditures incurred by the province for the duration of the project.

7.3 Work Progress Reports

7.3.1 Work progress reports provide a brief update on how far work has advanced and an explanation of any deviations from the planned implementation schedule.

7.3.2 Work progress reports are not required for one-year projects or for the final fiscal year of multi-year projects.

7.4 Final Activity Reports

7.4.1 Final activity reports provide the status of work carried out with contributions from Canada and Ontario. Final activity reports also confirm the spaces built and the equipment acquired.

8. TRANSFERS

For each fiscal year covered by this agreement, Ontario may transfer a portion of the funds provided for funding capital projects as follows:

8.1 Transfers Within the Same Initiative

8.1.1 Canada and Ontario agree that a portion of the funds provided for each project within the same initiative may be transferred from one project to another. Canada and Ontario may agree in writing, no later than February 15 of the fiscal year in question, to transfer a portion of the funds between such projects.

8.2 Transfers Between Budget Categories

8.2.1 Ontario may, at its discretion, transfer a portion of the funds from one budget category to another. These transfers must be made within budget categories eligible for a contribution from Canada.

9. TENDERS

9.1 Prior to awarding contracts for carrying out capital projects funded under this agreement, Ontario agrees to ensure that all calls for tenders are placed in one or more English- and French-language newspapers. Ontario also agrees to inform educational institutions that any public tender must be published in a comparable manner in French-language and English-language newspapers.

9.2 Ontario shall ensure that all contracts required for capital projects are awarded in accordance with the applicable rules with respect to the awarding of its government contracts.

10. ACCESS TO FACILITIES

10.1 Ontario shall allow the federal minister or her representatives to visit the premises where the activities funded under this agreement are being carried out.

10.2 Ontario shall ensure that the new facilities funded under this agreement are accessible to persons with disabilities.

11. DISPOSAL OF ASSETS

11.1 For any asset purchase (furniture, equipment, automotive equipment, buildings, etc.) that has a cost of more than two thousand dollars (\$2,000), Ontario shall ensure the conservation and maintenance of assets acquired with the contribution funds of this agreement and their use for the purpose of the funded activities for a period of five (5) years following the expiry or termination of this agreement, unless:

11.1.1 written exemption from this requirement is obtained from Canada;

11.1.2 Canada authorizes the disposal of the assets;

11.1.3 the assets must be replaced on account of wear; or

11.1.4 the assets must be replaced on account of obsolescence.

12. CONTINUED PURPOSE

12.1 Ontario undertakes to preserve the community spaces funded under this agreement for the purpose for which they were funded by Canada. Ontario agrees to respect this commitment throughout the existence of the school component unless written exemption from this requirement is obtained from Canada.

13. ENVIRONMENTAL ASSESSMENT

13.1 Ontario recognizes Canada's environmental assessment obligations and undertakes to provide Canada with an environmental assessment in accordance with the *Canadian Environmental Assessment Act* (2012) for the capital projects funded under this agreement as early as possible in the project planning phase.

13.2 If an environmental assessment is not necessary, an explanatory document shall be presented to Canada. This document, which shall indicate those exemptions applicable to the capital projects funded under this agreement, must be expressly approved by Canada.

13.3 Ontario undertakes to respect any municipal, provincial and federal statutes and regulations related to the protection of the environment.

13.4 Ontario undertakes to complete, as applicable, all environmental mitigation measures identified in the projects' environmental assessments and, once the projects are completed, to provide written confirmation that these mitigation measures have been completed, along with the related documentation.

13.5 Prior to awarding contracts for projects funded under this agreement, Ontario shall have completed, to Canada's satisfaction, the environmental assessment provided in this paragraph, in compliance with the *Canadian Environmental Assessment Act* (2012).

14. INSURANCE

14.1 Ontario shall take the necessary measures to ensure that the premises funded under this agreement are, at all times, insured against fire, loss or damage from whatever reason, for the full replacement value of the premises.

15. PUBLIC ACKNOWLEDGEMENT OF CANADA'S CONTRIBUTION

15.1 During the work being carried out, Ontario shall publicly acknowledge Canada's contribution, and shall allow representatives of Canada to participate fully in all official ceremonies to underline Canada's contribution to the project and, upon completion of the work, in the official inauguration of the new facilities.

15.2 Ontario agrees to give recognition to Canada's contributions when conducting publicity for the projects for which financial assistance was provided by Canada. For the purpose of this agreement, publicity includes, without being limited to, temporary signs erected on the construction site, news releases, and reports by provincial departments and agencies. Ontario agrees to provide Canada with samples of these various types of publicity.

15.3 Ontario agrees to take all reasonable measures to ensure that any recipient of a financial contribution from Canada, including schools, school boards and postsecondary institutions, mentions Canada's contributions wherever appropriate, in any publicity relating to the projects for which Canada has made a financial contribution.

15.4 Upon completion of the work, Ontario shall install a plaque on the site, drawing attention to Canada's participation in the project funded under this agreement. The text of this plaque, which shall be written in both English and French, as well as the manner in which it is presented, shall be submitted to Canada for approval.

14.1 Any acknowledgement could include a mention of the *Roadmap for Canada's Official Languages 2013–2018: Education, Immigration, Communities*, wherever appropriate.



ACTION PLAN*

**CANADA-ONTARIO AGREEMENT FOR MINORITY-LANGUAGE EDUCATION
AND SECOND OFFICIAL LANGUAGE INSTRUCTION
2013-2014 to 2017-2018**

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A) Preamble

1. INTRODUCTION

Since the *Official Languages Act* was enacted in 1969, the Government of Canada has been making a financial contribution to the additional expenses incurred by the provinces and territories each year for teaching in the language of the minority and the teaching of the second official language.

The *Protocol for Agreements for Minority-Language Education and Second-Language Instruction 2013-2014 to 2017-2018 between the Government of Canada and the Council of Ministers of Education, Canada* (CMEC) (hereinafter “the Protocol”) provides the framework for the administrative conditions that must be met and sets out the amount of the overall envelope and the details of the amounts planned for each province and territory. The financial assistance from the Government of Canada is provided to the provinces and territories in accordance with the bilateral agreements that have been developed under the Protocol.

The *Canada-Ontario Agreement for Minority Language Education and Second Official Language Instruction 2013-2014 to 2017-2018* (hereinafter “the Agreement”) brings the partnership between the Government of Canada and the Government of Ontario up to date through the funding of initiatives at the elementary, secondary and postsecondary levels.

Among other things, this multi-year action plan describes the specific context of the province of Ontario, the initiatives that will be implemented and the indicators that will be used to measure the targets during the period covered by the Protocol. These initiatives are grouped into the Agreement’s two language-related objectives, which are the language of the minority and the second language, and into the following areas of intervention:

Elementary and secondary levels

- Student participation
- Student performance
- Provision of programs
- Enriched school environment
- Support for educational staff and research

Postsecondary level

- Access to postsecondary education
- Support for teaching staff and research

The initiatives have been identified by the French-Language Education Policy and Programs Branch (FLEPPB) and the Ministry of Training, Colleges and University’s Regional Services Branch (French as a Second Language), in consultation with their partners, for the teaching of French as a Minority Language and French as a Second Language at the elementary, secondary and postsecondary levels.

The following pages first of all provide a description of the financial contributions by the partners under the Agreement (section 2) and the objectives in the area of education in Ontario (section 3), and then provide an overview of French-language education in Ontario, divided into three parts: elementary and secondary levels in French (section 4), elementary and secondary levels in French as a second language (section 5) and postsecondary education (section 6).

2. FINANCIAL CONTRIBUTIONS OF CANADA AND ONTARIO

For 2012-2013, the funding provided for French-language elementary and secondary schools was \$1.34 billion, which is \$20 million more than the previous year. The sum of the investment in the area of French as a Second Language teaching at the elementary and secondary levels was approximately \$242.3 million, which is an increase by \$13 million since 2009-2010. The funds targeted for French-language education at the postsecondary level totalled approximately \$85 million in 2012-2013.

According to the terms of the Agreement, the Government of Canada will pay a total of approximately \$395 million over a period of five years to the Government of Ontario, which is approximately \$79 million annually, for the implementation of the initiatives described in this document. The total provincial contributions for the initiatives provided under the Agreement will be approximately \$711 million, which is approximately \$142 million per year. The following tables show how the contributions are to be divided.

Summary Tables

Table 1 - Total Contribution Over Five Years

Linguistic Objective	Federal	Provincial
French-language education at the elementary and secondary levels	\$226,060,265	\$281,640,000
French as a Second Language at the elementary and secondary levels	\$108,856,295	\$367,483,365
French-language education at the postsecondary level:		
Minority language	\$48,903,125	\$50,568,150
Second language	\$11,596,875	\$11,596,875
Total	\$395,416,560	\$711,288,390

Table 2 - Annual Average of Contributions

Linguistic Objective	Federal	Provincial
French-language education at the elementary and secondary levels	\$45,212,053	\$56,328,000
French as a Second Language at the elementary and secondary levels	\$21,771,259	\$73,496,673
French-language education at the postsecondary level:		
Minority language	\$9,780,625	\$10,113,630
Second language	\$2,319,375	\$2,319,375
Total	\$79,083,312	\$142,257,678

3. ONTARIO'S KEY OBJECTIVES

The initiatives identified in this Action Plan will help the Ministry of Education and the Ministry of Training, Colleges and Universities (hereinafter "MTCU") to achieve their current key objectives¹. These are:

- Education – elementary and secondary levels: high levels of student performance, the reduction of gaps in student performance, increasing the public's level of confidence in the education system;
- Training, Colleges and Universities: access to programs, student retention and participation and the quality of programs and services.

¹ Both ministries conducted consultations on the future of education in Ontario in order to update their respective mandates. The results were not known at the time of preparing the Agreement.

4. FRENCH-LANGUAGE EDUCATION AT THE ELEMENTARY AND SECONDARY LEVELS

4.1 Current Situation

4.1.1 The Politique d'Aménagement Linguistique (PAL)

The *Politique d'aménagement linguistique (PAL) de l'Ontario pour l'éducation en langue française* [Ontario's *Aménagement Linguistique Policy for French-Language Education*], released in 2004, was developed in part to counteract the progressive assimilation of Ontario's Francophones and to support the implementation of aspects of the *Canadian Charter of Rights and Freedoms*. The funds under the Agreement are used to work to achieve the outcomes described in the PAL across the province, which consist of enhancing the ability of:

- Students to acquire oral communication skills in order to maximize learning and the construction of identity;
- Teaching staff to work in minority settings in order to support learning at school and the development of each student's identity;
- School boards to maintain or increase their school complement in order to contribute to the vitality of French-language schools and of the Francophone community.

FLEPPB is currently developing a *Cadre d'aménagement linguistique pour la petite enfance en Ontario (CAL-PE)* [*Aménagement linguistique framework for the early years for Ontario*] for children from the ages of 0 to 6, which will be aligned with the 2004 PAL for elementary and secondary schools and with the *Cadre ontarien d'apprentissage des jeunes enfants (2013) : Orienter le curriculum pour la petite enfance* [the French-language version of *Early Learning for Every Child Today*], developed by the Early Learning Program Division. The CAL-PE is being eagerly awaited by the French-language education partners. The main points targeted by the CAL-PE are the transmission of the French language and the various French-speaking cultures. The areas of intervention set out are the same as those in the 2004 PAL, with the adaptation of strategies to the early childhood sector. The principles of identity building, inclusiveness, the involvement of families and equity are also included.

4.1.2 The System

Ontario's French-language education system in 2012-2013 is made up of 12 French-language district school boards (4 public boards and 8 Catholic boards).

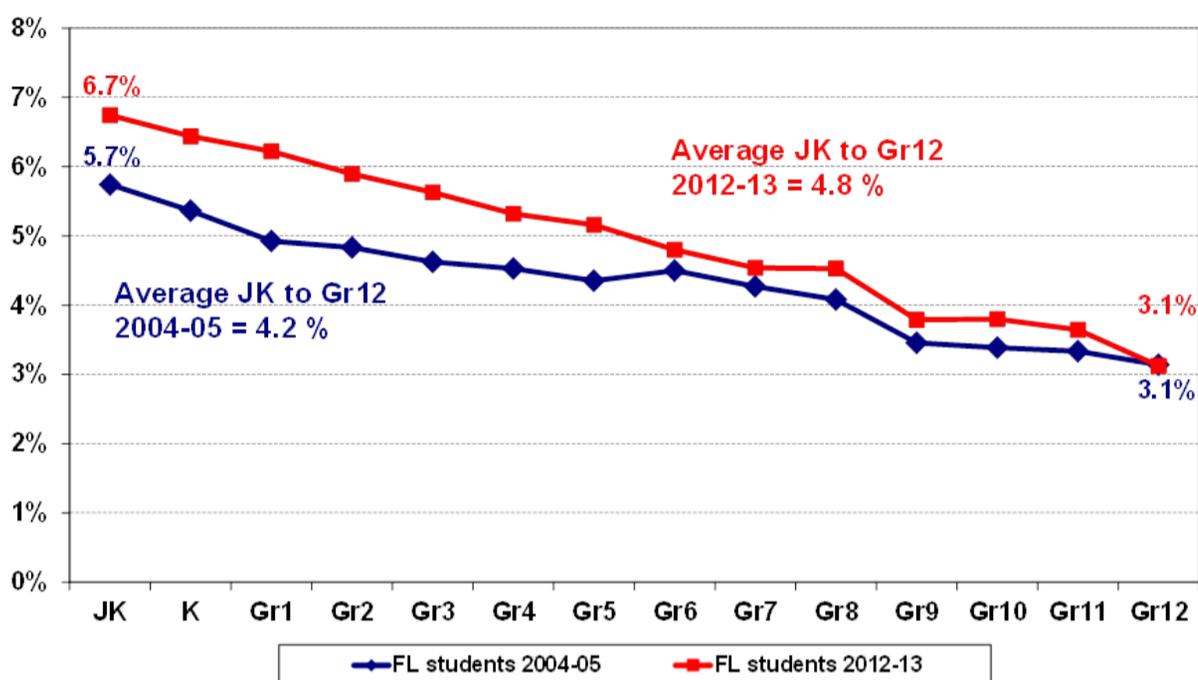
In 1998, the province had 93,884 students in its French-language schools. In 2004-2005, the year following the elimination of Grade 13, the student complement in French-language schools went down to its lowest level, with 89,839 students. That year also coincided with the launch of the PAL. Since that time, the number of students enrolled in the French-language schools has been on the increase, and reached 98,695 students in 2012-2013² in 439 schools, which included 339 elementary schools and 100 secondary schools.

Despite an estimate that the Francophone school-aged population is approximately 4.1% of the total school-aged population in Ontario,³ the number of students enrolled in Junior Kindergarten in French-language schools is 6.7% of all Junior Kindergarten students in Ontario. This proportion of students registered in French-language schools decreases throughout the higher grades, and is no more than 3.1% of students enrolled in Grade 12 in Ontario. It is therefore obvious that, despite success in terms of recruitment, keeping students in French-language schools is still a major challenge.

