ANNUAL ACTIVITY REPORT

2000-2001

OFFICIAL LANGUAGES IN EDUCATION
AND
SPECIAL INVESTMENT MEASURES

Prince Edward Island
CANADA

TABLE OF CONTENTS

PAGE

INTRODUCTION 1

PART I - OFFICIAL LANGUAGES IN EDUCATION

Objective 1- Minority Language 5
1 Education Structure and Support 6
2 Program Development 10
3 Teacher Training 14
4 Student Support 17

Objective 2 - Second Language 19
1 Education Structure and Support 19
2 Program Development 22
3 Teacher Training 28
4 Student Support 31

PART II - SPECIAL INVESTMENT MEASURES

1. Implementation of Minority Language education 33

2. Minority language preschool program 34

3. Addition of human resource at la Commission scolaire de langue française 35

4. Development projects of la Société éducative de l'Île-du-Prince-Édouard 36

5. Financial Tables 46

INTRODUCTION

This *Annual Activity Report* for 2000-2001 is produced by the department of Education, province of Prince Edward Island in accordance with section 1.3 of Schedule A and section 2.1 of the *Agreement between Canada -Prince Edward Island for Minority-Language Education and Second-Language Instruction from 2000-01 to 2002*-03 and section 6.2 of the *Canada - Prince Edward Island Special Agreement on Investment Measures for Quality Education in the Language of the Minority 2000-01 to 2002-03.*

It provides information about the activities carried out and the results achieved under the action plans of the two agreements, as well about any other project or activity carried out through the supplementary contribution described in clause 5.5 of the agreement.

The first part of the report informs the public about the performance results for each activity funded through regular funding of the action plan. The second part provides information about the action plan with respect to funding provided under the Special Investment Measures.

BACKGROUND

Since 1970, the federal government has been contributing toward the supplementary costs incurred by the provinces and territories each year for education in the minority official language and for instruction in the second official language. The administrative arrangements and the total amount of the envelope as well as the amounts for each province and territory are governed by the Protocol of Agreement concluded between the Government of Canada and the Council of Ministers of Education, Canada. Financial assistance from the Government of Canada is provided to the provinces and territories by virtue of bilateral agreements reached under the Protocol.

PART 1

The *Protocol of Agreement between the Government of Canada and the provincial /territorial governments for minority-language education and second-language instruction 1998-99 to 2002-03* was signed on February 23, 2000. It stipulates that a new approach will be taken for the federal contributions. For the first time, the bilateral agreements between Canada and each province and territory contain an action plan.

Pursuant to the signing of the Protocol, the *Agreement between Canada - Prince Edward Island for Minority-Language Education and Second-Language Instruction for 2000-01 to 2002*-03 was signed on March 21, 2001, and includes an action plan for this three-year period. The agreement stipulates that Canada will contribute $2,952,000 towards additional costs totaling $8,043,900 that are related to activities in the action plan and represent costs incurred by Prince Edward Island over and above those that it would incur to fulfil its responsibility for educating its residents if it did not offer educational programs in French or instruction in French as a second

language.

Objectives

The agreement has two objectives:

˚ To provide members of the minority French language community with an opportunity to be educated in their own language, including cultural enrichment through exposure to their own culture.

˚ To provide residents of Prince Edward Island with an opportunity to study French as a second language as well as an opportunity for cultural enrichment by acquiring a knowledge of the culture of the other official-language community.

Action Plan

For each linguistic objective for the minority language and the second language, this new agreement includes an action plan consisting of:

- a description of the activities to be undertaken in each funding category;
- a description of the expected outcomes;
- a description of the performance indicators that will be used by the Government of Prince Edward Island to measure achievement of the outcomes;
- a breakdown of the anticipated costs and the contributions from Canada and from the province of Prince Edward Island by activity for each financial year.

Support Categories

The activities are broken down into the following funding categories for each linguistic objective:

- educational structure/support
- program development
- teacher training
- student support

PART II

On March 2, 1999, the Government of Canada announced an increase in the budgets of the official languages support programs. Provinces/territories were offered an additional contribution to support the implementation of the special investment in education measures designed to consolidate the work carried out since 1992 in school governance and post-secondary education and to further instruction in the second language.

The *Canada -Prince Edward Island Special Agreement on Investment Measures for Quality Education in the Language of the Minority 2000-01 to 2002-03* was signed on March 21, 2001. The measures to be implemented under this agreement are specified in an action plan containing desired outcomes and performance indicators for each result. The anticipated provincial contribution is $1,245,300 and the federal contribution is $2,325,000.

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The Department Vision

Prince Edward Island is a place where learning is highly valued. All individuals have the opportunity to develop their full social, intellectual, economic, cultural and physical potential. The Department of Education is the leader in ensuring equitable opportunities for lifelong learning. We work with individuals, communities and other partners to enable them to value the past, embrace the present and shape the future.

The Department Mission

Our mission is to make the department vision a reality by providing leadership in the pursuit of excellence and by creating effective learning opportunities for all.
The Department of Education must have acceptable results in the following areas:

- quality of legislation, regulation and policies for public education, continuing education and training;
- quality of programs and services for public education, continuing education and training;
- public and client satisfaction with the department's programs and services;
- accessibility and equity of programs and services; and
- employee satisfaction.

French Programs

The mandate of French Programs is to develop, implement, evaluate and support high-quality curriculum, programs and services to meet the needs of students.

To carry out this mandate, the following specific goals have been identified as priorities.

- ***Improve in-service, as well as other professional development, for educators***
- ***Improve employee satisfaction (French programs division staff)***
- ***Improve curriculum, programs and services for students***
- ***Improve working relationships with all internal and external partners***
- ***Improve resources to support learning and teaching***

PART I

OBJECTIVE 1 - MINORITY LANGUAGE

The first objective is to **ensure quality education for minority students.**

In order to ensure this quality the Department of Education developed an action plan focused on quality curriculum and the provision of quality services to teachers and students in la Commission scolaire de langue française. The action plan also looks at increasing collaboration with other educational stakeholders.

In the first year of this plan, major curriculum initiatives were undertaken in multiple subject areas. Francophones outside Quebec, have demonstrated lower scores in national and international tests and surveys in a variety of areas. Prince Edward Island is committed to increasing the literacy levels of all its population. This commitment also extends to numeracy and scientific literacy. To this end, curriculum initiatives have begun in French Language Arts and Science during this first year. In support of these curriculum initiatives, intensive in-service sessions have been undertaken with teachers in order to improve the teaching of reading strategies.

Through its collaboration with the Atlantic Provinces Education Foundation (APEF), Prince Edward Island has participated in the development of local materials more suitably addressed to students in the region. One major initiative has been the development of a kit for teachers and right holders who do not have the necessary language skills to easily participate in school in French.

A major challenge faced by la Commission scolaire de langue française is the provision of special education services. Through this agreement, la Commission received funding which allows for supplementary positions outside the ratio in order to provide services to children with special needs.

Another challenge faced by teachers and students is the rapid utilization of varying technologies. New software and intensive training were provided to schools and teachers in this domain.

Finally, as Prince Edward Island does not have a French university, various in-province and out of province training possibilities were supported. These include the support of teachers enrolled in the Master of Education program at Université de Moncton, institutes and conferences.

1. EDUCATIONAL STRUCTURE AND SUPPORT

1.1 Administration and coordination of policies and programs relating to minority language Education. The Department of Education is primarily responsible for this activity

Desired Outcomes:

- The maintenance of the province's administration of programming and curriculum development in minority language education.

Performance Indicators:

- The level of satisfaction measured by an annual survey of the public
- The level of satisfaction measured by a survey of stakeholders

Provincial contribution	$ 102,150
Federal contribution	$ 34,050
Sub-total	$ 136,200

The Department of Education continues to have a distinct French Programs division within the Department. This division administers the delivery of curriculum in French first language schools. It also serves as a liaison with la Commission scolaire de langue française and various Acadian and Francophone groups such as la Fédération de parents de l'Île-du-Prince-Édouard and la Société Saint Thomas d'Aquin.

Consultation with the stakeholder groups are held on a regular basis (multiple times a year) in order to determine priorities and needs.

Other services provided by the department include :

- a school textbook central purchasing and distribution system,
- a number of services in special education provided through the Student Services Division of the department,
- the coordination of professional development activities through the professional development coordinator.

The Department of Education conducted a public satisfaction survey in January 2000 that indicated a high degree of satisfaction with the quality of education received by Prince Edward Island students and will not be conducting this survey in 2001.

The level of satisfaction of stakeholders is measured as implementation of new curriculum is concluded.

1.2 Grants to La Commission scolaire de langue française to help defray supplementary costs relating to the administration and to teaching in the Minority Language at the elementary and secondary levels

Desired Outcomes:

- La Commission scolaire de langue française is in a better position to increase access to minority language education and to offer a program similar to the one offered the majority. Support services become more available.

Performance Indicators:

- The number of right holders enrolled
- The number of courses and programs offered
- The number of drop-outs
- The support services

Provincial contribution	$ 915,970
Federal contribution	$ 297,430
Sub-total	$ 1,213,400

A grant was given to la Commission scolaire de langue française to defray the additional costs incurred for teachers' salaries. Extra positions, specifically in the areas of special education, teacher assistants and teacher-librarian were provided since the minority-language schools have fewer students per class and have to offer instruction at all levels and in a number of subjects comparable to the majority system.

The school board provided programs in three new communities. At the provincial level, there was an enrollment increase of 2 students over the previous year from 607 to 609 students. This slight increase was associated with a reduction in the number of children at the existing schools. This is mostly due to the declining birth rate as experienced in most schools in the province. The teaching staff increased to 48 in 2000-2001 in comparison with 44 in 1999-2000.

The school board is committed to reducing the drop out rate at the high school level and had only one student abandon school before completing the grade 12 requirements in 1999-2000.

The board intends to conduct an evaluation of its strengths and weaknesses by developing a strategic plan in the second to last year of the action plan.

1.3 Promotion and French education awareness with trustees, parents and the community

Desired Outcomes:

- La Commission scolaire de langue française is in a better position to increase enrollments in French schools and partnerships are created with the community.

Performance Indicators:

- The number of right holders enrolled
- Projects developed in collaboration with the community and La Commission scolaire de langue française
- The level of satisfaction by partners

Provincial contribution	$ 8,250
Federal contribution	$ 2,750
Sub-total	$11,000

La Commission scolaire de langue française prepared an information kit for right holders. This kit provides parents with information about the rights and responsibilities of parents with regards to French education. The Board also hosted an open house to encourage families and community leaders to become involved in the new Summerside and Miscouche school-community center.

New enrollments at the new West Prince, Rustico and Summerside-Miscouche schools totaled 16.

The French Programs Division drafted a brochure explaining the various French programs available in the province. The brochure will be printed in the new year. In order to satisfy our partners, la Commission scolaire de langue française and la Fédération de parents de l'Île-du-Prince-Édouard will be asked what other promotional tools are needed once the brochure is printed.

1.4 Support to research in the field of Minority Language Education

Desired Outcomes:

- Programs and policies are supported by recent research and statistics.

Performance Indicators:

- Results of research papers are published and available to decision makers
- The follow-up by stakeholders

Provincial contribution	$ 3,750
Federal contribution	$ 1,250
Sub-total	$ 5,000

The French Programs Division participated, through the aegis of the Atlantic Provinces Education Foundation (APEF), in a research examining the essential factors that contribute to literacy skills. The research showed that motivation and modeling are important factors. To this end, APEF, will undertake projects to give the necessary tools to educational stakeholders for the promotion of literacy.

The Division also undertook to complete databases for enrolments, teachers and assignments and to create databases for the identification of special needs students by the year 2002-2003.

TOTAL Educational structure and support:	$ 1,365,600

2. PROGRAM DEVELOPMENT

2.1 Update and development of curriculum in French Language Arts, Social Studies, Math, Sciences and Career Technology

Desired Outcomes:

- Updated curriculum guided by recent research.

Performance Indicators:

- User evaluation
- The number of graduates
- The number of drop-outs and transfers to English language schools
- The number of courses and programs offered

Provincial contribution	$ 133,600
Federal contribution	$ 200,400
Sub-total	$ 334,000

Consultants in the French Programs Division have begun the process of developing curriculum in the following areas:

- Elementary Language Arts for French First language;
- Grade 4 to 6 Social Studies;
- Grade 9 Social Studies;
- Grade 7 to 9 Science;
- Grade 7 to 9 Math;
- Grade 7 to 12 Career and Technology.

The development of curriculum on Prince Edward Island is done with the participation of teachers. This process involves the writing of curriculum, the selection of new resources, a one year trial period and an implementation period. Seven (7) curriculum committees are presently in place to work on these new initiatives. All of these projects are presently in their infancy and will be assessed in 2002-2003 or 2003-2004.

2.2 Update, purchase or development of educational resources, including library support

Desired Outcomes:

- Resources that fulfill local needs better.
- More resources available in the language of the minority.

Performance Indicators:

- User evaluation
- The number of available resources
- The availability of resources with an Acadian or Francophone component (local, regional and national)

Provincial contribution	$ 43,575
Federal contribution	$ 14,525
Sub-total	$ 58,100

The Department of Education initiated a project with the schools of la Commission scolaire de langue française to increase the collection of books in school libraries. Schools obtained a matching grant as part of the project. This will continue for each remaining year of the action plan. Approximately 1100 books were added to the library collections in the French first language schools.

Multiple copies of books written by local authors were also provided to each school. For example, the novel “Placide, l’homme mystérieux” is the first Acadian novel ever written and this was provided in large quantities in order for students to have better access to resources with an Acadian component.