² Taken from the Ministry of Education's Ontario School Information System (OnSIS) (2012-2013)

³ According to data in the 2011 Census by Statistics Canada

Proportion of students in French-language schools across Ontario for each Grade 2004-05 and 2012-13



The French-language school boards have revised or adopted local policies on admissions, in consultation with the Francophone community, and implementation of those policies began in January 2010. The French-language school boards have also developed protocols for welcoming and supporting students and have set up welcoming teams in each school in order to ensure that new admissions are inclusive and that the procedure for the admission of students is transparent. In addition, the welcoming and communications protocol is intended to ensure that all parents and students who attend French-language schools in Ontario will feel welcome and will be able to play a role within the school community. Particular attention is paid to students from single parent and immigrant families. Finally, the school boards have begun training their teachers at all levels so they will all be ready to play their role throughout the process of admitting, welcoming and supporting students and their parents.

It is essential to have accurate and reliable data in order to develop effective policies and practices and to ensure that all students can reach their full potential. That is why the Ministry of Education published *Building Bridges to Success for First Nations, Métis and Inuit Students* in 2007. That document was designed to help school boards to develop effective policies and practices for the voluntary and confidential self-identification of Aboriginal students. This is a part of the implementation of the Ontario Aboriginal Education Strategy, which aims at supporting the learning and performance of Aboriginal students. Following that publication and the efforts that were made from 2011-2012 to 2012-2013, there were 44% more students among the French-language students who self-identified as First Nations, Métis or Inuit. However, there is still a significant gap between the number of self-identified students and the estimated number of school-aged Francophones who have some Aboriginal identity based on the data from the 2006 Census by Statistics Canada. The self-identification process is just beginning, and parents need to make the decision to self-identify their children, which many are still reluctant to do out of fear of being ostracized or that their children will become victims of racism. The ministry is currently working to increase the rate of self-identification among Aboriginal students.

4.1.3 Programs and Challenges to be Faced

Elementary Level

The 339 elementary schools are implementing the full-time program in Junior Kindergarten (JK) and Kindergarten, as well as the eight Ministry of Education curriculum guidelines, which include the following subject areas, among others: French, Math, Science, Physical Education and Health, Arts Education and Social Studies.

The elementary level also has targeted programs that are intended to encourage the development of literacy and numeracy in order to ensure improvement of student performance in all school subjects. The Government of Ontario will continue investing in the implementation of initiatives such as intake and assistance and the development of educational tools such as resources for Math and French.

Secondary Level

Eighteen curriculum guidelines are being followed in 100 secondary schools. They cover the following subjects: French, Mathematics, English, Science and Canadian and World Studies. In Grades 9 and 10, students may combine the different types of courses, including theoretical, applied and open courses, in order to explore their interests. In Grades 11 and 12, students may focus more specifically on their objectives by choosing their program based on where they intend to go after secondary school, be that university, college, the workplace or an apprenticeship program. Each 110-hour course corresponds to one credit and the Ministry of Education expects Grade 9 students to have accumulated at least eight credits each, and Grade 10 students to have accumulated 16 credits each. Students need to complete at least 30 credits, including 18 compulsory and 12 elective credits, in order to earn their Ontario Secondary School Diploma (OSSD). They must also complete 40 hours of community service and pass the Ontario Secondary School Literacy Test (OSSLT).

Upgrading

In order to ensure the success of all students in French-language schools, the Ministry of Education provides programs that promote the acquisition and improvement of basic skills, through the French-language school boards. The *Actualisation linguistique en français* (ALF) program [French-language skills development program] has been developed to improve the French-language skills of students with an inexistent or limited level of competence in French and for whom French was not the language of instruction. The *Programme d'appui aux nouveaux arrivants* (PANA) [French-language support program for newcomers] is intended to help students from foreign countries, and especially from countries in which French is the language of instruction or public administration, who have a limited amount of education and who require support in order to integrate into Canadian society.

In spring 2010, the Ministry of Education published revised ALF and PANA curriculum guidelines for the elementary and secondary levels. Different tools were developed to ensure the implementation of those guidelines. For example, we would point out the *Trousse d'acquisition des compétences langagières en français* (TACLEF) [Kit for acquiring language skills in French] that is used to track the language profile of students who are learning French, and the *Trousse de précision des acquis en mathématiques* [Kit for identifying mathematics skills] for newcomer students.

Towards the Summit

Education in minority settings requires specific monitoring in order to ensure that favourable conditions are provided and to promote the success of students, despite the fact that there are sometimes a limited number of French-language opportunities and resources available. That is why the Ministry of Education is continuing to

implement a number of initiatives and strategies, such as *Destination Réussite* [Destination: Success].

To deal with the challenge of the limited number of programs offered in French-language secondary schools, the *Destination Réussite, Part 1: Program Implementation* initiative ensures collaboration between the school boards and the various partners from secondary and postsecondary education and the workplace. This program aims at providing programs to support student success that are equivalent to the programs being offered in English-language schools. Among other things, it has promoted the addition of Specialist High Skills Major (SHSM) programs (a series of courses related to a specific career path) and the expansion of dual credit programs (credits that count both towards the secondary school diploma and a college diploma or a certificate).⁴ In 2012-2013, there are 179 SHSM programs in French, and more than 1,520 in English (81 French-language secondary schools are involved, compared with 670 English-language schools), and while there are 62 dual credit programs available in French, there are 451 in English.

As part of the *Student Success Strategy for Grades 7 to 12*, the School Improvement portion of the *Destination Réussite* strategy provides school principals and their teams with assistance in order to improve the performance of every student in Grades 7 through 12, in addition to maximizing their chances of success in French-language schools in the 21st century.

In addition to *Destination Réussite*, other initiatives related to the *Student Success Strategy* provide support for teaching in implementing effective pedagogical practices. For example, these include: the Math assistance strategy, literacy for boys, the student involvement initiative, the re-engagement of Grades 12 and 12+ students, differentiated instruction and supervised alternative learning.

Teaching and Learning in the 21st Century

Since 2009, the Ministry of Education has been involved in a multi-phase initiative across the province that deals with teaching and learning in the 21st century. This initiative aims at mobilizing our collective expertise and knowledge into a shared vision. By doing this, the ministry is working to move Ontario's students in the right direction so they can become active and involved partners in a knowledge-based society that is more and more connected in terms of technology. To achieve this objective, the ministry is collaborating on provincial, national and international research and is funding a collaborative longitudinal study. This study, which is being conducted by means of implementing pilot projects in the province's school boards, is making it possible to gather evidence of the impact of the integration of technology, in order to support teaching and learning in the 21st century.

Ontario's e-Learning Strategy is a good example of an initiative that supports teaching and learning in the 21st century, from Junior Kindergarten to Grade 12. As part of this strategy, the Ministry of Education is responsible for providing the French-language school boards with leadership in the area of blended learning, online instruction and the development of digital content, as well as other areas. This Strategy is made up of the *Virtual Learning Environment (VLE)*, the *Ontario Educational Resource Bank (OERB)* and *e-Community Ontario*. The Strategy also supports the *Consortium d'apprentissage virtuel de langue française de l'Ontario (CAVLFO)* [Ontario French-language virtual learning consortium], which is responsible for offering online courses and training for teachers. The homework assistance service, the provincial videoconferencing centre, support in terms of technology and the training of teachers are all an integral part of the Strategy. Since the skills required on the job market are constantly changing and the changes in the area of technology are quite rapid, these initiatives, which are the

⁴ For more information about the Ontario Ministry of Education's programs and initiatives, go to the following website: www.edu.gov.on.ca.

result of collaboration between the 12 French-language school boards, will continue to evolve.

Having the School Experience before Beginning Classes

In 2009, after recognizing the positive impact of learning in the early years on the development of children, and following the report by Charles Pascal entitled *With Our Best Future in Mind: Implementing Early Learning in Ontario*, the Government of Ontario took steps to introduce full-time Junior Kindergarten and Kindergarten for all children aged 4 and 5 in the province. The French-language schools have already been providing that option for more than ten years.

A few years before that, the EDU-TCU Permanent Working Group on the Continuum of Learning in French (hereinafter the “Permanent Working Group”) recommended the *Strategy for the Creation of Preschool Centres in French-Language Schools*. That strategy began in 2008-2009, when 11 new preschool centres were created in 11 French-language school boards, using funds from the Canada – Ontario Agreement. At that time, 57% of Ontario’s French-language elementary schools provided a daycare service. The Strategy continued throughout the period covered by the 2009–2013 Agreement, and created or renovated 42 daycare services in the 12 school boards, thereby reaching a target of 70% of French-language elementary schools providing daycare services. The provincial objective is to increase the proportion of French-language elementary schools that provide daycare services to 75% by 2016-2017.

Following the transferring of some functions from the Ministry of Children and Youth, the Ministry of Education has been responsible for early childhood learning and development since April 2010, and for issuing permits for daycare services since January 2012. As part of its new responsibilities, the Ministry of Education published the *Early Learning Framework* in 2013. That document provides a guideline for the development of programs for children, from birth to school age, including Junior Kindergarten and full-time Kindergarten.

Experiencing the French Language Outside of the Classroom

The Ministry of Education is also involved in planning Francophone events for Ontario’s students, such as the Francophone Youth Parliament and numerous regional and province-wide cultural activities, such as leadership workshops and the Franco-Ontarian Games, which aim at promoting the construction of identity of students and giving them an experience of French in a context that goes beyond the classroom and the school.⁵

For this same reason, the FLEPPB has set up the *élargissement de l’espace francophone* [Expanding the Francophone Environment] initiative, in order to provide students with activities outside of the school environment, in which the French language is used in a social, recreational, community and professional context.

Human and Educational Resources

The Ministry of Education is continuing to provide professional upgrading for school staff (e.g., teachers, school principals), in order to create a framework that will promote student success. This training is provided through the *Formation du personnel à l’amélioration de la réussite scolaire des élèves* (FARE) project [training staff for the improvement of student success in school], run by the *Centre franco-ontarien de ressources pédagogiques* (CFORP) [Franco-Ontarian pedagogical resources centre].

In addition, there are educational advisors in each of the 12 French-language school boards who provide training that supports the implementation of the Ontario

⁵ List to be submitted every quarter.

curriculum as well as initiatives related to the success of all students, such as literacy and numeracy. Training sessions dealing with a cultural approach to teaching that are intended to facilitate the integration of Francophone culture into educational practices are also offered to staff in Ontario’s French-language schools.

The assistance provided to teachers is adapted to the specific needs of the schools. Among other things, it includes meetings between classroom consultants and groups of teachers in a school in order to improve the teaching and assessment strategies that will promote student success and Francophone identity building among all students. Training is also provided for school principals in order to improve their pedagogical skills and thereby ensure that they can provide educational leadership to their school’s teachers.

In terms of pedagogical resources, the *Trillium List* provides a series of resources approved by the Minister of Education for use in Ontario’s French-language schools. The EduSource website, which was created in 2012, provides teachers with resources that support the implementation of the Ontario curriculum and the various initiatives by the Ministry of Education to promote student success and Francophone identity building among all students.

4.1.4 Student Performance

The results of the 2012-2013 provincial tests reveal that 81% or more of Grade 6 students in French-language schools are reaching the provincial standard (level 3 or 4) in reading, writing and mathematics. In addition, 78% or more of Grade 3 students are achieving the standard in these three subjects. The level of success of students in French-language schools on the Ontario Secondary School Literacy Test (OSSLT) has been going up, and increased from 84% on average in 2008-2009 to 88% in 2012-2013.

Table 3

Results on EQAO Assessments									
Percentage of Students Who Reached the Provincial Standard									
2012-2013	Grade 3			Grade 6			Grade 9 math		Grade 10
	Reading	Writing	Math	Reading	Writing	Math	Theoretical	Applied	OSSLT
French language	78	83	78	89	86	81	81	51	88
English language	68	77	67	77	76	57	84	44	82

The 2012-2013 OSSLT results show that students in the applied course (Grade 10) improved by 8 percentage points compared with 2008-2009, but that they were less successful with all of the questions on the test than students in the theoretical course (67% vs. 96%).⁶ The ministry is currently examining the ways in which it can improve the performance of all students who are taking the applied courses. Although there has been a clear improvement by 11 percentage points since 2008-2009, the results of the assessments by the Education Quality and Accountability Office (EQAO) in 2012-2013 in Grade 9 mathematics show that only 51% of students in the applied course achieved performance that was equivalent or superior to the provincial standard (level 3). The *Provincial Strategy for Improving Achievement in Mathematics* is intended to deal with issues related to the teaching and learning of mathematics.

The performance of boys in the area of literacy is still a challenge. In fact, the provincial writing and reading assessments show a gap between boys and girls at all levels. The

⁶ Education Quality and Accountability Office, 2012-2013.

Pan-Canadian Assessment Program (PCAP), a CMEC initiative, which is intended to complement the assessments that are already in place in each province and territory, also shows that the performance of girls is superior to the performance of boys in reading.

It is also necessary to respond to the needs of certain groups of clientele among whom a gap in performance has been noted: First Nations, Métis and Inuits, students who are Crown wards, students who are learning French, newcomer students and students with learning disabilities.

The ministry is currently examining impact strategies that could improve the performance of these students. The development of leadership by teachers, the development of identity building among students, the development of superior thinking skills among students, the development of character and the development of skills in the digital age are just some examples of these impact strategies.

4.2 Performance Measurement Strategy

The following table provides an overall picture of French-language education in Ontario, based on the data available at the time the Agreement was being prepared, and presented by area of intervention. This data will be used to measure the progress made during the five years of the Agreement. The performance indicators and targets to be achieved are described for each area of intervention in the tables in section 7 of this document.

Table 4

AREAS OF INTERVENTION	BASELINE DATA	DATA SOURCE AND METHODOLOGY
Student participation (see Table 7.1)	Recruitment: In 2012-2013, the number of students attending French-language schools in Ontario was 98,695.	Taken from data in the Ministry of Education's Ontario School Information System (OnSIS) regarding school complements.
	Loyalty: In 2011-2012, 2,436 students left French-language schools in order to attend English-language schools.	Taken from data in the Ministry of Education's OnSIS regarding school complements. Number of students who transferred to English-language schools in 2011-2012
Provision of programs (see Table 7.2)	Programs to facilitate the transition into postsecondary education (data from 2011-2012): <ul style="list-style-type: none"> - rate of participation in the Specialist High Skills Major (SHSM) was 20%, and the rate of earning an Ontario Secondary School Diploma (OSSD) with a red seal from the Major program was 36% - rate of participation in the regular coop program was 14.2%, 1.4% in the summer coop program and 3.1% in the continuing education coop program 	Taken from data in the Ministry of Education's OnSIS. Definition: Rate of participation in the SHSM program = percentage of students registered in the Major program in Grades 11 and 12 divided by the total number of students in Grades 11 and 12. Rate of OSSD graduation = percentage of Grade 12 students registered in the SHSM program who earned their diplomas. Rate of coop participation = percentage of students registered in coop programs (meaning the number of coop students in Grades 10, 11 and 12/total number of students).
	E-Learning (data from 2012-2013): <ul style="list-style-type: none"> - number of online courses: 79; - number of media-based resources: 9,800. 	Ministry of Education inventory. Number of online courses developed for the secondary level.
Student performance (see Table 7.3)	Success on the provincial assessments in 2012-2013: The average results on the EQAO's provincial assessments (Grade 6) were: <ul style="list-style-type: none"> - reading: 89%; - writing: 86%; - Math: 81%. The average results on the Grade 10 OSSLT were 88%.	Taken from data in the Ministry of Education's OnSIS concerning the results of the standard provincial assessments by the EQAO, the OSSLT and the PMT.