New text books were produced in the Atlantic region for grade 9 Social Studies. A committee composed of curriculum consultants from each atlantic province including Prince Edward Island, gave feedback to the publisher. These textbooks emphasize cultural awareness and make modern issues more relevant to Francophone and Acadian students in the Atlantic region. The department of Education purchased the text books for all grade 9 francophone students.

2.3 Development of curriculum guides and projects at a regional level (APEF) and at a national level (CMEC)

Desired Outcomes:

- Increase in the availability of programs and tools, thanks to shared resources and expertise.
- Maximizing financial resources.

Performance Indicators

- The availability of new courses, programs and resources
- User evaluation

Provincial contribution	$ 21,000
Federal contribution	$ 7,000
Sub-total	$ 28,000

The Department of Education is a partner in the Atlantic Provinces Education Foundation (APEF) and the Council of Ministers of Education, Canada (CMEC). Through APEF, Prince Edward Island participated in a number of initiatives for French First Language students. Common outcomes for the Atlantic provinces were developed for Math in grades 1 to 8 as well as for Language Arts in grades 1 to 6. These serve as the foundation for the development of provincial curriculum guides. Children's albums were written and illustrated by local Francophone and Acadian writers and illustrators. Math textbooks for secondary grade levels were produced. APEF is also producing a guide for teachers and parents on linguistic actualization.

With CMEC, our province has agreed to participate in the analysis of the School Achievement Indicators Program results to better understand the needs of Francophone and Acadian students. The province will also participate in the development of a professional development tool kit for teachers working with students in a linguistic actualization setting.

All of these projects will continue over the next two years.

2.4 Integration of information technology in teaching and learning as well as developing outcomes

Desired Outcomes:

- Improve learning.
- Better access to resources in French.
- More virtual course choices for students in small schools.

Performance Indicators:

- The rate of use of new technologies by teachers and students
- The number of resources found on the Department web site
- The number and quality of available resources relating to technology
- The number of teacher in-service initiatives specific to technology

Provincial contribution	$ 8,750
Federal contribution	$ 26,250
Sub-total	$ 35,000

The French Programs Division has invested in the purchase of a number of new technologies for schools. These include new software in French, the purchase of graphic calculators for Math and Science as well as the purchase of other scientific tools. La Commission scolaire de langue française received a grant of $10,000 to implement a technology and career laboratory in one high school. Computers in the schools were increased to 218 from 137.

The addition of these resources is complemented with in-service training for teachers. Approximately 30 teachers participated in in-service, summer institutes in technology or technology mentoring initiatives over the course of the year.

Technology outcomes were defined for grades 1 to 3 and a support document with typical lesson plans was produced for teachers.

Another document to assist teachers with the integration of technology as a common practice was developed.

The Department of Education developed a website that lists web sites directly linked to curriculum that teachers can access easily. This web site will continue to be developed over the life of the action plan.

TOTAL Program development : $ 455,100

3. TEACHER TRAINING

3.1 Individual and group bursaries allowing teachers to take courses or participate in language or professional institutes and seminars

Desired Outcomes:

- A teaching force which is more proficient in French and in pedagogy.
- A teaching force which is better informed with regards to culture and identity.

Performance Indicators:

- The number of bursaries and projects
- The education level of the teaching force
- Employer feedback

Provincial contribution	-
Federal contribution	$ 5,000
Sub-total	$ 5,000

The French Programs Division hosted a summer institute on the topic of "Helping students learn to learn". Thirteen (13) French first language teachers attended the institute. Evaluations following the institute showed that on a scale of 1 to 5, with 5 being the most satisfied, 90% rated the quality of the institute 4 or higher and 100% said they would attend another institute prepared by the Department. The evaluation results enable us to conclude after the first year that this program is already achieving its objectives and is helping teachers to improve their pedagogical skills.

The department also supported :

- Six teachers taking credit courses towards a Master's degree from the Université de Moncton, and
- twenty-two teachers attending conferences, courses and other institutes.

All teachers who obtained financial support received a letter acknowledging the contribution of Canadian Heritage to the activity.

3.2 Teacher in-service in programs and projects relating to minority language education

Desired Outcomes:

- A teaching force which is more proficient in French and in pedagogy.
- A teaching force which is better informed with regards to culture and identity.
- A teaching force more apt to assume leadership roles in professional development (mentoring for example).

Performance Indicators:

- Mentoring or exchange projects among teachers
- Personal satisfaction of the teaching force

Provincial contribution	$ 10,000
Federal contribution	$ 10,000
Sub-total	$ 20,000

Over 150 days of in-service were provided to French first language teachers. The in-service sessions took various formats. Over half were group sessions relating to specific curriculum. The remainder of the in-service was provided by teacher leaders or mentors. The Department is committed to the concept of developing leaders in the teaching force. To this end, the French Programs Division created a document to assist teachers in becoming mentors within the system. Mentors work directly with teachers in the classroom or assist teachers with teaching strategies. Evaluations are conducted following each in-service or mentoring session and kept on file by the consultant responsible for the area. Evaluations help to improve further sessions and to better train mentors. This is an on-going process that will be continued in future years.

3.3 Support to teacher associations

Desired Outcomes:

- More availability of professional development based on sound research.
- A networked support system is in place for stakeholders.

Performance Indicators:

- The number of participants in symposiums and conferences and the follow-up activities
- Information and communication networks

Provincial contribution	$ 2,250
Federal contribution	$ 750
Sub-total	$ 3,000

Three Francophone teachers attended the summer institutes given by ACELF (Association canadienne d'éducation de langue française) in Québec city. Prince Edward Island supported ACELF through a $1700.00 grant over and above the support given to institute participants. This grant helps ACELF provide necessary learning resources to improve cultural awareness.

TOTAL Support to teacher associations: $ 28,000

4. STUDENT SUPPORT

4.1 Study and travel bursaries allowing students to pursue their studies in the minority language

Desired Outcomes:

- Better access to educational training in the students mother tongue.
- Increase in the language proficiency of students and of the cultural components associated with the language.

Performance Indicator:

- The number of bursaries and projects
- The education level of the students
- Personal satisfaction of students
- Post-secondary job placements

Provincial contribution	-
Federal contribution	$ 18,000
Sub-total	$ 18,000

In 2000-01, thirty-one (31) French speaking students took advantage of the Bursary Program established to encourage young people to continue their post-secondary studies in their own language. Almost all applicants received a bursary. To be eligible a student must be admitted to a post-secondary institution and take at least 80 percent of his/her courses in the target language.

This bursary program will continue to be offered next year to minority-language students. A notice will be sent out to the school board asking it to remind school principals about the importance of informing young people about the Bursary Program and encouraging them to continue their post-secondary studies in their own language.

4.2 Student exchanges and cultural activities and support for training projects for students

Desired Outcomes:

- Increase in the language proficiency of students and of the cultural components associated with the language.