AREAS OF INTERVENTION	BASELINE DATA	DATA SOURCE AND METHODOLOGY
Student performance (see Table 7.3)	The results on the Grade 9 Provincial Mathematics Test (PMT) were: <ul style="list-style-type: none"> - in the theoretical course: 81%; - in the applied course: 51%. 	
	In 2011-2012, the graduation rate of students in French-language schools was not yet available. The rate for the 72 school boards was 83%.	Taken from data in the Ministry of Education's Ontario School Information System (OnSIS). Graduation rate of students in French-language schools.
Enriched school environments (see Table 7.4)	The proportion of French-language elementary schools that offered daycare services in 2011-2012: 68%.	Data from the Ministry of Education, school boards and daycare services. The number of French-language elementary schools that offer daycare services divided by the total number of French-language elementary schools.
	The number of province-wide cultural activities in 2012-2013: 24.	Data from the Ministry of Education. Survey of major provincial youth organizations.
Support for teaching staff and research (see Table 7.5)	The number of teachers who received assistance in 2011-2012: 897. The number of school boards that received assistance in 2011-2012: 12.	Data from the Ministry of Education.

4.3 Consultation Process

Under the Agreement, the Ministry of Education has undertaken to consult its partners by various means. These include:

- A. Coordination by the Joint Committee. The Joint Committee is made up of representatives of the *Conseil des directions de l'éducation de langue française* (CODELF) [Council of directors of education for French-language school boards] and representatives of the Ministry of Education. During the life of the Agreement, French-language school boards will be consulted and informed from time to time by that committee. The Joint Committee met on April 9, 2013 to discuss initiatives that will be funded as part of this Action Plan;
- B. Consultations of partners in education and of directors of education by the CODELF. These were conducted on May 29 and August 28, 2013;
- C. Follow-up with French-language school boards.

The Ministry of Education is also taking into account the recommendations made by the Permanent Working Group on the Continuum of Learning in French. The Permanent Working Group advises the Ministry of Education and the Ministry of Training, Colleges and Universities on issues that will contribute to the strategic development of education in French.

Recent consultations with the various partners in education have shown that the initiatives that have been applied since the beginning of the previous Agreement, thanks to the financial contribution by Canadian Heritage, have had a positive impact on the whole French-language education system.

The French-language education system has in fact seen an increase in the number of students attending French-language schools in Ontario, from 92,976 in 2009 to 98,695 in 2012-2013.

Initiatives among both students and teachers have made it possible to continue reducing the gaps between boys and girls. These initiatives have also contributed to student

success on the various provincial assessments by EQAO and to improving secondary school graduation rates.

However, there is still a lot to be done to encourage the loyalty of students who are leaving the French-language education system at various stages of their education. We must continue working to increase the rate of success of girls in mathematics and of boys in reading and writing.

With the support of its partners, the ministry has decided to carry on most of the initiatives from the previous Agreement, in order to continue improving student success and to ensure their transition into postsecondary education. To do this, the ministry has improved the offering of programs and resources, and has also placed more emphasis on technology in the 21st century in order to ensure that students will be given access to the skills they will need in their future lives.

5. FRENCH AS A SECOND LANGUAGE AT THE ELEMENTARY AND SECONDARY LEVELS

5.1 Current Situation

5.1.1 The System

Ontario's English-language education system consists of 60 district school boards (31 public and 29 Catholic).

As of 2012-2013, the number of students in Ontario was 2,031,205, of which 1,932,510 were in English-language district school boards (1,272,376 students in JK to Grade 8, and 660,134 students in Grades 9 to 12)⁷. Serving this large and diverse student population requires a strategic approach to learning, including the learning of French as a second language.

The English-language education system is committed to bilingualism and strengthening French as a Second Language (FSL) for all students. To that end, in 2013 the ministry released a framework and issued a revised FSL curriculum. Emphasis is being placed on the value of learning FSL and facilitating effective teaching strategies to improve outcomes for FSL students.

5.1.2 Programs

Students in Ontario's publicly funded English-language schools are required to study FSL from Grades 4 to 8. They are also required to earn at least one credit in FSL in order to obtain the Ontario Secondary School Diploma. Students may also count two additional French credits as compulsory credits towards their diploma.

The Ministry of Education recognizes three FSL programs:

- Core French – Students are taught French as a subject. The program helps students develop a basic usable command of the language. All 60 English-language district school boards offer Core French, which is mandatory from Grades 4 to 8.
- Extended French – Students are taught French as a subject and French serves as the language of instruction in at least one other subject in this optional program. A minimum of 25 per cent of all instruction is provided in French at the elementary level and students must successfully complete a minimum of seven credits in French (1 credit being equivalent to 110 course hours) at the secondary level; four are FSL language courses and three are other subjects in which French is the language of instruction.
- French Immersion – Students are taught French as a subject and French serves as the language of instruction in at least two other subjects in this optional program. A minimum of 50 per cent of all instruction is provided in French at the elementary level and students must successfully complete a minimum of ten credits in French (1 credit being equivalent to 110 course hours) at the secondary level; four are FSL languages courses and six are other subjects in which French is the language of instruction.

The three FSL programs provide students with different levels of intensity in developing their French-language knowledge, skills and proficiency. These programs also help students develop an appreciation of the French language and French culture in Canada and the world.

⁷ Preliminary data as reported by schools in the Ministry of Education's Ontario School Information System (OnSIS) 2012-2013.

Although the number of students in English-language schools is generally in decline, a net growth of 31,579 more students enrolled in French Immersion programs from 2007-2008 to 2011-2012 indicates increased interest. Ontario is expanding French Immersion programs across the province to give secondary students the opportunity to attain a higher proficiency level in French and provide more opportunities for them to pursue bilingual careers.

In 2011-2012, all 60 English-language district school boards offered Core French, 53 of those 60 school boards offered Extended French or French Immersion in addition to Core French, at the elementary level. During the same school year, of the 58 English-language district school boards that provide secondary level education, all 58 offered Core French and 50 of those offered Extended French or French Immersion in addition to Core French. In 2011-2012, French Immersion was offered in 683 elementary schools and 171 secondary schools. Extended French was offered in 182 elementary schools and 125 secondary schools. Approximately 23.2% of schools offered either French Immersion and/or Extended French.

5.1.3 A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12

In 2013, Ontario shared a vision to serve as a call to action to strengthen FSL:

“Students in English-language school boards have the confidence and ability to use French effectively in their daily lives.”

In order to support district school boards in maximizing opportunities for students to reach their full potential in FSL, in February 2013 the Ministry of Education released *A Framework for French as a Second Language for Ontario Schools, Kindergarten to Grade 12*. The framework, the first overarching strategic document for FSL to be produced by the Ministry, serves as a call to action and identifies the Ministry’s commitments for FSL for the coming years. It is available in both French and English on the Ministry website.

The framework is the result of extensive research, as well as input and feedback from district school boards and other stakeholders including Canadian Parents for French (Ontario). It is intended to serve as a guide to strengthen FSL programming through the cohesive efforts of educators, students, parents and communities. The framework spans a ten year period, during which time it will support district school boards in maximizing opportunities for students.

In addition to articulating the Ministry’s strategic vision for FSL, this foundational document sets out three clear goals for FSL, which are aligned with the areas of intervention identified in the Agreement:

- Increase student confidence, proficiency, and achievement in FSL.
- Increase the percentage of students studying FSL until graduation.
- Increase student, educator, parent, and community engagement in FSL.

The document also sets out six guiding principles:

- FSL programs are for all students.
- Teaching and learning French, as one of Canada’s two official languages, is recognized and valued as an integral component of Ontario’s education system.
- FSL education serves as a bridge between languages and cultures.
- Learning FSL strengthens literacy skills as well as cognitive and metacognitive development.
- Research informs decision-making by all stakeholders.
- Learning FSL is a lifelong journey.

Six focus areas identify components of a strong FSL plan that school boards can use to develop and implement their plans:

- Heightening awareness of FSL programs and benefits.
- Enhancing leadership and accountability.
- Strengthening programming to improve achievement in FSL.
- Supporting all students.
- Implementing effective practices in planning, teaching, and assessment.
- Expanding student learning opportunities and heightening engagement.

The goals, guiding principles and focus areas were designed with the aim of bringing Ontario's vision to life.

5.1.4 Revised French as a Second Language (Core, Extended and Immersion French), Grades 1-12 Curriculum Policy Document

Mandatory implementation of the revised FSL curriculum policy documents will occur in September 2014. These revised curriculum policy documents now include an updated front matter which provides critical foundational information about the curriculum itself and about how the learning connects to Ministry of Education policies, programs and priorities, grade specific curriculum expectations and an expanded glossary.

The curriculum expectations are the core of all of the policy documents and consist of overall and specific expectations. Optional supports such as detailed examples, sample teacher prompts, student responses, sample issues and questions and instructional tips are included in most documents to provide an optional guide to support educators.

The focus of the revisions in the curriculum includes:

- Communicative and action-oriented approaches to teaching and learning with a focus on listening and speaking,
- Critical and creative thinking abilities embedded across all four strands of listening, speaking, reading and writing,
- Inclusion of opportunities for students to demonstrate their metacognition strategies,
- Intercultural understanding of the various French-speaking communities in Canada and around the world.

5.1.5 Accomplishments and Priorities for the Future

Over the past four years the Ministry of Education has realized significant results in strengthening FSL in the province. It includes an increase in student participation in French Immersion programs, more secondary student participation in Core French programs, more opportunities for students to engage in FSL cultural activities and improved student performance. This occurred by undertaking multiple initiatives under the *Canada-Ontario Agreement on Minority Language Education and Second Official Language Instruction 2009-2010 to 2012-2013* that supported both FSL educators and students.

In order to further integrate FSL educators into the larger professional learning community, professional learning opportunities were provided through the allocation of funding to all 60 English-language district school boards and resources were developed, including:

- *On est capable! On peut se parler en français et on aime ça!*, a video series to assist FSL teachers in the development of spoken interaction skills within the context of authentic tasks.
- *Prologue*, a publication for educators working in entry level French Immersion and Extended French programs.
- *Guide to Reflective Practice for Core French Teachers*, six online modules: *Oral Proficiency, Positive Learning Environment, The Action-Oriented Approach,*

Cooperative Learning, Assessment and Evaluation, and Learner Autonomy and Metacognition.

- Series of web conferences to support the use of above resources.

Over the next five years, the Ministry will continue to develop FSL resources to inform instructional and assessment practices and to provide professional learning opportunities for educators related to resources as well as to current teaching and learning approaches in FSL. Also with the goal of further strengthening FSL, a new focus will be on supporting school administrators through the creation of a provincial principals' focus group and the establishment of a team of principals in each of the sixty English-language district school boards. These groups will inform the production of resources and the sharing of strategies.

The Common European Framework of Reference (CEFR) project, a key initiative, has informed instructional and assessment practices in FSL. This has created a momentum amongst FSL educators that will lead to the realisation of the vision articulated in the FSL framework document. Three new resources related to the CEFR, available on the Curriculum Services Canada website, were produced in the 2012-2013 school year:

- Samples of Student Oral and Written Production Based on the CEFR Levels, a resource, including a video and samples of oral and written student production, validated by the *Centre international d'études pédagogiques*, to support professional learning.
- CEFR-inspired Classroom Practices, a series of 11 videos that follows a group of Ontario FSL educators as they engage in co-planning, teaching and observing, and debriefing, ending in teacher moderation of student work based on the Ontario Achievement Chart categories.
- Exploring the CEFR, 11 videos intended to support elementary and secondary FSL educators in deepening their understanding of how the CEFR can inform instruction and assessment practices from 10 big ideas related to the CEFR.

The Ministry has established a provincial CEFR think tank, representing a variety of English-language district school boards. The group has set strategic directions for the next five years for the CEFR in Ontario. The goals include achieving provincial cohesion regarding the understanding of the proficiency levels of the CEFR and moving from an understanding of the general principles of the CEFR to transforming classroom practices. Ensuring that students have an understanding of the continuum of proficiency levels and that they are able to situate themselves on the continuum is a new priority for future years. In addition, while students will continue to be evaluated based on curriculum expectations and the categories and levels of the achievement chart in the curriculum, the ministry plans to conduct research on students' strengths and areas for improvement in their French language proficiency in the context of an internationally recognized exam based on the CEFR levels. This exam evaluates not only linguistic competences, but also sociolinguistic, pragmatic and general competences.

The provision of learning opportunities for students included funding for increased activities to improve and apply their oral communication skills. A significant investment was the development of an online homework support tool to assist students in French Immersion programs, as well as their parents, with doing their French homework.

During the period of 2013-2018, the Ministry will build on student French learning activities that took place over the past four years by focussing on the provision of meaningful interactions in authentic situations, such as experiences that take place over multiple days in order to effect a permanent change in the students' perspective on the value of learning French. In addition, the ministry will focus on the framework for FSL's commitment to engagement by supporting school boards in connecting with students, parents and other members of their communities regarding FSL in

order to inform future programming. These actions will be key factors in supporting the continuing success of FSL.

5.1.6 Enrolment Trends (2001 to 2011)

Figures 1 to 4 below illustrate student enrolment in FSL programs at the elementary and secondary levels for the 2001-2002 to 2011-2012 school years. Each figure presents the FSL student enrolment as a percentage of the total student enrolment in English-language schools by grade.