Performance Indicators:

- Personal satisfaction of participants
- The number of exchanges and activities
- The number of participants

Provincial contribution	$ 1,500
Federal contribution	$ 500
Sub-total	$ 2,000

The Department of Education provided a grant to École François-Buote for its high school students to attend a leadership seminar. The Department also sponsored two students from École Évangéline who participated in an International Youth conference for students and one student representing the Prince Edward Island francophone student population on a tall ship expedition.

The Department also contributes to cultural activities during French Awareness week.

TOTAL Student support : $ 20,000

OBJECTIVE 2 - SECOND LANGUAGE

The second objective is intended to **enable as many students as possible to learn their second language.**

1. EDUCATIONAL STRUCTURE AND SUPPORT

1.1 Administration and coordination of policies and programs relating to second language education. The Department of Education is primarily responsible for this activity

Desired Outcomes:

- The maintenance of the province's administration of programming and curriculum development in second language education.

Performance Indicators:

- The level of satisfaction measured by an annual survey of the public
- The level of satisfaction measured by a survey of stakeholders

Provincial contribution	$ 102,150
Federal contribution	$ 34,050
Sub-total	$ 136,200

The Department of Education continues to have a distinct French Programs division within the Department. This division administers the delivery of curriculum in French second language in schools of the Eastern School District and the Western School Board. These programs include early, middle and late Immersion as well as Core french. The division serves as liaison with the above named English Boards and with Canadian Parents for French.

Consultation with the stakeholder groups are held on a regular basis (multiple times a year) in order to determine priorities and needs.
Other services provided by the department include :

- a school textbook central purchasing and distribution system,
- a number of services in special education for Immersion students provided through the Student Services Division of the department,
- the coordination of professional development activities through the professional development coordinator.

The Department of Education conducted a public satisfaction survey in January 2000 that indicated a high degree of satisfaction with the quality of education received by Prince Edward Island students and will not be conducting this survey in 2001. The level of satisfaction of stakeholders is measured as implementation of new curriculum is concluded.

1.2 Support to research in the field of Second Language Education

Desired Outcomes:

- Programs and policies are supported by recent research and statistics.

Performance Indicators:

- Results of research papers are published and available to decision makers
- The follow-up by stakeholders

Provincial contribution	$ 3,750
Federal contribution	$ 1,250
Sub-total	$ 5,000

The Department of Education is concerned with teacher training, particularly in the field of Second Language. Boards are expressing the desire to more effectively recruit teachers for Immersion programs.

To this end the Department has worked cooperatively with the University of Prince Edward Island to research the possibility of establishing a Bachelor of Education program specializing in Immersion.

A contract was awarded for the research and the paper will be used to put the program in place for September 2002 if possible.

1.3 Promotion and awareness activities on the various types of second language programs with trustees, parents and the community

Desired Outcomes:

- Parents and students are better able to make informed decisions.
- School boards are better able to recruit teachers.

Performance Indicators:

- The number of information sessions
- The enrolment numbers
- The publication of awareness and promotional materials
- The creation of a web site for recruiting teachers

Provincial contribution	$ 8,250
Federal contribution	$ 2,750
Sub-total	$ 11,000

The French Programs Division drafted a brochure explaining the various French programs available in the province. The brochure will be printed in 2001-2002.

Working with the school boards, a recruitment strategy was developed. The strategy included the creation of a web site www.edu.pe.ca/recruit/fr and the design of a poster to be sent to various Canadian faculties and used at job fairs. (See attached poster)

Eight information sessions on French Immersion were held at various locations across the province.

Immersion enrolments have increased from 16.2% to 16.4% of eligible students in 2000-2001 despite an overall decline in total enrolments.

TOTAL Educational structure and support : $ 152,200

2. PROGRAM DEVELOPMENT

2.1 Update and development of curriculum in Core French and in Immersion : French Language Arts, Social Studies, Math, Sciences, Health and Personal Development and Career Technology

Desired Outcomes:

- Updated curriculum guided by recent research.

Performance Indicators:

- User evaluation
- The number of graduates
- The number of drop-outs and transfers to English language schools
- The number of courses and programs offered

Provincial contribution	$ 89,080
Federal contribution	$ 133,620
Sub-total	$ 222,700

Consultants in the French Programs Division have begun the process of developing curriculum in the following areas:

- Elementary Language Arts in French Immersion
- Late Immersion Language Arts
- Grade 4 to 6 Social Studies
- Grade 9 Social Studies
- Grade 7 to 10 Science
- Grade 7 to 9 Math
- Grade 7 to 12 Career and Technology
- Grade 7 Core French
- Grade 7-9 Health and Personal Development

The development of curriculum on Prince Edward Island is done with the participation of teachers. This process involves the writing of curriculum, the selection of new resources, a one year trial period and an implementation period. Nine (9) curriculum committees are presently in place to work on these new initiatives. All of these projects are presently in their infancy and will be assessed in 2002-2003 or 2003-2004.

As part of its curriculum development process, the Division regularly asks teachers about their satisfaction as to the process used for curriculum development, the selection of resources and the support from consultants. This year, an assessment was done in relation to the implementation of Core French. All committee teachers were surveyed with the following results:

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

		SD	D	N	A	SA
1.	The consultant is effective in motivating teachers to do their best.				50%	50%
2.	Meetings are well run and efficient				50%	50%
3.	The consultant sets high expectations for student learning.				25%	75%
4.	Teachers feel comfortable and well prepared to take on new challenges.				25%	75%
5.	The consultant has a clear idea of students' needs in relation to program development.				50%	50%
6.	The consultant encourages a friendly atmosphere.					100%
7.	The consultant exercises strong leadership.				25%	75%
8.	The consultant provides a forum for staff input in the decision-making process.					100%
9.	The consultant encourages a positive working climate.					100%

10.	The consultant is interested in how students succeed with the new curriculum.	25%	75%
11.	Communication pieces sent out by the consultant are clear and precise.	25%	75%
12.	Teachers are encouraged to communicate their views on educational issues.		100%
13.	On the whole, teachers are recognized for their participation and receive positive feedback.	50%	50%
14.	The consultant is a good listener and welcomes constructive criticism.	50%	50%

2.2 Update, purchase or development of educational resources, including library support

Desired Outcomes:

- Resources that fulfill local needs better.
- More resources available in second language.

Performance Indicators:

- User evaluation
- The number of available resources
- The availability of resources with an Acadian or Francophone component (local, regional and national)

Provincial contribution	$ 180,000
Federal contribution	$ 60,000
Sub-total	$ 240,000

The Department of Education initiated a project with the schools of the Eastern School District and the Western School Board to increase the collection of books in Immersion school libraries. Schools obtained a matching grant as part of the project. This will continue for each remaining year of the action plan. Approximately 1400 books were added to the collections in Immersion schools.