Elementary Enrolment:

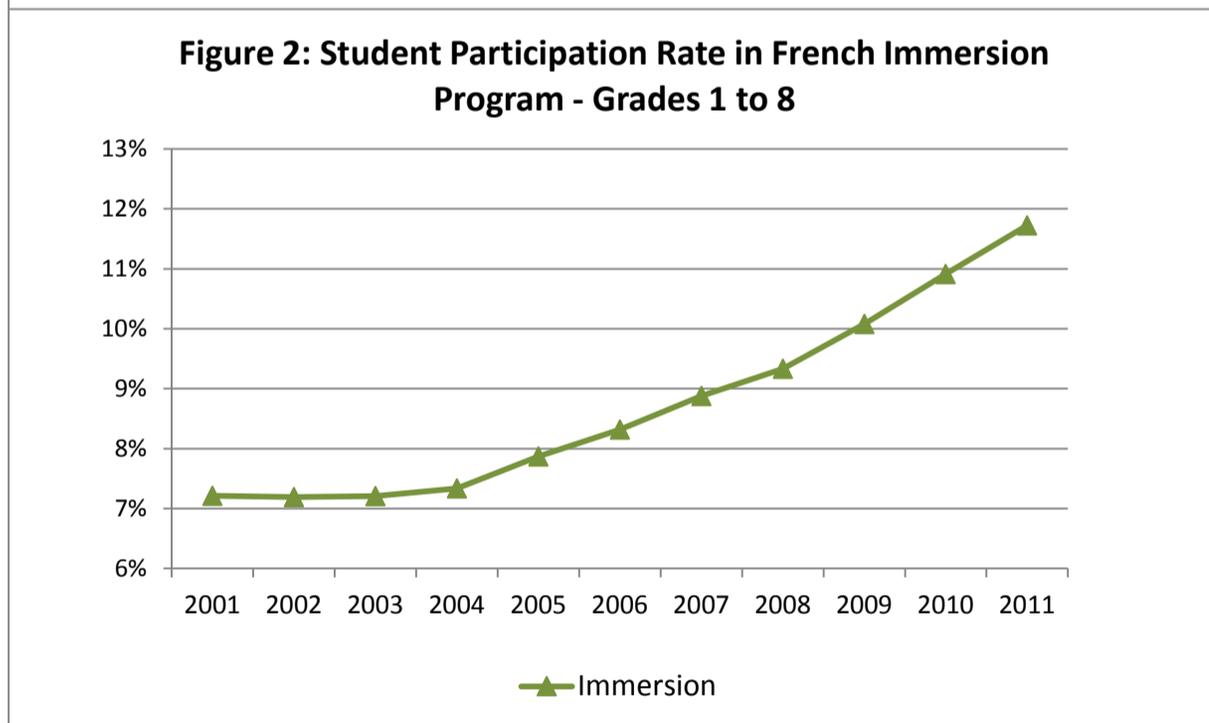
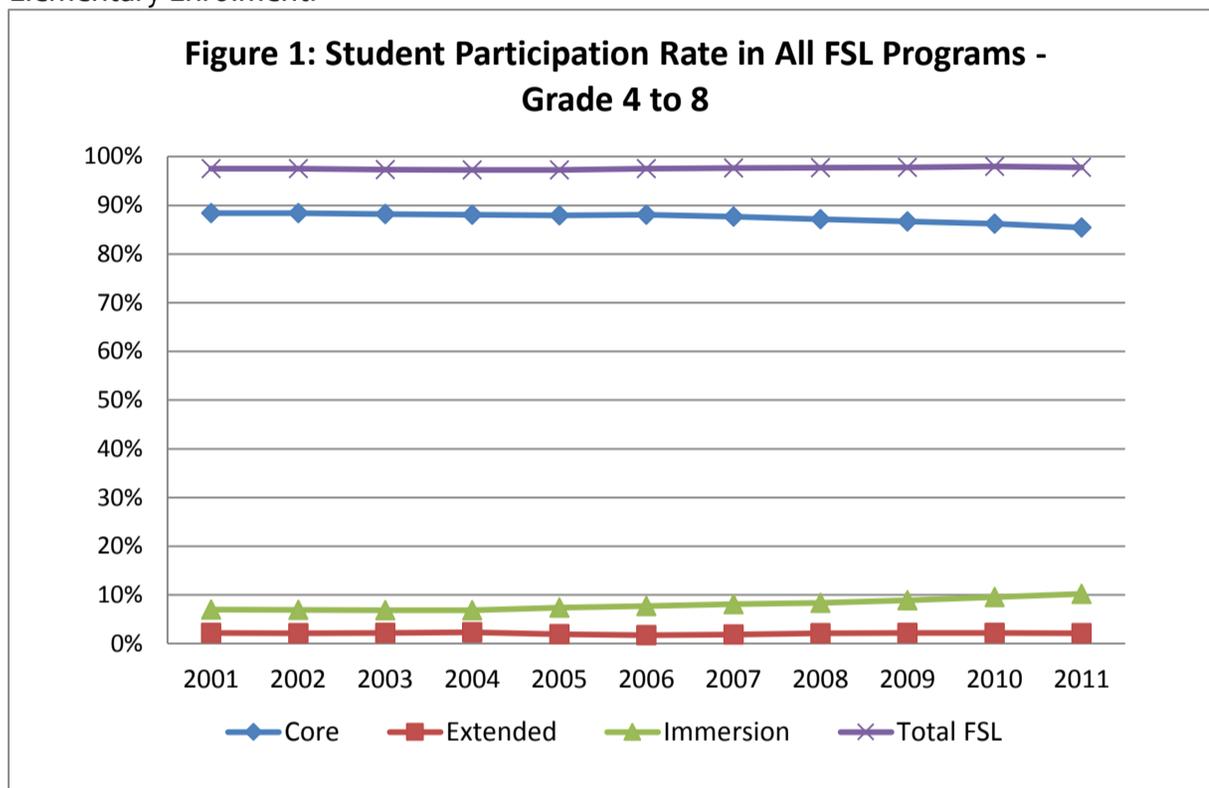
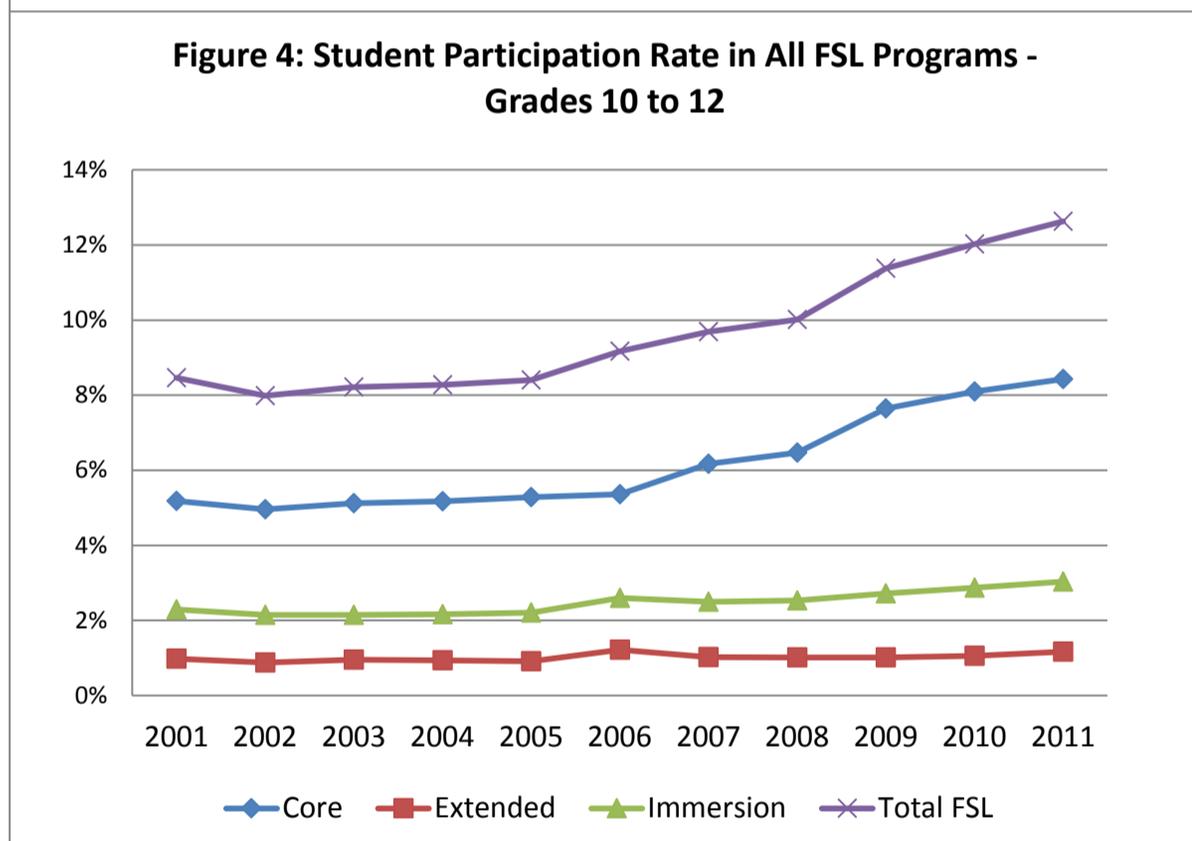
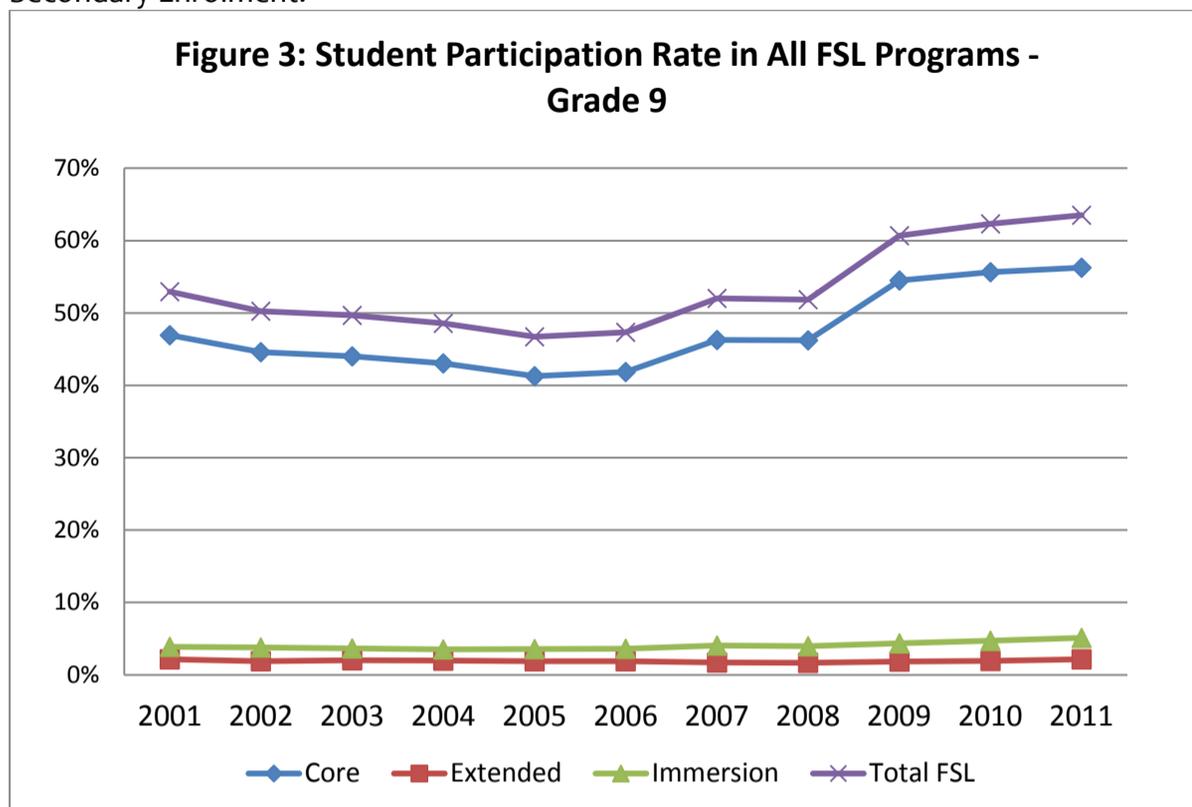


Figure 1 illustrates that the total participation rate in all FSL programs from Grade 4 to 8 increased from 97.5% in 2001-2002 to 97.8% in 2011-2012. It also shows that student enrolment in Core French (Grades 4 to 8) declined slightly (from 88.4% to 85.4%) while the student participation rate in the French Immersion program (Grades 4 to 8) increased by 3.2%.

Closer examination of the French Immersion program from Grades 1 to 8 in the 2011-2012 school year indicates that the overall student participation rate increased by an

encouraging 4.5% compared to the 2001-2002 school year (see Figure 2). This represents a net increase of 38,542 students.

Secondary Enrolment:



Students are required to earn one FSL credit at the secondary level. Most students taking FSL obtain this credit in Grade 9. In 2011-2012, the Grade 9 student participation rate in Core French was 56.3%, a 9.3% increase from 2001-2002. In the same time period, Grade 9 Extended French enrolment remained the same, but the French Immersion program experienced an increase of 1.2%. As a result, the total FSL student participation rate in Grade 9 increased from 53% in 2001-2002 to 63.5% in 2011-2012.

As indicated in Figure 4, the student participation rate in all FSL programs for Grades 10 to 12 increased by 4.1% between 2001-2002 and 2011-2012, a net of 21,641 additional students. Of the 4.1% increase, 3.2% represented Core French enrolment.

The framework for FSL states that one of its guiding principles is that FSL programs are for all students. In addition to the work that will be carried out under this pivotal

document, over the next five years the ministry will focus on supporting all students, including English Language Learners and students with special needs, in continuing their studies in French through the delivery of engaging programs and the development of resources relevant to the needs and interests of all students.

5.2 Performance Measurement Strategy

The chart below provides baseline data for each funded area of intervention. This data, which focuses on areas of greatest need, will be used to measure the progress made during the next five years. The performance indicators and the targets to be achieved are described according to areas of intervention in the tables in section 8 of this document.

Table 5

AREAS OF INTERVENTION	BASELINE DATA	DATA SOURCES AND METHODOLOGY
<p>Student participation (see Table 8.1)</p>	<p>In 2011-2012, the overall percentage of students in English-language schools enrolled in Core French, Extended French and French Immersion in Grades 9 to 12 was 30.9%.</p> <p>In 2011-2012, the overall percentage of students in English-language schools enrolled in French Immersion in Grades 1 to 3 was 14.1%.</p> <p>In 2011-2012, 46.6% of students <u>with special education needs</u> in English-language schools were enrolled in Grade 9 Core French.</p>	<p>Ontario School Information System (OnSIS) – the Ministry of Education’s data collection system for education-related information, based on both October and June submissions from school boards.</p>
<p>Provision of programs (see Table 8.2)</p>	<p>In 2011-2012, 56 (96.6%) of the 58 English-language school boards that provide secondary level education offered Core French up to Grade 12 at the secondary level.</p> <p>In 2011-2012, 53 (88%) of the 60 English-language school boards offered Extended French and/or French Immersion at the elementary level.</p> <p>In 2011-2012, 50 (86%) of the 58 English-language school boards that provide secondary level education offered Extended French and/or French Immersion at the secondary level.</p> <p>In 2011-2012, 23.2% of English-language elementary and secondary schools offered Extended French and/or French Immersion programs.</p>	<p>Ontario School Information System (OnSIS) – the Ministry of Education’s data collection system for education-related information. Note that out of the 60 school boards, 58 boards offer the program at the secondary level.</p>
<p>Student performance (see Table 8.3)</p>	<p>In 2011-2012, 74% of Core French students in Grades 4 to 8 achieved the provincial standard (level 3 or above) on their June report cards.</p> <p>67.8% of Grade 9 students enrolled in FSL programs achieved the provincial standard (level 3 or above) in their final marks. The results by program are:</p> <ul style="list-style-type: none"> • Core French: 67.1% • Extended French: 78% • French Immersion: 73.6% <p>75.5% of French Immersion students in Grades 10 to 12 achieved the provincial standard (level 3 or above) in their final marks.</p> <ul style="list-style-type: none"> • Grade 10: 74.5% • Grade 11: 74.9% • Grade 12: 77.6% 	<p>Ontario School Information System (OnSIS) – the Ministry of Education’s data collection system for education-related information.</p>
<p>Enriched school environment (see Table 8.4)</p>	<p>In 2011-2012, approximately 256,000 students in all three FSL programs participated in FSL enrichment activities (e.g. French concerts, student exchanges) to improve their French language skills.</p> <p>In 2012-2013, approximately 1,200 elementary and secondary students in all three FSL programs participated in enrichment activities offered by organizations in partnership with the Ministry of Education.</p> <p>In 2011-2012, students participated for approximately 1,600 days in a French learning experience that took place over multiple days (e.g. student exchanges, activities that occur on more than one day).</p>	<p>Final reports from school boards in 2011-2012.</p> <p>Data from the Ministry of Education.</p> <p>Final reports from school boards in 2011-2012.</p>

<p>Support for educational staff and research (see Table 8.5)</p>	<p>In 2011-2012, the total number of school days for FSL teachers participating in professional learning activities was approximately 21,000.</p> <p>The total number of FSL teachers participating in Common European Framework of Reference related professional learning activities was approximately 8,000.</p> <p>In 2011-2012, 69 bursaries were granted to FSL teachers to attend summer FSL programs.</p>	<p>Final reports from school boards in 2011-2012.</p> <p>Final reports from organizations offering summer language programs.</p>

5.3 Consultations

The Ministry of Education consults with its stakeholders on a regular basis, both formally and informally, when shaping and implementing FSL policies and programs. Ongoing dialogues occur between Ministry staff and various stakeholders.

To deepen its commitment to supporting bilingualism in Ontario, the Ministry formed a FSL Provincial Working Group in 2010. Members represent a variety of perspectives, including that of senior school board administrators, teachers, students, parents, FSL associations, the Ontario College of Teachers, universities and researchers. The group discusses matters pertinent to FSL in Ontario, including commitments identified in the 2009-2013 Action Plan developed under the *Canada-Ontario Agreement on Minority Language Education and Second Official Language Instruction 2009-2010 to 2012-2013*.

Large-scale consultations were held during the drafting of *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12*. Two series of consultations took place within and outside of the Ministry. Directors of Education, Supervisory Officers and FSL Coordinators in the 60 English-language district school boards, the FSL Provincial Working Group, Canadian Parents for French, (Ontario) and the Ontario Student Trustees' Association all offered input into the document. The strategic planning at the district school board level outlined in the document aligns with the 2013-2018 Action Plan.

Late in 2012 and in spring 2013, the FSL Provincial Working Group was consulted on early concepts in the development of the new Action Plan. In March 2013, a series of web conference consultations on each of the areas of intervention in the Action Plan was held with the 60 English-language district school boards. Areas of greatest need were shared, input on performance indicators was sought and discussions took place on possible major initiatives. In addition, Canadian Parents for French (Ontario) was consulted on the entire plan. As a result, the Action Plan reflects the thoughts and suggestions of a broad representation of FSL stakeholders.

5.4 Collaboration

Connections between Ontario's French- and English-speaking education communities are fostered through regular collaboration between FSL programs and French-language education. Collaboration is particularly important for the successful transition of students between the elementary, secondary and postsecondary levels, the responsibility for which falls under the same Division in the Ministry of Education, in order to encourage them to continue to pursue the study of French each time they move into a new phase in their studies. In addition, a number of the initiatives in the Action Plan provide opportunities for collaboration between the two communities, in particular opportunities that support partnerships with community organizations that focus on French language learning for students. These initiatives encourage interaction between FSL and French First Language students as a means of promoting bilingualism.

A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12 highlights the importance of collaboration among the Ministry, school boards and

parents. This is evidenced in the provincial initiatives. It is when communities come together to learn from one another and experience different perspectives that Ontario's vision for FSL will be realized.

6. POSTSECONDARY EDUCATION

6.1 Current Situation

6.1.1 French-Language and Bilingual Postsecondary Institutions in Ontario

There are eleven French-language or bilingual postsecondary institutions in Ontario:

- Two bilingual universities, the University of Ottawa and Laurentian University, and their federated or affiliated institutions (Saint Paul University, University of Sudbury, Collège de Hearst);
- Dominican University College, a bilingual institution affiliated with Carleton University,
- An English-language university, York University, with a bilingual campus (Glendon College);
- Two institutions that offer courses of study in French (the University of Toronto's Ontario Institute for Studies in Education, the University of Guelph's Collège d'Alfred), and
- Two French-language colleges (Collège Boréal and La Cité collégiale).

In 2011-2012, more than 24,400 French-language students attended postsecondary institutions in Ontario, with more than 6,000 in colleges and more than 18,000 in universities.

The bilingual universities also offer programs and/or support for students for whom French is a second language. For example, the University of Ottawa has set up and supports an immersion program, which had close to 1,500 second-language students in 2012-2013 who were registered in 75 Bachelor-level academic programs offered by five different faculties. Glendon College offers bilingual programs to all of its students, while Laurentian University currently has developed a tailor-made program intended for students coming from immersion programs. In total, these three institutions support close to 4,900 second-language students in mastering a high level of French and in continuing their postsecondary studies in French.

6.1.2 Achievements Under the 2009-2013 Agreement

The funds that were granted under the Canada – Ontario Agreement for 2009 to 2013 supported Ontario's efforts to reduce the significant gaps that exist between the French-language and English-language postsecondary education and training systems. In particular the funds supported initiatives that aimed at:

- Improving access to French-language college and university programs;
- Increasing the participation of Francophones in postsecondary studies in their mother tongue; and
- Keeping graduates from French-language secondary schools in Ontario's French-language postsecondary education system.

These funds have made it possible to support and implement a number of specific initiatives that have encouraged the development of French-language postsecondary education in Ontario. For example, the funds have allowed certain institutions to continue offering courses with small numbers of students in a number of fields, in particular in Engineering and the Applied Sciences. The funds have also been used to assess and adjust existing programs and to develop new courses, including distance courses, as well as the pedagogical and multi-media materials connected with those courses. In addition, approximately 725 first-year Francophone students have received a \$1,500 bursary for studying in French in each of the years of the Agreement, except for the final year, when that bursary was cancelled.

The funding provided under the Agreement has made it possible to develop resources to support students, such as the University of Ottawa's *Visez juste, en français* program, La Cité collégiale's *Tremplinguistique* program, Glendon College's *Salon francophone* event. It has also allowed the province's bilingual and French-language postsecondary institutions to offer many services that provide help with writing and the integration of new students. These initiatives have bolstered the retention and academic success of Francophone students.

Bilingual and French-language postsecondary institutions have used the funding under the Agreement to develop networking activities, initiatives for raising awareness about postsecondary education and "reach ahead" programs with French-language secondary schools as well as with certain English-language school boards that offer immersion programs. These initiatives have allowed students in those school boards to become familiar with Ontario's postsecondary education system and provided opportunities to promote programs and services being offered.

The additional funding provided under the Agreement has supported the development and implementation of *Ontario's Politique d'aménagement linguistique French-language policy framework* [PAL for French-language postsecondary education and training] in order to ensure that it is firmly grounded in the postsecondary education and training system. Ontario's PAL for French-language postsecondary education and training provides guidelines that will now be used to govern the language development initiatives to be implemented by MTCU. Numerous initiatives related to the PAL have been implemented in collaboration with the French-language colleges of applied arts and technology, the bilingual universities and other organizations that offer programs in French as well as Francophone community centres and Francophone and bilingual providers of employment services that are authorized by the Province to dispense literacy, basic skills or job-related services.

Six areas of intervention have been identified to guide MTCU and the partner French-language and bilingual postsecondary education and training institutions in meeting the challenges that have been set:

- 1) Access to programs in French;
- 2) Support for and the success of students;
- 3) Quality improvement;
- 4) Promotion of the system and the recruitment target;
- 5) Partnerships and collaborations;
- 6) Governance.

PAL has made it possible to monitor and set up measures and initiatives that have been developed by the institutions in order to support the areas of intervention identified in PAL in a more targeted manner and to respond to the specific challenges that institutions in the Francophone community are faced with. The additional funding for the implementation of PAL, as part of complementary funds, has made it possible to support a number of special projects in the French-language colleges and bilingual universities. For example, the additional funding has allowed the University of Ottawa to expand its regional mentorship program and to develop, validate and implement a diagnostic test to assess French-language competency. Laurentian University has been able to offer advanced French-language courses, French as a Second Language courses and courses on software programs for the professional community. York University's Glendon College has conducted a study on York's ability to meet the needs of French-speaking students in Central and Southwestern Ontario in order to create new university programs in those regions. That study will make it possible to determine which services and programs should be set up in order to widen the range of French-language postsecondary programs being offered in the Greater Toronto region.

The additional funding has also financed capital development projects that have been submitted by the two French-language colleges:

- Construction of Collège Boréal's *Institut des métiers et de la technologie* [trades and technology institute];
- Renovation of the site for the new Collège Boréal campus in Toronto;
- Renovation of rooms so they can be used as telepresence rooms, including the purchasing of equipment, and of classrooms as part of La Cité collégiale's *La Cité virtuelle* project; and
- The purchasing of equipment for the dental care laboratory at Collège Boréal's Toronto campus.

Finally, at the end of 2012 and the beginning of 2013, FLEPPB updated the *Gap Study: French-Language and English-Language Postsecondary and Training Systems* (MTCU, 2008), which measured the gaps between the French-language and English-language postsecondary education and training systems. The initial study measured the gaps between the end of 2007 and throughout 2008. The study also proposed performance indicators and targets making it possible to track the said gaps. The update is based on data from 2011-2012. It should be publicly released during 2014.

With the implementation of the PAL for French-language education and training, the updating of the study has become necessary in order to:

- 1) Provide guidance for the growth of the French-language postsecondary education system;
- 2) Support the implementation of the recommendations by the Expert Panel on French-Language Postsecondary Education in the Central and Southwestern Regions of Ontario for increasing the ability of Ontario's education system to deliver French-language postsecondary education in the Central and Southwestern regions; and
- 3) Respond to the concerns raised by the French Language Services Commissioner in his investigation report entitled *The State of French-Language Postsecondary Education in Central-Southwestern Ontario: No Access, No Future*.

6.1.3 Challenges

There is currently a significant gap between access to French-language programs and access to English-language programs. That gap is significant in certain regions of Ontario. For example, in 2008 in the Central and Southwestern regions, the rate of access to university programs was only 7% and the rate of access to college programs was only 3%, compared with English-language programs. In addition, access to the different categories of programs went down significantly between Bachelor-level studies and PhD studies, while 20 out of the 24 categories of programs were accessible in French at the Bachelor's level, but only 17 were available at the Master's level and 14 at the PhD level.⁸

In addition, in its report entitled *Building the Future*, which was published in January 2013, the Expert Panel on French-Language Postsecondary Education in the Central and Southwestern Regions of Ontario stated that the demand for elementary and secondary-level education in French has not been matched by any increase in the number of French-language postsecondary education programs being offered. It should be noted that close to one-third of Ontario's Francophones currently live in those regions, and that this proportion is expected to rise to 50% by 2020. In addition, these regions have the highest rate of enrolment in French as a Second Language programs in the country, at 40%. The Expert Panel added that the very limited offering of French-language or bilingual postsecondary education programs in the Central and Southwestern regions leads French-speaking graduates from those regions to enrol in English-language institutions in greater numbers. The situation is the same in the Eastern and Northern parts of the province, but on a smaller scale, because of the

⁸ This data is taken from the *Gap Study: French-Language and English-Language Postsecondary and Training Systems*, produced by the Ministry of Education's French-Language Education Policy and Programs Branch, December 2008.

existence of well-established bilingual and French-language postsecondary institutions in those regions. It is therefore important to acknowledge the need to increase the number of programs that are available across the province, and in particular in the Central and Southwestern regions.

The limited access to college programs is partly the result of the closure of Collège des Grands Lacs in 2002. After it was opened in 1995, that college was unable to establish itself in a stable manner and attract enough students to continue its operations. Its high operating costs and its inability to deliver programs that were adapted to the needs of the students in the region led to the closure of Collège des Grands Lacs in 2002. Some of the issues related to developing a range of college programs in the Central and Southwestern regions include the recruiting from the Francophone population that is widely dispersed and that is made up in large part of immigrants. As a virtual college that was set up on a “college without walls” model, Collège des Grands Lacs was not able to meet the needs of Francophone students who were asking for college-level education in French in Toronto. The history of Collège des Grands Lacs shows how important it is to take into account the specific and diversified learning needs of students, and the need to provide a face-to-face provision of programs.

Although Collège Boréal filled that void in 2002, it had to deal with a Francophone population that had been weakened by the experience it had gone through with Collège des Grands Lacs. Collège Boréal also had to deal with significant competition from the other English-language colleges in the Central and Southwestern regions. Those colleges are able to offer a range of specialized programs with a vast choice of subject areas, and neither Collège Boréal nor La Cité collégiale are able to compete with that. They therefore need to find specific niches that will allow them to take root and flourish.

There continues to be a need for new programs in French, particularly in the fields of Health, Science and Technology, the Social Sciences, the Humanities and in professional schools.

In terms of the needs in the area of capital projects, the Province recognizes that it is necessary to assess the impact of the expansion of French-language postsecondary educational programs in the Central and Southwestern regions. These regions have institutions that are governed by specialized mandates and that can only receive a limited number of students. The Province is committed to building up the postsecondary capacity in these regions in order to support the expansion of the offering of educational programs in French.

Over the past three decades, the Government of Ontario has shown a high level of commitment to developing a French-language postsecondary education system. The government has provided annual grants to its colleges and universities, as a specific acknowledgment of the additional costs associated with the delivery of education in the language of the minority. Ontario has also supported a large number of initiatives, such as bridging programs, language development centres, student mentorship and support programs to facilitate the integration and success of students, including students from French as a Second Language programs. The ongoing financial support provided for bilingual university institutions and French-language colleges has produced very positive results in terms of the offering of French-language services in Ontario.

However, bilingual university institutions, French-language colleges and training centres for Francophones are still facing specific difficulties. These include:

- The need to reach diverse types of clientele spread over a vast area (e.g., graduates from French-language and immersion schools, newcomers and adult learners);

- The higher cost of offering an attractive range of high-quality programs and services to those types of clientele;
- The challenge of responding to the changing socioeconomic needs of the job market, associated with significant modifications to French Ontario’s geo-demography.
- The limited range of French-Language programs and services offered by institutions , which is more pronounced in some regions of the province than others, particularly the Central and Southwestern regions, and which then limit the choices that are accessible to French-speaking adults, apprentices and students and learners and the ability to keep them in Ontario’s French-language education system;
- The needs in terms of infrastructure in order to expand the offering of programs in the Central and Southwestern regions;
- The need to offer targeted language support to students who speak French as a second language and who are interested in pursuing postsecondary studies in French.