New textbooks were produced in the Atlantic region for grade 9 Social Studies. These text books emphasize cultural awareness and make modern issues in the Atlantic region more relevant to students. As the textbooks were primarily developed for Francophone and Acadian students, Immersion students are provided with a better understanding of the reality of their second-language.

New resources were purchased for the grade 6 Core French program. These resources use a more experiential approach and encourage students to use the language in authentic situations.

2.3 Development of curriculum guides and projects at a regional level (APEF) and at a national level

Desired Outcomes:

- Increase in the availability of programs and tools, thanks to shared resources and expertise.
- Maximizing financial resources.

Performance Indicators:

- The availability of new courses, programs and resources
- User evaluation

Provincial contribution	$ 3,000
Federal contribution	$ 1,000
Sub-total	$ 4,000

The Department of Education is a partner in the Atlantic Provinces Education Foundation (APEF). Through APEF, Prince Edward Island participated in an initiative to develop a framework for Language Arts outcomes in French Immersion. This document is serving as the basis for the development of provincial curriculum guides at the elementary level. The Department also participated in an APEF initiative to develop a curriculum framework for English as a Second Language for minority students.

The province is also participating in the development of a literacy assessment resource for grade 1 to 3 Immersion students. These kits, a first of their kind in Immersion, will give tools for teachers to assess the reading skills of students. The kits will also include a number of leveled books to aid in the assessment. This project should be completed in the next fiscal year.

2.4 Integration of information technology in teaching and learning as well as developing outcomes

Desired Outcomes:

- Improve learning.
- Better access to resources in French.

Performance Indicators:

- The use of new technologies by teachers and students
- The number of resources found on the Department web site
- The number and quality of available resources
- The number of teacher in-service initiatives specific to technology

Provincial contribution	$ 7,500
Federal contribution	$ 22,500
Sub-total	$ 30,000

The French Programs Division has invested in the purchase of a number of new technologies for schools. These include new software in French, the purchase of graphic calculators for Math and Science as well as the purchase of other scientific tools.

The addition of these resources is complemented with in-service training for teachers. Approximately 90 teachers participated in in-service, summer institutes in technology or technology mentoring initiatives over the course of the year.

Technology outcomes were defined for grades 1 to 3 and a support document with typical lesson plans was produced for teachers.

Another document to assist teachers with the integration of technology as a common practice was developed.

The Department of Education developed a website that lists web sites directly linked to curriculum that teachers can access easily. This web site will continue to be developed over the life of the action plan.

TOTAL Program development: $ 496,700

3. TEACHER TRAINING

3.1 Individual and group bursaries allowing teachers to take courses or participate in language or professional institutes and seminars

Desired Outcomes:

- A teaching force which is more proficient in French and in pedagogy.
- A teaching force which is better informed with regards to culture and identity.

Performance Indicators:

- The number of bursaries and projects
- The education level of the teaching force
- Employer feedback

Provincial contribution	-
Federal contribution	$ 40,000
Sub-total	$ 40,000

The French Programs Division hosted a summer institute on the topic of "Helping students learn to learn". Twenty-four (24) French Immersion and Core French teachers attended the institute. Evaluations following the institute showed that on a scale of 1 to 5, with 5 being the most satisfied, 90% rated the quality of the institute 4 or higher and 100% said they would attend another institute prepared by the Department. The evaluation results enable us to conclude after the first year that this program is already achieving its objectives and is helping teachers to improve their pedagogical skills.

The department also supported :

- nine teachers who attended language training during the school year in after hours programs,
- three teachers taking credit courses towards a Master's degree from the Université de Moncton,
- two teachers attending the summer Immersion institute sponsored by l'Association canadienne des professeurs d'immersion,
- four teachers taking summer language programs at l'Istorlet, and
- eleven teachers to attend conferences, courses and other institutes.

All teachers who obtained financial support received a letter acknowledging the contribution of Canadian Heritage to the activity.

3.2 Teacher in-service in programs and projects relating to second language education

Desired Outcomes:

- A teaching force which is more proficient in French and in pedagogy.
- A teaching force which is better informed with regards to culture and identity.
- A teaching force more apt to assume leadership roles in professional development (mentoring for example).

Performance Indicators:

- Mentoring or exchange projects among teachers
- Personal satisfaction of the teaching force

Provincial contribution	$ 53,675
Federal contribution	$ 53,675
Sub-total	$ 107,350

Over 750 days of in-service were provided to French Immersion and Core French teachers. The in-service sessions took various formats. Over half were group sessions relating to specific curriculum. The remainder of the in-service was provided by teacher leaders or mentors. The Department is committed to the concept of developing leaders in the teaching force. To this end, the French Programs Division created a document to assist teachers in becoming mentors within the system. Mentors work directly with teachers in the classroom or assist teachers with teaching strategies. Evaluations are conducted following each in-service or mentoring session and kept on file by the consultant responsible for the area. Evaluations help to improve further sessions and to better train mentors. This is an on-going process that will be continued in future years.

3.3 Support to teacher associations

Desired Outcomes:

- More availability of professional development based on sound research.
- A networked support system is in place for stakeholders.

Performance Indicators:

- The number of participants in symposiums and conferences and the follow-up activities
- Information and communication networks

Provincial contribution	$ 3,000
Federal contribution	$ 1,000
Sub-total	$ 4,000

Financial and human resource support was given to l'Association des professeurs d'immersion de l'Île-du-Prince-Édouard to reorganize the association and to assist in offering a provincial professional day. The same process has started with the PEI Core French Teachers Association.

TOTAL Teacher training and development: $ 151,350

4. STUDENT SUPPORT

4.1 Study and travel bursaries allowing students to pursue their studies in the second language

Desired Outcomes:

- Better access to educational training in the students second language.
- Increase in the language proficiency of students and of the cultural components associated with the language.
- Better integration by graduates into the world of work where a second language is used.

Performance Indicators:

- The number of bursaries and projects
- The education level of the students
- Personal satisfaction of students
- Employer feedback

Provincial contribution	-
Federal contribution	$ 10,000
Sub-total	$ 10,000

In 2000-01, six (6) English speaking students took advantage of the Bursary Program established to encourage young people to continue their post-secondary studies in their second language. To be eligible a student must be admitted to a post-secondary institution and take at least 80 percent of his/her courses in the target language.

This bursary program will continue to be offered next year to second-language students. A notice will be sent out to school boards asking them to remind school principals about the importance of informing young people about the Bursary Program and encouraging them to continue their post-secondary studies in their second language. This program will be transferred from the Registrar's office to the French programs division in September 2001. The division intends to analyze the method in which the program is delivered, how it is promoted and how satisfied participants are with the program.

4.2 Student exchanges and cultural activities and support for training projects for students

Desired Outcomes:

- Increase in the language proficiency of students and of the cultural components associated with the language.