The inequality of access to French-language programming across Ontario is an important factor in the assimilation of Francophones into the English-language postsecondary system. The low level of participation of French-speaking students in university and college studies in their first language, and in the second language for immersion students, can be attributed to the limited range of programs and types of certification, as well as their variable availability, that are offered by bilingual and French-language institutions or their access centres across Ontario. These limitations contribute to the assimilation of the Francophone population by means of linguistic transfer at the postsecondary level. The limited offering of courses of study and living spaces that are devoted to French-language and bilingual postsecondary studies in the urban areas in the Central and Southwestern regions of the province gives rise to a lot of uncertainty among Francophones and Francophiles (those with a strong interest in the French culture), which is manifested both in the rates of retention of students from French-language schools and in the rates of leaving immersion programs in secondary school. As stated above, this trend is even more marked in the Central and Southwestern regions of Ontario, where the network of French-language elementary and secondary schools provided by school boards is continually growing and Francophones have a whole range of choices of courses of study in English being offered in all subject areas by 13 universities and 13 colleges of applied arts and technology in English.

6.1.4 The Suggested Approach

Based on the items included in the Protocol, Ontario has developed its priority objectives in such a way as to implement the strategies set out in its five-year action plan, and will continue to target the following three outcomes:

- a) Access : measured in terms of the rate of growth of the programs and courses being offered in French in the bilingual and French-language postsecondary institutions;
- b) Participation: increased numbers of French-speaking students and apprentices in the French-language and bilingual postsecondary systems;
- c) Retention: more Francophone graduates from secondary school who go into bilingual or French-language postsecondary institutions after they have earned their OSSD, compared with the total number of those who register in a postsecondary institution. Retention also includes the number of French-speaking students enrolled in Bachelor’s programs in bilingual universities who complete their studies in French.

One of the main factors that will allow Ontario to achieve its objectives is the increasing of access to postsecondary institutions. This can be done by extending the range of programs that are offered in French in the French-language colleges and bilingual universities, and/or by offering more possibilities for students who have

learned French as a second language to pursue their postsecondary studies in their second official language. Given the current low rates of access, participation and retention in the Central and Southwestern regions of Ontario, the province is planning to make additional efforts to improve access to French-language programs and services in these regions in the coming years.

Another way of increasing access to bilingual and French-language postsecondary institutions is by setting up the infrastructure that is necessary to allow Francophone and Francophile students to continue their postsecondary studies in French. Although this is a need that is felt across the province, it is even more pressing in the Central and Southwestern regions. That is why Ontario is planning to support the creation of postsecondary programs and services in the Central and Southwestern regions in the coming years.

Four Ontario institutions (the University of Ottawa, Laurentian University, Collège Boréal and La Cité collégiale) receive funds from the Consortium national de formation en santé [National Consortium for Health Training] to ensure that students get minimum access to French-language education in the area of the health professions. The 2013-2018 Action Plan is aligned with the plans that the institutions have coordinated with the Consortium, in order to avoid duplication.

The initiatives described in Tables 9.1 and 9.2 deal with a number of issues affecting French-language postsecondary education. These initiatives will allow the college and university sectors to increase the diversity of their programs and the accessibility to those programs by setting up a network of satellite campuses and high-quality programs that are taught remotely.

In order to meet the challenges described above, the Province of Ontario is committed to increasing the ability of bilingual universities and French-language colleges to offer high-quality programs and services and to adopt recruitment strategies that will make it possible to increase participation in postsecondary studies in French, especially in underserved regions such as the Central and Southwestern regions. Bilingual and French-language postsecondary institutions will receive financial support for developing partnerships with other French-language postsecondary educational institutions in order to expand the range of programs offered to French-speaking students.

Facilitating the academic and professional success of students registered in the bilingual and French-language postsecondary education system is the reason why the province will invest in the development of appropriate support programs. The initiatives providing support for students in completing their assignments and the adoption of good study practices will make it possible to increase the rates of success in their studies, and therefore the level of retention in the French-language postsecondary education system.

The province is committed to improving its system for collecting data about the students registered in the bilingual and French-language postsecondary education system and to supporting research projects that will make it possible to better understand the obstacles to student success and to identify effective strategies for increasing the dynamic impetus and the ability of the French-language postsecondary education system to respond to the needs of the job market.

6.2 Performance Measurement Strategy

The following table provides reference data as well as the sources of data that will allow the Government of Ontario to update and maintain its performance indicators.

Table 6

FRENCH AS A MINORITY LANGUAGE		
AREA OF INTERVENTION	BASELINE DATA	DATA SOURCE AND METHODOLOGY
Access to postsecondary education (see Table 9.1)	In 2012-2013, Ontario funded the training of 29 Ontario students by allowing them to pursue their studies in Health programs in French in universities in Quebec. Ontario is examining the possibility of financial support for bilingual and French-language postsecondary institutions in order to increase access to French-language postsecondary studies in areas other than the area of Health.	Data provided by the Funding Branch of the Quebec Ministère de l'Enseignement supérieur, de la Recherche, de la Science et de la Technologie [Ministry of Postsecondary Education, Research, Science and Technology] and by Ontario's French-language colleges and bilingual universities, submitted to the Minister of Training, Colleges and Universities (MTCU).
	Rate of access: In 2011-2012, the French-language colleges offered 101 college programs in French, and the bilingual universities offered 115 Bachelor-level university programs in French.	Taken from the MTCU's CAAT and USER databases, taken from the Ontario University Application Centre (OUAC) website.
	Rate of retention: In 2011-2012, the rate of retention of students from secondary level in the French-language college level was 21%, and the rate of retention between the secondary level and bilingual university level was 44%.	Taken from the databases of the Education Statistics and Analysis Branch and the FLEPPB.
		Taken from the Rosetta Stone and USER reports prepared by MTCU, and excerpts of data from the Ministry of Education's OnSIS. The number of first-year Francophone students who are registered in French-language or bilingual postsecondary institutions divided by the number of graduates from Ontario's French-language secondary schools.
	Rate of participation: in 2011-2012, the number of students registered in French-language postsecondary programs, based on the population between the ages of 18 and 29, whose mother tongue is French, was 10% at the college level (this rate is 11% for students whose mother tongue is English who are doing college-level studies in English) and 29% at the university level (this rate is 25% for students whose mother tongue is English who are doing university-level studies in English).	Taken from the Rosetta Stone and USER reports prepared by the MTCU. The number of students registered in a French-language postsecondary education program divided by the number of Ontarians between the ages of 18 and 29 whose mother tongue is French.
Support for teaching staff and research (see Table 9.2)	In 2011-2012, bilingual universities supported a number of specialized research projects involving the French-language education sector.	Data from the universities, submitted to MTCU.

FRENCH AS A SECOND LANGUAGE		
AREA OF INTERVENTION	BASELINE DATA	DATA SOURCE AND METHODOLOGY
Access to postsecondary education (see Table 9.3)	In 2011-2012, there were 4,891 students with French as a second language who were taking university courses in French.	Data from the universities, submitted to the MTCU.

6.3 Consultation Process

Since the 2009-2010 to 2012-2013 Agreement was signed, there have been a number of consultations with bilingual universities and French-language colleges and opportunities to identify and take into account their needs under this Agreement.

At the beginning of 2009 and throughout 2010, the Province consulted its various partners in order to set up a language development policy for French-language postsecondary education and training. The groups that were consulted included:

- a) Students graduating from French-language secondary schools;
- b) Students graduating from immersion programs run by English-language school boards;
- c) Teaching staff from bilingual universities and French-language colleges;
- d) Administrative staff from bilingual universities and French-language colleges;
- e) The Presidents and Chairs of bilingual universities and French-language colleges (individual interviews).

These consultations made it possible to not only gather information concerning the implementation of PAL within Ontario's bilingual and French-language postsecondary institutions, but also to identify strategies that could improve access to French-language postsecondary education and training in the province.

This work led to the development and implementation of the 2011 *French-language policy framework for postsecondary education and training*.

Staff in MTCU also held meetings with the bilingual universities and French-language colleges in order to find out about their expectations under this Agreement. The bilingual universities that are members of the Consortium des universités de la francophonie ontarienne (CUFO) [Consortium of universities serving Ontario's Francophone community] also presented a five-year action plan that will provide guidance for the ministry in its negotiations with the government of Canada.

MTCU is also taking into account the recommendations made by the Permanent Working Group. The Permanent Working Group provides advice to the Ministry of Education and the Ministry of Training, Colleges and Universities about issues that contribute to the strategic development of French-language education.

Recent consultations with the various partners in education have shown that the initiatives that have been applied since the beginning of the previous Agreement, thanks to the financial contribution by Canadian Heritage, have had a positive impact on the whole French-language education system.

The French-language postsecondary education system has in fact seen an increase in the number of students attending bilingual and French-language postsecondary institutions in Ontario, from 19,994 in 2009-2010 to 22,232 in 2012-2013.

The initiatives that have been implemented to improve access to French-language programs and to increase the retention of French-language students and the participation of Francophones in the French-language postsecondary network have helped to redress the balance that exists between the French-language postsecondary education system and the English-language postsecondary education system.

Again, in order to encourage the loyalty of students from the French-language secondary schools who are leaving the French-language education system at different stages of their education, it is necessary to root the French-language postsecondary education system more firmly in the Central and Southwestern regions of Ontario.

With the support of our partners, we have decided to carry on most of the initiatives from the previous Agreement, in order to continue improving our success and to ensure that students make the transition into and are kept in French-language postsecondary studies.

B) Financial Contributions by Area of Intervention

In this second portion of the Action Plan, the tables set out how the contributions are disbursed, per linguistic objective and per area of intervention.

Table 7.1						
Linguistic Objective:		French-Language Education at the Elementary and Secondary Levels				
Area of Intervention:		Student Participation				
Performance Indicators			Performance Targets			
The number of students attending French-language schools.			Increase from 98,695 to 100,000 students in the French-language schools.			
The number of students who leave French-language schools to go to English-language schools.			Keep the number of students leaving for English-language schools to a maximum of 2,400.			
Planned Investments						
Years	Federal	Provincial	Total			
2013-2014	\$20,243,950	\$25,000,000	\$45,243,950			
2014-2015	\$20,043,950	\$25,000,000	\$45,043,950			
2015-2016	\$20,043,950	\$25,000,000	\$45,043,950			
2016-2017	\$20,043,950	\$25,000,000	\$45,043,950			
2017-2018	\$20,043,950	\$25,000,000	\$45,043,950			
Total	\$100,419,750	\$125,000,000	\$225,419,750			
Planned Initiatives			Planned Contributions			
Initiatives	Descriptions	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teaching in French in small schools	Additional support for 55% of the 422 French-language schools with fewer than 200 students because of geographic reasons. This takes into account the additional costs generated in terms of goods and services for small French-language schools in remote regions and the costs related to the geographic location of school boards, their size and the dispersion of their schools.	\$43,843,950	\$43,843,950	\$43,843,950	\$43,843,950	\$43,843,950
Parent involvement	Assistance for Francophone parents with their participation in implementing PAL and the <i>Policy Statement and Guidelines on Admission, Welcoming, and Support of Students in French-Language Schools in Ontario</i> .	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Sharing best practices	Facilitating the sharing of best practices by school education managers in areas of expertise, for example, special education and those educational sectors that target student success and the reduction of gaps in performance. Targeted meetings with classroom consultants in order to improve their school board's results.	\$470,000	\$470,000	\$470,000	\$470,000	\$470,000
Promotion of French	Long-term positioning of the promotion of French-language education in Ontario, from JK to postsecondary education.	\$830,000	\$630,000	\$630,000	\$630,000	\$630,000

Table 7.2

Linguistic Objective:		French-Language Education at the Elementary and Secondary Levels				
Area of Intervention:		Provision of Programs				
Performance Indicators		Performance Targets				
The number of digital learning resources available that support learning in the digital age.		Increase the number of online courses from 79 to 94 courses. Increase the number of resources available in the Ontario Educational Resource Bank (OERB) from 9,800 to 11,300 resources.				
The number of programs that support the transition into postsecondary education.		Maintain a minimum level of participation of 15% in the Specialist High Skills Major (SHSM) program, while increasing the rate of graduation with a secondary school diploma with a red seal from the SHSM program to 50% (provincial target). Increase the rate of participation in the various delivery models for cooperative education courses; regular courses: 14.2% to 15.5%, summer courses: 1.4% to 3% and continuing education courses: 3.1% to 5%.				
Planned Investments						
Years	Federal	Provincial	Total			
2013-2014	\$14,010,103	\$14,478,000	\$28,488,103			
2014-2015	\$14,010,103	\$14,478,000	\$28,488,103			
2015-2016	\$14,010,103	\$14,478,000	\$28,488,103			
2016-2017	\$14,010,103	\$14,478,000	\$28,488,103			
2017-2018	\$14,010,103	\$14,478,000	\$28,488,103			
Total	\$70,050,515	\$72,390,000	\$142,440,515			
Planned Initiatives		Planned Contributions				
Initiatives	Descriptions	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Technology in the 21st century	Learning on line, development of online courses and media-based resources, help with assignments and telecommunications.	\$7,710,228	\$7,710,228	\$7,710,228	\$7,710,228	\$7,710,228
Multi-media productions	Production and co-production of educational programs, including interactive resources.	\$6,605,000	\$6,605,000	\$6,605,000	\$6,605,000	\$6,605,000
Learning resources and support for education in French	Development, translation and adaptation, production, purchase (as applicable) and management of French-language educational resources that support the implementation of the curriculum in Ontario's French-language schools.	\$7,033,370	\$7,033,370	\$7,033,370	\$7,033,370	\$7,033,370
Transition into postsecondary education	Delivery of French-language education for transition into the workplace and postsecondary education, for example the Specialist High Skills Major program, cooperative education.	\$7,139,505	\$7,139,505	\$7,139,505	\$7,139,505	\$7,139,505

Table 7.3

Linguistic Objective:		French-Language Education at the Elementary and Secondary Levels				
Area of Intervention:		Student Performance				
Performance Indicators		Performance Targets				
Success on the EQAO provincial assessments		Maintain the results on Grade 6 assessments at a minimum of 85%. Maintain the average results for Grade 10 on the OSSLT (condition for graduating) at 88%. Increase the results on the theoretical PMT from 81% to 84%. Increase the results on the applied PMT from 51% to 52%.				
Rate of graduation with an OSSD		Reach a rate of graduation with an OSSD of 91%.				
Planned Investments						
Years	Federal	Provincial	Total			
2013-2014	\$2,008,000	\$7,090,000	\$9,098,000			
2014-2015	\$2,008,000	\$7,090,000	\$9,098,000			
2015-2016	\$2,008,000	\$7,090,000	\$9,098,000			
2016-2017	\$2,008,000	\$7,090,000	\$9,098,000			
2017-2018	\$2,008,000	\$7,090,000	\$9,098,000			
Total	\$10,040,000	\$35,450,000	\$45,490,000			
Planned Initiatives		Planned Contributions				
Initiatives	Descriptions	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Improvement of language skills in French	Delivery of ALF programs for students with a non-existent or limited level of competence in French.	\$5,700,000	\$5,700,000	\$5,700,000	\$5,700,000	\$5,700,000
Assistance for students	Assisting secondary school in increasing loyalty, the accumulation of credits and school performance, including support for the implementation of the action plan for First Nations, Métis and Inuit students.	\$2,178,000	\$2,178,000	\$2,178,000	\$2,178,000	\$2,178,000
Additional educational resources	Development and production of additional educational resources to support ministry initiatives that respond to the specific needs of students in elementary and secondary schools in a minority language setting (e.g., publication of magazines for boys in order to improve their literacy).	\$1,220,000	\$1,220,000	\$1,220,000	\$1,220,000	\$1,220,000

Table 7.4

Linguistic Objective:		French-Language Education at the Elementary and Secondary Levels				
Area of Intervention:		Enriched School Environment				
Performance Indicators			Performance Targets			
The involvement of students in cultural and school activities in order to encourage their involvement in the learning process: the number of activities the student participates in outside the classroom.			Maintain the number of extensive cultural activities (14) per year and increase their number if possible.			
The proportion of French-language elementary schools that offer child care services (early childhood, ages 0 to 5).			Increase the proportion of French-language elementary schools that provide child care services from 68% to 75%.			
Planned Investments						
Years	Federal		Provincial		Total	
2013-2014	\$4,800,000		\$5,300,000		\$10,100,000	
2014-2015	\$5,000,000		\$5,300,000		\$10,300,000	
2015-2016	\$5,000,000		\$5,300,000		\$10,300,000	
2016-2017	\$5,000,000		\$5,300,000		\$10,300,000	
2017-2018	\$5,000,000		\$5,300,000		\$10,300,000	
Total	\$24,800,000		\$26,500,000		\$51,500,000	
Planned Initiatives			Planned Contributions			
Initiatives	Descriptions	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Early childhood⁹	Programs providing language and cultural support for early childhood, in order to ensure that those children have a good foundation for their French-language education, and in particular to facilitate their integration into Grade 1, for which registration is mandatory as of age 6.	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Early childhood – capital projects	Setting up child care services	\$7,800,000	\$8,000,000	\$8,000,000	\$8,000,000	\$8,000,000
Involvement of students	Support for identity building of students in French-language secondary schools and of students in French-language or bilingual institutions. Creation of a dynamic and pluralistic Francophone learning space by means of networking.	\$1,100,000	\$1,100,000	\$1,100,000	\$1,100,000	\$1,100,000
Animation culturelle and community development¹⁰	Cultural involvement, including: 1) leadership training sessions for students; 2) strategies that promote students' involvement in their community; 3) the participation of cultural organizations in the school environment.	\$1,100,000	\$1,100,000	\$1,100,000	\$1,100,000	\$1,100,000

9 The capital projects that receive support will be described in an annual presentation by Ontario and will be funded with the agreement of both parties. The details concerning those projects will be set out in an annual Appendix which will form an integral part of this table and therefore of this Action Plan. The approved projects will also be described in an annual report on the progress of ongoing activities.

10 Ontario agrees to send to Canadian Heritage a list of cultural activities on a quarterly basis.

Table 7.5

Linguistic Objective:		French-Language Education at the Elementary and Secondary Levels				
Area of Intervention:		Support for Educational Staff and Research				
Performance Indicators		Performance Targets				
The number of teachers and school boards that receive assistance.		Keep the number of teachers receiving assistance at a minimum of 850 per year. Keep the number of school boards receiving assistance at 12.				
Planned Investments						
Years	Federal	Provincial	Total			
2013-2014	\$4,150,000	\$4,460,000	\$8,610,000			
2014-2015	\$4,150,000	\$4,460,000	\$8,610,000			
2015-2016	\$4,150,000	\$4,460,000	\$8,610,000			
2016-2017	\$4,150,000	\$4,460,000	\$8,610,000			
2017-2018	\$4,150,000	\$4,460,000	\$8,610,000			
Total	\$20,750,000	\$22,300,000	\$43,050,000			
Planned Initiatives		Planned Contributions				
Initiatives	Descriptions	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Cultural approach to teaching	Implementing a teaching and leadership profile of skills for working in minority settings. Developing participation-based leadership among teachers. Training for teachers, administrators and students in pre-service teacher education programs.	\$1,460,000	\$1,460,000	\$1,460,000	\$1,460,000	\$1,460,000
Specialized training	Specialized training related to the improvement of student performance.	\$7,150,000	\$7,150,000	\$7,150,000	\$7,150,000	\$7,150,000

Table 8.1						
Linguistic Objective:		French as a Second Language at the Elementary and Secondary Levels				
Area of Intervention:		Student Participation				
Performance Indicators		Performance Targets				
The overall percentage of students enrolled in Core French, Extended French and French Immersion in Grades 9 to 12.		Increase the overall percentage of students in Grades 9 to 12 enrolled in Core French, Extended French and French Immersion from 30.9% to 33.7%.				
The overall percentage of students in English-language schools enrolled in French Immersion in Grades 1 to 3.		Increase the overall percentage of students in English-language schools enrolled in French Immersion in Grades 1 to 3 from 14.1% to 17.1%.				
The percentage of students with special education needs enrolled in the Grade 9 Core French program.		Increase the percentage of students with special needs enrolled in the Grade 9 Core French program from 46.6% to 51.6%.				
Planned Investments						
Years	Federal	Provincial	Total			
2013-2014	\$900,000	\$1,000,000	\$1,900,000			
2014-2015	\$800,000	\$1,000,000	\$1,800,000			
2015-2016	\$700,000	\$900,000	\$1,600,000			
2016-2017	\$700,000	\$900,000	\$1,600,000			
2017-2018	\$700,000	\$900,000	\$1,600,000			
Total	\$3,800,000	\$4,700,000	\$8,500,000			
Planned Initiatives		Planned Contributions				
Initiatives	Descriptions	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Implementation of FSL programs	Support the implementation of the revised FSL curriculum for Grades 1 to 12 by encouraging the delivery of engaging programs and courses that are highly relevant to the needs and interests of all students (including students with special needs and English language learners); and support the development of teaching resources and the provision of professional learning opportunities to increase student interest in pursuing FSL.	\$1,800,000	\$1,700,000	\$1,500,000	\$1,500,000	\$1,500,000
Supporting Retention in FSL	Gather information on causes of attrition in FSL programs for the development of strategies and resources to promote the value of learning French and continuing the study of French beyond Grade 9. Inform all students and their families about the diverse pathways in FSL.	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000

Table 8.2

Linguistic Objective:		French as a Second Language at the Elementary and Secondary Levels				
Area of Intervention:		Provision of Programs				
Performance Indicators		Performance Targets				
The percentage of English-language school boards providing secondary level education (58) that offer Core French up to Grade 12.		Of the 58 English-language school boards that provide secondary level education, increase the percentage that offer Core French up to Grade 12 from 96.6% to 100%.				
The percentage of school boards that offer Extended French and/or French Immersion at the elementary level.		Increase the percentage of school boards that offer Extended French and/or French Immersion at the elementary level from 88% to 92%.				
The percentage of school boards that offer Extended French and/or French Immersion at the secondary level.		Increase the percentage of school boards that offer Extended French and/or French Immersion at the secondary level from 86% to 88%.				
The percentage of elementary and secondary English-language schools offering Extended French and/or French Immersion programs.		Increase the percentage of elementary and secondary English-language schools offering Extended French and/or French Immersion programs from 23.2% to 24.2%.				
Planned Investments						
Years	Federal	Provincial	Total			
2013-2014	\$13,211,693	\$63,771,107	\$76,982,800			
2014-2015	\$13,211,693	\$63,771,107	\$76,982,800			
2015-2016	\$13,211,693	\$63,771,107	\$76,982,800			
2016-2017	\$13,211,693	\$63,771,107	\$76,982,800			
2017-2018	\$13,211,693	\$63,771,107	\$76,982,800			
Total	\$66,058,465	\$318,855,535	\$384,914,000			
Planned Initiatives		Planned Contributions				
Initiatives	Descriptions	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Core French, secondary level	Support the additional cost of enriching the Core French program at the secondary level (staff and classroom resources such as reading materials and interactive technology).	\$15,564,000	\$15,564,000	\$15,564,000	\$15,564,000	\$15,564,000
Immersion and Extended French, elementary level	Support the additional cost of enriching the French Immersion and Extended French programs at the elementary levels (staff and classroom resources such as reading materials and language learning games).	\$55,200,000	\$55,200,000	\$55,200,000	\$55,200,000	\$55,200,000
Immersion and Extended French, secondary level	Support the additional cost of enriching the French Immersion and Extended French programs at the secondary level (staff and classroom resources such as reading materials and interactive technology).	\$6,050,000	\$6,050,000	\$6,050,000	\$6,050,000	\$6,050,000
Odyssey program	The addition of six full-time French-language assistants will increase the number of positions to 66, and support the training of the new recruits.	\$168,800	\$168,800	\$168,800	\$168,800	\$168,800

Table 8.3

Linguistic Objective:		French as a Second Language at the Elementary and Secondary Levels				
Area of Intervention:		Student Performance				
Performance Indicators		Performance Targets				
The overall percentage of students in Grades 4 to 8 achieving level 3 or above on their June report card in Core French.		Increase the overall percentage of students in Grades 4 to 8 achieving level 3 or above on their June report card in Core French by 5% (from 74% to 79%).				
The overall percentage of students in Grade 9 in all FSL programs who reach level 3 or above for their final mark.		Increase the overall percentage of students in Grade 9 in all FSL programs who reach level 3 or above for their final mark by 5% (from 67.8% to 72.8%).				
The overall percentage of students in Grades 10 to 12 who reach level 3 or above for their final mark in their French Immersion language course.		Increase the overall percentage of students in Grades 10 to 12 who reach level 3 or above for their final mark in their French Immersion language course by 5% (from 75.5% to 80.5%).				
Planned Investments						
Years	Federal	Provincial	Total			
2013-2014	\$2,026,000	\$2,300,000	\$4,326,000			
2014-2015	\$2,226,000	\$2,300,000	\$4,526,000			
2015-2016	\$2,256,000	\$2,300,000	\$4,556,000			
2016-2017	\$2,256,000	\$2,300,000	\$4,556,000			
2017-2018	\$1,956,000	\$2,300,000	\$4,256,000			
Total	\$10,720,000	\$11,500,000	\$22,220,000			
Planned Initiatives		Planned Contributions				
Initiatives	Descriptions	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Performance of students in French	Develop resources to support implementation of evidence-based instructional and assessment strategies informed by the Common European Framework of Reference for educators, students and parents.	\$3,906,000	\$4,106,000	\$4,106,000	\$4,106,000	\$3,806,000
Additional support for FSL students	Develop and implement projects that provide additional support (e.g. homework help) to students in FSL programs and their parents.	\$420,000	\$420,000	\$450,000	\$450,000	\$450,000

Table 8.4						
Linguistic Objective:		French as a Second Language at the Elementary and Secondary Levels				
Area of Intervention:		Enriched School Environment				
Performance Indicators		Performance Targets				
The number of students in all three FSL programs who participate in FSL enrichment activities to improve their French language skills		Increase the number of students in all FSL programs who participate in FSL enrichment activities from 256,000 to 270,000.				
The number of elementary and secondary students in all three FSL programs who participate in enrichment activities offered by organizations in partnership with the Ministry of Education		Increase the number of elementary and secondary students in all three FSL programs who participate in enrichment activities* offered by organizations in partnership with the Ministry from 1,200 to 1,600.				
The number of days FSL students participate in a French learning experience that takes place over multiple days.		Increase the number of days FSL students participate in a French learning experience that takes place over multiple days from 1,600 to 2,000.				
Planned Investments						
Years	Federal	Provincial	Total			
2013-2014	\$1,743,566	\$1,743,566	\$3,487,132			
2014-2015	\$1,743,566	\$1,743,566	\$3,487,132			
2015-2016	\$1,813,566	\$1,813,566	\$3,557,132			
2016-2017	\$1,813,566	\$1,813,566	\$3,557,132			
2017-2018	\$1,813,566	\$1,813,566	\$3,557,132			
Total	\$8,927,830	\$8,927,830	\$17,645,660			
Planned Initiatives		Planned Contributions				
Initiative	Descriptions	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
French learning opportunities for students	Support the development and provision of meaningful activities for students in all FSL programs to improve and apply their French language skills and cultural understanding in authentic situations.	\$3,247,132	\$3,247,132	\$3,317,132	\$3,317,132	\$3,317,132
Community partnerships to support students	Partner with community organizations that focus on French language learning to develop authentic activities* for students. This includes opportunities for FSL students to interact with French First Language students.	\$120,000	\$120,000	\$150,000	\$150,000	\$150,000
French learning experiences for students	Support FSL students in participating in a French learning experience that takes place over multiple days (e.g. student exchanges).	\$120,000	\$120,000	\$160,000	\$160,000	\$160,000

*Ontario will provide Canadian Heritage with a list of activities.

Table 8.5						
Linguistic Objective:		French as a Second Language at the Elementary and Secondary Levels				
Area of Intervention:		Support for Educational Staff and Research				
Performance Indicators		Performance Targets				
The total number of school days for FSL teachers participating in FSL specific professional learning activities on an annual basis.		Increase the total number of school days for FSL teachers participating in FSL specific professional learning activities on an annual basis from 21,000 to 22,000.				
The total number of FSL teachers participating in Common European Framework of Reference (CEFR) related professional learning activities on an annual basis.		Increase the total number of FSL teachers participating in Common European Framework of Reference related professional learning activities on an annual basis from 8,000 to 10,000.				
The number of bursaries granted to FSL teachers to attend summer FSL programs.		Increase the number of bursaries granted to FSL teachers to attend summer FSL programs from 69 to 75.				
Planned Investments						
Years	Federal	Provincial	Total			
2013-2014	\$3,890,000	\$4,700,000	\$8,590,000			
2014-2015	\$3,790,000	\$4,700,000	\$8,490,000			
2015-2016	\$3,790,000	\$4,700,000	\$8,490,000			
2016-2017	\$3,790,000	\$4,700,000	\$8,490,000			
2017-2018	\$4,090,000	\$4,700,000	\$8,790,000			
Total	\$19,350,000	\$23,500,000	\$42,850,000			
Planned Initiatives		Planned Contributions				
Initiatives	Descriptions	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Professional learning for FSL educators and school administrators	Development and implementation of professional learning opportunities to support the provincial goals for FSL as stated in Ontario's framework for FSL (increase student confidence, proficiency and achievement in FSL; increase the percentage of students studying FSL until graduation; increase student, educator, parent and community engagement in FSL).	\$8,300,000	\$8,300,000	\$8,300,000	\$8,300,000	\$8,300,000
Impact of the Common European Framework of Reference on student proficiency	Conduct research on the impact of pedagogy informed by the CEFR on student proficiency, confidence and engagement in French.	\$200,000	\$100,000	\$100,000	\$100,000	\$400,000
Bursaries for language training of teaching staff	Provide bursaries through the Ontario Modern Language Teacher's Association (OMLTA) and an Ontario university for FSL teachers to participate in summer language programs.	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000

Table 9.1¹¹						
Linguistic Objective:		Language of the Minority				
Area of Intervention:		Access to Postsecondary Education				
Performance Indicators		Performance Targets				
The number of bursaries and partnership agreements to expand access to French-language postsecondary studies.		Distribute 25 bursaries to provide financial support for Ontario students so they can complete studies in Health programs in French in universities in Quebec. Develop 10 new partnership agreements in order to expand access to French-language postsecondary studies in other fields in addition to Health by 2018, in order to allow French-speaking students from Ontario to have access to French-language educational programs that are not currently available in Ontario.				
Rate of access: The number of Bachelor-level college and university programs offered in French.		Increase the number of Bachelor-level college and university programs offered in French compared with the number of Bachelor-level college and university programs offered in French in 2011-2012 by 3%.				
Rate of retention: The number of first-year French-speaking students registered in French-language or bilingual postsecondary institutions, divided by the number of graduates from Ontario's French-language secondary schools.		Increase the rate of graduates from French-language secondary schools who register at French-language or bilingual postsecondary institutions in Ontario.				
Rate of participation: The proportion of the Ontario population between the ages of 18 and 29 whose mother tongue is French and who are registered in a French-language postsecondary education program.		Based on the population between the ages of 18 and 29 whose mother tongue is French, increase the percentage of students who register in French-language postsecondary programs from 10% to 11% at the college level and from 29% to 30% at the university level.				
Planned Investments						
Years	Federal	Provincial			Total	
2013-2014	\$9,480,625	\$9,813,630			\$19,294,255	
2014-2015	\$9,480,625	\$9,813,630			\$19,294,255	
2015-2016	\$9,480,625	\$9,813,630			\$19,294,255	
2016-2017	\$9,480,625	\$9,813,630			\$19,294,255	
2017-2018	\$9,480,625	\$9,813,630			\$19,294,255	
Total	\$47,403,125	\$49,068,150			\$96,471,275	
Planned Initiatives		Planned Contributions				
Initiatives	Descriptions	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Support for French-language postsecondary studies	Financial support to allow students to continue their studies in Health programs in French in universities in Quebec.	\$1,166,995	\$1,166,995	\$1,166,995	\$1,166,995	\$1,166,995
	Financial support to extend access to French-language postsecondary studies in other fields in addition to Health.					
College Sector						

¹¹ Ontario commits to share with Canada, in writing, at the time of their annual meetings, the main realisations of each postsecondary institution under the initiatives described in the Tables 9.1, 9.2 and 9.3.