Performance Indicators:

- Personal satisfaction of participants
- The number of exchanges and activities
- The number of participants

Provincial contribution	$ 18,750
Federal contribution	$ 6,250
Sub-total	$ 25,000

The Department of Education provided a grant of $6,000 to Canadian Parents for French for its summer camp program. students attended various camps across Prince Edward Island and in les Îles de la Madeleine.

Canadian Parents for French evaluates these camps on a yearly basis and makes recommendations for the following year.

The Department of Education sponsored fourteen (14) grade 11 students who experienced a six month exchange with students from Québec. Students from Quebec were on Prince Edward Island from September to November, lived with Island students and attended Island high schools. Prince Edward Island students went to Quebec and did the same activities from February to April. Students are asked to evaluate their experience. Their language competency is also tested pre-departure and upon return. Students are tested using the New Brunswick Oral Competency scale and receive credit for a successful exchange. All students participating in the exchange received their credit.

All participants in the exchange completed a self-evaluation. All participants said they would recommend the exchange. On seven questions relating to their progress in their second language, all students reported “often” or “always” to questions relating to their comfort level with the use of the French language.

TOTAL Student support: $ 35,000

PART II

1. Implementation of a minority language education program for students in the West Prince, Rustico and Summerside-Miscouche regions

Results targeted:

- The French Language School Board is in a position to increase access to minority language education and to offer quality education that is comparable to majority language education.
- Quality support services are becoming more and more available.
- Improve teaching and provide better access to French-language resources. Provide a better selection of courses for students in small schools.

Performance Indicators

- Participation rate of those who are eligible
- Number of courses and programs offered
- Support services in various sectors
- Transfer rate to English-language schools

Provincial:	$ 181 937
Federal:	$ 282 500
Sub-total:	$ 464 437

Three new French first language programs opened on Prince Edward Island in September 2000. Summerside-Miscouche area had a program with four students in grade 1, West Prince had a program with six students in grade 1 and the Rustico area had a program with 6 students in grade 1.

Each school had a teacher and a principal was also hired to manage the three new centers. In-service for the new teachers and principals on the various subject areas were held. Textbooks, materials for art, science and Math were supplied as well as a small collection of library books.

The Department of Education invested in providing facilities in both the West prince and Rustico centers. In West Prince, land was purchased and portable classrooms were installed and renovated. New furnishings and administrative equipment were purchased. New transportation routes were established. In Rustico, space in a former school was rented and renovated. The same purchases were made for the school.

2. Implementation of a consistent minority language preschool program

Results targeted:

- Implementation of a consistent minority language preschool program

Performance Indicators:

- Participation rate of those who are eligible
- Support services in various sectors
- Transfer rate to English-language schools
- Rate of school adjustment needs

Provincial:	$ 25 000
Federal:	$ 65 000
Sub-total:	$ 90 000

The Department of Education has hired a consultant responsible for developing curriculum and responsible for providing in-service and professional development for the kindergarten educators. There are five French first language kindergartens in the province, none of which have had a consistent curriculum. In this first year, 2000-2001, the consultant worked with educators in preparing the Language Arts and Math curriculum and in selecting resources. The new curriculum will be tested in all centers in 2001-2002.

Educators, along with the consultant, selected a number of support materials, manipulatives and software for each center. Educators also participated in workshops that are part of the provincial literacy initiatives. One educator took part in the ACELF kindergarten summer institute.

3. Addition of a human resource for the French Language School Board

Results targeted:

- Better promotion throughout the province of how accessible French as a first language education is.
- The French Language School Board is in a position to increase access to minority language education and to offer quality education that is comparable to majority language education.
- Partnerships are created with the community and a more effective joint action is implemented.
- Programs are effectively set up in three new regions.

Performance Indicators:

- Participation rate of those who are eligible
- Number of information meetings and workshops for parents
- Activities organized in collaboration with the community
- Transfer rate to English-language schools

Provincial:	$ 34 700
Federal:	$ 52 500
Sub-total:	$ 87 200

La Commission scolaire de langue française hired a special projects coordinator responsible for assisting with the set-up of the new centers, working with the communities in developing awareness initiatives and in starting the strategic planning process for the board. Ten information sessions were held in each region for right-holders and five meetings were held with community partners to begin a process of identifying right-holders in each community. Sixteen new students were recruited for the centers.

The special projects coordinator was also responsible for ensuring and maintaining technological links between all the schools in the board. This helps with communications in more remote areas and provides equal access to information to large or small schools.

4. Implementation of development projects by the Société éducative de l'Île-du-Prince-Édouard

Provincial contribution	$ 100,239
Federal contribution	$ 300,000
Sub-total	$ 400,239

Objective 1 **: SUPPORT ADULT TRAINING IN COMMUNITY DEVELOPMENT**

ACTIVITIES

Develop co-operation and resource sharing agreements between community organizations dedicated to adult education and economic and social development.

Provide on-line training to address the needs of community members who want to upgrade their skills in a particular field on an ongoing basis.

Develop partnerships with other community organizations and francophone areas of the country such as CAN-COM, the community learning network, presently being developed by the *Société pour l'apprentissage à vie* (SAVIE)

DESIRED OUTCOMES

Development of an electronic and educational forum where organizations can exchange, obtain information and receive training

Digitization of the content of the community development training programs, such as the ones offered at *Université de Moncton* and *Université Sainte-Anne*

Development and integration of online modules on the use of ICT

On-line training on community development

On-line training on the steps to take in the establishment and maintenance of a community access centre

Development of content for the SAVIE community learning network database

Maximization of the use of resources compiled by the CAN-COM learning network

RESULTS ACHIEVED AND INDICATORS

Several meetings were held with the Société Saint-Thomas-d'Aquin as well as one with the consultants who are conducting the study on the development of a community learning network. The Société éducative continues to be responsible for the informal training of adults under this initiative. There were 101 part-time registrants from the community in 2000-2001, up from 88 in 1999-2000.

The *Société éducative* conducted a search for on-line training content that could assist the staff and volunteers of community organizations. The developers of these training sites were contacted and the possibility of establishing agreements was discussed with institutions such as SOFAD (Société de formation à distance des commissions scolaires du Québec) for the on-line course *Du français sans fautes*, Teluq (previously Télé-université) where discussions were held with Cécilia Gaudet, liaison officer. La Société éducative is also associated with le Réseau des collèges communautaires du Nouveau-Brunswick, and in particular with le Centre de formation de Dieppe.

The *Société éducative* participated in several activities of the CAN-COM network which allowed a sharing of information with other community development organizations. The *Société* is pleased to see that this new network has opened doors to over twenty partners throughout the country.

Objective 2 **: SENSITIZE THE TEACHERS AND INITIATE THEM TO COMPUTER TECHNIQUES ADAPTABLE TO THEIR INSTRUCTION TO PROVIDE PRACTICAL SUPPORT**

ACTIVITIES

Facilitate the integration of the information highway in education by providing technical content for adapting the subject matter

Train the teachers to allow them to develop and plan workshops, activities or collaboration projects using ICT

Introduce teachers to the communication mechanisms that educational technology brings to their teaching and benefits for students.