Table 9.1¹¹						
French-language college programs	Maintaining and developing college programs, particularly in the Central and Southwestern regions of Ontario. This includes renewing and updating French-language educational materials in order to respond to the emerging needs in the following fields of study, for which there is the highest demand for access: <ul style="list-style-type: none"> • Health¹²; • Science and Technology; • Finance. 	8 049 944 \$	8 049 944 \$	8 049 944 \$	8 049 944 \$	8 049 944 \$
Geographic access	Maintaining a network of satellite campuses and distance programs in order to serve learners in French across Ontario.	\$3,800,000	\$3,800,000	\$3,800,000	\$3,800,000	\$3,800,000
Recruitment and retention of students	Setting up a support centre for students to help them with completing academic assignments and developing good study habits; gathering and analysing demographic data and information on academic success in order to more effectively track learners and/or any other activities that promote recruitment and retention at the college level.	\$1,800,000	\$1,800,000	\$1,800,000	\$1,800,000	\$1,800,000
University Sector						
French-language university programs	Maintaining and developing university programs at the Bachelor's, Master's and PhD levels, particularly in the Central and Southwestern regions of Ontario. This includes renewing and updating French-language educational materials in order to respond to the emerging needs in the following fields of study, for which there is the highest demand for access: <ul style="list-style-type: none"> • Health;¹¹ • Science and Technology; • Finance. 	\$3,077,316	\$3,077,316	\$3,077,316	\$3,077,316	\$3,077,316
Recruitment and retention of students	Providing support for students to help them with completing academic assignments and developing good study habits; gathering and analysing demographic data and information on academic success in order to more effectively track learners and/or any other activities that promote recruitment and retention at the university level.	\$1,400,000	\$1,400,000	\$1,400,000	\$1,400,000	\$1,400,000

¹² The funds granted under the Agreement for college and university programs related to health will not be provided for health programs funded by Health Canada as part of the Consortium national en formation de la santé.

Table 9.2							
Linguistic Objective:		Language of the Minority					
Area of Intervention:		Support for Educational Staff and Research					
Performance Indicators			Performance Targets				
Research projects.			Maintain support for specialized research on the Franco-Ontarian education sector by bilingual and French-language postsecondary institutions.				
Planned Investments							
Years	Federal		Provincial		Total		
2013-2014	\$300,000		\$300,000		\$600,000		
2014-2015	\$300,000		\$300,000		\$600,000		
2015-2016	\$300,000		\$300,000		\$600,000		
2016-2017	\$300,000		\$300,000		\$600,000		
2017-2018	\$300,000		\$300,000		\$600,000		
Total	\$1,500,000		\$1,500,000		\$3,000,000		
Planned Initiatives			Planned Contributions				
Initiatives	Descriptions		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Research projects	Conducting specialized research on Ontario's French-language education sector, in collaboration with university institutions and other research institutes.		\$600,000	\$600,000	\$600,000	\$600,000	\$600,000

Table 9.3

Linguistic Objective:		Second Language				
Area of Intervention:		Access to Postsecondary Education				
Performance Indicators			Performance Targets			
The number of students who speak French as a second language who are taking university courses in French.			Increase the number of students who speak French as a second language who are taking university courses in French from 4,891 to 5,000.			
Planned Investments						
Years	Federal		Provincial		Total	
2013-2014	\$2,319,375		\$2,319,375		\$4,638,750	
2014-2015	\$2,319,375		\$2,319,375		\$4,638,750	
2015-2016	\$2,319,375		\$2,319,375		\$4,638,750	
2016-2017	\$2,319,375		\$2,319,375		\$4,638,750	
2017-2018	\$2,319,375		\$2,319,375		\$4,638,750	
Total	\$11,596,875		\$11,596,875		\$23,193,750	
Planned Initiatives			Planned Contributions			
Initiatives	Descriptions	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
University programs in the second language	Maintaining and developing university programs that focus on students who speak French as a second language: <ul style="list-style-type: none"> The University of Ottawa’s Immersion Studies program; French as a Second Language course, Bachelor of Education program for French immersion teachers; Glendon College’s language support program in a bilingual education context; Laurentian University’s language support program in a bilingual education context. 	\$4,638,750	\$4,638,750	\$4,638,750	\$4,638,750	\$4,638,750

**PROTOCOL STRATEGIC FRAMEWORK
2013–2014 TO 2017–2018**

AREAS OF INTERVENTION	PERFORMANCE INDICATORS BASED ON TARGETS SET BY JURISDICTIONS
DEFINITIONS	EXAMPLES
MINORITY LANGUAGE	
Primary and secondary	
STUDENT PARTICIPATION <ul style="list-style-type: none"> ◦ Recruitment, integration and retention of students in minority language education programs up to secondary school graduation 	<ul style="list-style-type: none"> ◦ Proportion of eligible enrolled students ◦ Retention rate of students from one school level to the next ◦ Graduation rate
PROVISION OF PROGRAMS <ul style="list-style-type: none"> ◦ Maintenance, development and/or enrichment of programs and educational resources adapted to the minority milieu 	<ul style="list-style-type: none"> ◦ Number of programs ◦ Proportion/number of programs with enrichment activities ◦ Number of program enrichment activities and innovations (e.g., programs, methods, technologies, educational resources)
STUDENT PERFORMANCE <ul style="list-style-type: none"> ◦ Academic achievement of students in minority communities comparable to that of majority community students 	<ul style="list-style-type: none"> ◦ Students' results in primary and secondary school (e.g., provincial/national/international tests)
ENRICHED SCHOOL ENVIRONMENT <ul style="list-style-type: none"> ◦ Cultural enrichment of school environments through curricular and extracurricular initiatives ◦ Closer ties between schools and communities ◦ Language upgrading for preschool-aged minority language children (e.g., francization, classes for parents) 	<ul style="list-style-type: none"> ◦ Proportion/number of schools providing learning enrichment initiatives ◦ Proportion/number of schools providing extracurricular activities (e.g., cultural and sport activities) ◦ Proportion/number of schools providing preschool language upgrading activities ◦ Proportion of preschool-aged children ready to enter the minority school system ◦ Number of school-community centres or other school/community partnerships
Postsecondary	
ACCESS TO POSTSECONDARY EDUCATION <ul style="list-style-type: none"> ◦ Maintenance, development and/or enrichment of postsecondary education programs in the minority language and educational resources ◦ Improved access for a wide range of student and adult clients to postsecondary programs (e.g., technologies, language upgrading, partnerships between institutions, financial incentives and bursaries) 	<ul style="list-style-type: none"> ◦ Graduation rate by program of study ◦ Enrolment rate for postsecondary programs ◦ Number of programs offered in the minority language ◦ Proportion/number of programs with enrichment activities ◦ Number of program enrichment activities and innovations (e.g., methods, technologies, partnerships)
Primary, secondary and postsecondary	
SUPPORT FOR EDUCATIONAL STAFF AND RESEARCH <ul style="list-style-type: none"> ◦ Development, provision and assessment of staff training (initial and continuous) and development programs adapted to the minority milieu ◦ Recruitment and retention of qualified and specialized staff ◦ Research with an impact on minority language education and dissemination of knowledge 	<ul style="list-style-type: none"> ◦ Proportion/number of postsecondary institutions providing initial training ◦ Graduation rate for students in teaching programs ◦ Proportion/number of continuous training and development programs and activities ◦ Proportion/number of schools providing continuous training and development activities for staff ◦ Vacancy and retention rates for teaching staff ◦ Number of research and knowledge dissemination activities

SCHEDULE 4

AREAS OF INTERVENTION	PERFORMANCE INDICATORS BASED ON TARGETS SET BY JURISDICTIONS
DEFINITIONS	EXAMPLES
SECOND LANGUAGE	
Primary and secondary	
STUDENT PARTICIPATION <ul style="list-style-type: none"> ◦ Recruitment and retention of students in second language education programs up to secondary school graduation 	<ul style="list-style-type: none"> ◦ Proportion of enrolled students ◦ Retention rate of students from one school level to the next
PROVISION OF PROGRAMS <ul style="list-style-type: none"> ◦ Maintenance, development, enrichment/or and evaluation of programs and innovative teaching approaches for second language learning 	<ul style="list-style-type: none"> ◦ Number of programs (core, intensive, immersion) ◦ Proportion/number of core, intensive and immersion programs with enrichment activities and innovations ◦ Number of learning enrichment activities and innovations (e.g., programs, innovative teaching approaches, methods, technologies)
STUDENT PERFORMANCE <ul style="list-style-type: none"> ◦ Acquisition of measurable second language skills by students 	<ul style="list-style-type: none"> ◦ Reference framework for assessing language skills ◦ Students' results compared with the desired language proficiency at the end of primary and secondary school (e.g., provincial tests) ◦ Proportion of students achieving the desired proficiency
ENRICHED SCHOOL ENVIRONMENT <ul style="list-style-type: none"> ◦ Enrichment of second language learning through curricular and extra-curricular initiatives 	<ul style="list-style-type: none"> ◦ Proportion/number of schools providing learning enrichment initiatives ◦ Proportion/number of schools providing extracurricular activities (e.g., cultural and sport activities) ◦ Number of interactions between language groups
Postsecondary	
ACCESS TO POSTSECONDARY EDUCATION <ul style="list-style-type: none"> ◦ Maintenance, development and/or enrichment of programs or provision of courses in the second language or supporting second language learning at the postsecondary level ◦ Improved access for a wide range of student and adult clients to second language postsecondary programs (e.g., technologies, language upgrading, partnerships between institutions, financial incentives and bursaries) 	<ul style="list-style-type: none"> ◦ Proportion of students enrolled in second language programs at the postsecondary level ◦ Number of postsecondary second language courses or programs ◦ Proportion/number of programs with enrichment activities and innovations ◦ Number of enrichment activities for postsecondary programs and innovations (e.g., methods, technologies)
Primary, secondary and postsecondary	
SUPPORT FOR EDUCATIONAL STAFF AND RESEARCH <ul style="list-style-type: none"> ◦ Development, provision and assessment of training (initial and continuous) and development programs for staff working in second language instruction ◦ Recruitment and retention of qualified staff ◦ Research with an impact on second language instruction and dissemination of knowledge 	<ul style="list-style-type: none"> ◦ Proportion/number of postsecondary institutions providing initial training ◦ Graduation rate for students in teaching programs ◦ Proportion/number of continuous training and development programs and activities ◦ Proportion/number of schools providing continuous training and development activities to staff ◦ Vacancy and retention rates for teaching staff ◦ Number of research and knowledge dissemination activities

MODELS
ACTION PLAN – ANNUAL REPORT (EXPENDITURES AND IMPLEMENTATION STATUS) AND PERIODIC REPORT
PROVINCE/TERRITORY

LINGUISTIC OBJECTIVE [2 linguistic objectives]	Minority Language / Second Language
AREA OF INTERVENTION [6 areas of intervention per linguistic objective]	Student participation; Provision of programs; Student performance; Enriched school environment; Access to postsecondary education; and Support for educational staff and research.

Action Plan		Periodic Report (End of Years 2 and 5)	
Performance Indicator(s)	Performance Target(s)	Progress	Explanation of Variance
Examples Number of students enrolled in minority schools compared to desired number and % of progress.	Examples Increase by xx% the number of students enrolled in minority schools compared to xx% of students enrolled in 2012–2013.		

Action Plan				Annual Report			
Planned Investments by Area of Intervention				Actual Expenditures			
Years	Federal	Provincial/Territorial	Total	Years	Federal	Provincial/Territorial	Total
2013–2014							
2014–2015							
2015–2016							
2016–2017							
2017–2018							
Total							

Action Plan		Annual Report		
Planned Initiatives	Total Planned Contributions by Initiative (annual or breakdown by year if amounts vary)	Total Actual Contributions	Implementation Status (1, 2 or 3*)	Explanation of Variance
Initiative 1: (title and description)				
Initiative 2: (title and description)				

Legend for implementation status: 1 - Initiative completed or on schedule and on budget 2 - Initiative delayed or initiative has undergone significant revisions to the planned scope, schedule or budget 3 – Implementation compromised or cancelled
 * Explanation required if implementation status is at level 2 or 3.

Approved by: _____

Date: _____

(Authorized Provincial Representative)

**MODEL
INTERIM FINANCIAL STATEMENT
PROVINCE/TERRITORY**

Action Plan				Anticipated and Actual Expenditures						
Planned Investments by Area of Intervention					Federal		Provincial/Territorial		Total	
Years	Federal	Provincial/Territorial	Total	Year	Actual as of September 30	Anticipated from October 1 to March 31	Actual as of September 30	Anticipated from October 1 to March 31	Actual as of September 30	Anticipated from October 1 to March 31
2013–2014										
2014–2015										
2015–2016										
2016–2017										
2017–2018										
Total										

Action Plan		Anticipated and Actual Expenditures		
Planned Initiatives	Total Planned Contributions by Initiative (annual or breakdown by year if amounts vary)	Year	Total	
			Actual as of September 30	Anticipated from October 1 to March 31
Initiative 1: (title and description)				
Initiative 2: (title and description)				

Approved by: _____
(Authorized Provincial Representative)

Date: _____