DESIRED OUTCOMES

Collaboration project with La Commission scolaire de langue française.

Inventory of existing resources presented to teachers

Sharing of equipment and resources relating to educational technology with the French Language School Board

Development of online training with the purpose of obtaining an educational technology certificate

Development of pilot projects to share with the whole teaching staff

Promotion of these resource among French language teachers on PEI and in the other Atlantic Provinces

Presentation to teachers of projects already carried out

Training sessions and practical workshops offered to teachers

RESULTS ACHIEVED AND INDICATORS

Teachers receive much support to facilitate the integration of technology in their classrooms. Access to computer resources in French language schools on PEI as well as support to teachers is continuing to increase.

The *Société éducative* continues to increase its collection of computer resources for those being initiated to the use of technology. The person responsible for this endeavour informs teachers of new arrivals that have classroom applications. This person also searches the Internet and communicates findings to teachers. We have also put in place a mentoring program for the integration of technology in the classroom through our shared employee with la Commission scolaire de langue française.

The *Société éducative* and la Commission scolaire de langue française continue to share equipment and human resources in order to increase educational technology resources. A dozen teachers took university distance education courses using our videoconferencing systems. We have also shared equipment including computers with French first language schools. Our inventory shows that 59 pieces (including monitors, keyboards, computers, and videoconferencing systems) are in place in these schools.

Several discussions with Jacques Héroux of the New Brunswick Community College were held in order to pursue the development of an educational technology certificate project. We have seen that teachers from PEI and NB are at the basic training level in technology as many teachers noted that they needed to familiarize themselves with computers and their use in general. They are extremely interested in the integration of this resource in their classrooms. Some partners in New Brunswick are of the opinion that universities should also be involved in this professional development project. The committee intends to pursue its plans while making modifications to programs along the way to better respond to the expressed needs.

The *Société éducative* works closely with the technology resource person of the French Language School Board. Several meetings and discussions took place during the year to discuss integration strategies in school programs. These discussions contributed to the strategic plan of the Provincial Committee for the Integration of Technology in Island Schools which will be presented to the Minister of Education in 2001-2002.

Objective 3 : **ELABORATE AND IMPLEMENT A PROMOTIONAL STRATEGY ON THE BENEFITS OF FRENCH LANGUAGE ADULT TRAINING**

ACTIVITIES

Organize a provincial promotional campaign to promote life long learning

Ensure that adults understand the importance of education and continued training to improve their quality of life

Recruit the greatest number of students possible for the training programs offered at the Provincial Adult Training Centre

Become more familiar with the training needs of Acadian and Francophone adults on PEI

DESIRED OUTCOMES

Annual planning of the promotional and recruitment campaign

Carrying out of promotional activities and recruitment initiatives

Regional presentations

Compilation of personal accounts given by former students

Development of a promotional CD-ROM of personal accounts on literacy and its benefits

Holding of open house activities

Individual interviews with members of the community to explain the training opportunities available at the Centre

Radio interviews and publication of press releases and ads in *La Voix acadienne*

Training needs assessment

Evaluation of labour market trends

RESULTS ACHIEVED AND INDICATORS

We planned our promotion and recruitment activities individually as well as with the management of the *Collège de l'Acadie*

We organized an information session on programs and advantages of studying at the *Collège de l'Acadie*. The evening was a great success. Over 20 people attended.

We gave three regional presentations in collaboration with the College as well as on our own.

We produced a promotional CD-ROM to recruit students who have not yet completed their grade 12. Several personal accounts of former students are on the CD-ROM. (See attached)

Usage of the promotional products developed

The student placement rate is quite significant. Fifty percent of students return to school to finish their program and others are all in the labour force, with 70 percent working in their field.

Full time enrollment numbers in College programs remain quite stable and high

The staff at the training centre assisted several adults in their search for online training

Measures have been taken to provide customized tourism training

Establishment of the parameters of a study on training needs

The *Société éducative* met with over a dozen employers to get a better idea of the labour market trends.

Promotional and Recruitment Activities for le Centre du Collège de l'Acadie
Wellington, P.E.I.
2000-2001 school year

1. Announcements in local papers, community bulletins across the province and regional community cable.

2. Interviews during the year on Radio-Canada.

3. "Bring a buddy" day where existing full-time students bring a possible future student to the Centre for a half day. The "buddy" follows the student in class.

4. Promotional brochures are distributed in the francophone community through post offices.

5. Participation in Career days in the francophone high schools in the province.

6. Francophone high school students visit the Collège de l'Acadie.

7. Cyber Rallye Jeunesse

8. Open House day at the Collège de l'Acadie

9. Door to door recruitment by the Collège de l'Acadie using an oral and visual presentation.

10. Student who have studied at the Collège de l'Acadie prepare testimonials for newspapers, radio and promotional brochures.

11. La Société éducative yearly grants four bursaries to graduating high school students or mature students pursuing studies in social or technology fields

12. A number of evening and weekend courses such as email and Internet, Introduction to Windows, Introduction to Word 2000, Introduction to computers, Basic French in West Prince, Basic French in Rustico, Basic French in Summerside, French Second Language in Wellington, Analyse de données (a Master's level course in educational administration from l'Université de Moncton), Introduction to Adult Learning and Modèle et pratiques de l'enseignement aux adultes from l'Université Sainte-Anne. Total registration for these courses was 157.

13. Training on demand such as the 2001 Language Institute and a course on First Aid. Thirty people participated in these sessions.

Statistical Report

Type of training	October 1994 to June 1995	July 1995 to June 1996	July 1996 to June 1997	July 1997 to June 1998	July 1998 to June 1999	July 1999 to June 2000	July 2000 to June 2001
Full time - College programs		16	16	20	14	20	19
Full time - General studies	9	15	15	17	10	9	5
Full time - Telework, Employment 2000			8	9	12	4	0
Part time - General studies		2	9	6	113*	88*	101*
Part time - College programs		6	2	4	3	5	4
Part time - University programs		13	13	12	7	13	12
Part time computer courses	44	33	44	13	48	29	25
Night classes - Language, arts and others	67	56	25	14	21	15	15
Customized training	43	60	187	81	173	68	6
Youth workshops		62	56	18	19	10	0
Community access		30	184	293	396	579	68
Subtotal - Full time students	9	31	39	46	36	33	24
Subtotal- Part time students	111	110	93	49	192	150	157
Subtotal - Customized training and others	43	152	427	392	588	657	74
Total	163	293	559	487	816	840	255

* This figure includes part time students in the different regions.

Objective 4 : **DEVELOP INSTRUCTIONAL CONTENT FOR LITERACY AND GENERAL STUDIES BY MAKING INCREASED USE OF THE INFORMATION HIGHWAY**

ACTIVITIES

Develop an interactive learning method promoting exploration and discovery among learners

Increase availability and flexibility of French-language distance training by developing literacy training on the Internet

Stimulate the French-speaking clientele to commit to basic literacy training by implementing a culture of ownership of the ICTs in the P.E.I. Acadian community on PEI

DESIRED OUTCOMES

Establishment of a project steering committee with partners in educational content development

Committee meetings to elaborate on the selected learning method

Research on appropriate content for the targeted clientele

Development of modules and content on Internet to serve as learning and training resources

Evaluation of learning modules

Development of an Internet guide to facilitate online learning for students, from their home or community access centre.

Organization of educational activities in Acadian areas through community access centres

Offer training sessions for trainers in Acadian areas and community access centres.

RESULTS ACHIEVED AND INDICATORS

A steering committee was established, composed of an instructor from the *Collège de l'Acadie*, a member of the administrative staff of the *Société éducative*, a facilitator for general adult training and a representative of the online production company

An online learning method was selected. We record professional audio clips for the early reading stages, such as the alphabet, sounds and simple words. The idea is to allow learners to listen and pronounce sounds and words as often as they like while associating the correct pronunciation with the written form. In the reading and comprehension section, the exercises are geared towards simple sentences and structures. We have also incorporated a section for vocabulary development for correct French usage. This section is thematically developed and takes into consideration the adult Acadians who do not necessarily know the correct word in French and who have used English vocabulary. This exercise operates with an extensive database. We have also developed a section on spelling difficulties and homophones. The site can be consulted at http://www.teleco.org/alpha.

We have also searched for existing programs with content that could be useful for our learners.

The basic grammar learning site is interactive. It can therefore be edited by the instructor teaching the course. It includes approximately ten modules that will be on line as of early October 2001.

The number of participants in the literacy and general adult training program continues to increase, especially at the part time level in the regions. Registration numbers at the community level went from 108 participants in 1999-2000 to 120 participants in 2002-2001. This is an encouraging sign for us; there seems to be an opportunity for the online tool we are developing and we will be better able to carry out the activities described under objective 4.

Agreement between Canada and Prince Edward Island for Minority-Language Education and Second-Language Instruction

FINAL SUMMARY FINANCIAL REPORT EXPENSES FOR 2000-2001

Objective 1: Minority Language			
Activities	Federal Contribution	Provincial Contribution	Total Cost
Educational Structure and Support			
1.1 Administration and coordination of policies and programs relating to minority language Education. The Department of Education is primarily responsible for this activity	$34,050	$102,150	$136,200
1.2 Grants to la Commission scolaire de langue française to help defray supplementary costs relating to the administration and to teaching in the minority language	$297,430	$915,970	$1,213,400
1.3 Promotion and French education awareness with trustees, parents and the community	$2,750	$8,250	$11,000
1.4 Support to research in the field of Minority Language Education	$1,250	$3,750	$5,000
Partial Total - Structure and Support	$335,480	$1,030,120	$1,365,600

Objective 1: Minority Language			
Activities	Federal Contribution	Provincial Contribution	Total Cost
Program development			
2.1 Update and development of curriculum in French Language Arts, Social Studies, Math, Sciences, and Career Technology	$200,400	$133,600	$334,000
2.2 Update, purchase or development of educational resources, including library support	$14,525	$43,575	$58,100
2.3 Development of curriculum guides and projects at a regional level (APEF) and at a national level (CMEC)	$7,000	$21,000	$28,000
2.4 Integration of information technology in teaching and learning as well as developing outcomes	$26,250	$8,750	$35,000
Partial Total - Program development	$248,175	$206,925	$455,100

Objective 1: Minority Language			
Activities	Federal Contribution	Provincial Contribution	Total Cost
TEACHER TRAINING			
3.1 Individual and group bursaries allowing teachers to take courses or participate in language or professional institutes and seminars	$5,000	-	$5,000
3.2 Teacher in-service in programs and projects relating to minority language education	$10,000	$10,000	$20,000
3.3 Support to teacher associations	$750	$2,250	$3,000
Partial Total - Teacher Training	$15,750	$12,250	$28,000

Objective 1: Minority Language			
Activities	Federal Contribution	Provincial Contribution	Total Cost
STUDENT SUPPORT			
4.1 Study and travel bursaries allowing students to pursue their studies in the minority language	$18,000	-	$18,000
4.2 Student exchanges and cultural activities and support for training projects for students	$500	$1,500	$2,000
Partial Total - Student support	$18,500	$1,500	$20,000
TOTAL OBJECTIVE 1: MINORITY LANGUAGE	$617,905	$1,250,795	$1,868,700

Objective 2: Second Language			
Activities	Federal Contribution	Provincial Contribution	Total Cost
Educational Structure and Support			
1.1 Administration and coordination of policies and programs relating to second language Education. The Department of Education is primarily responsible for this activity	$34,050	$102,150	$136,200
1.2 Support to research in the field of Second Language Education	$1,250	$3,750	$5,000
1.3 Promotion and French education awareness with trustees, parents and the community	$2,750	$8,250	$11,000
Partial Total - Structure and Support	$38,050	$114,150	$152,200

Objective 2: Second Language			
Activities	Federal Contribution	Provincial Contribution	Total Cost
Program development			
2.1 Update and development of curriculum in Core French and in Immersion : French Language Arts, Social Studies, Math, Sciences, Health and Personal Development and Career Technology	$133,620	$89,080	$222,700
2.2 Update, purchase or development of educational resources, including library support	$60,000	$180,000	$240,000
2.3 Development of curriculum guides and projects at a regional level (APEF) and at a national level	$1,000	$3,000	$4,000
2.4 Integration of information technology in teaching and learning as well as developing outcomes	$22,500	$7,500	$30,000
Partial Total - Program development	$217,120	$279,580	$496,700

Objective 2: Second Language			
Activities	Federal Contribution	Provincial Contribution	Total Cost
TEACHER TRAINING			
3.1 Individual and group bursaries allowing teachers to take courses or participate in language or professional institutes and seminars	$40,000	-	$40,000
3.2 Teacher in-service in programs and projects relating to second language education	$53,675	$53,675	$107,350
3.3 Support to teacher associations	$1,000	$3,000	$4,000
Partial Total - Teacher Training	$94,675	$56,675	$151,350

Objective 2: Second Language			
Activities	Federal Contribution	Provincial Contribution	Total Cost
STUDENT SUPPORT			
4.1 Study and travel bursaries allowing students to pursue their studies in the second language	$10,000	-	$10,000
4.2 Student exchanges and cultural activities and support for training projects for students	$6,250	$18,750	$25,000
Partial Total - Student support	$16,250	$18,750	$35,000
TOTAL OBJECTIVE 2: SECOND LANGUAGE	$366,095	$469,155	$835,250

Canada and Prince Edward Island Special Agreement on Investment Measures for the Quality of Minority-Language Education

FINAL SUMMARY FINANCIAL REPORT EXPENSES FOR 2000-2001

Activities	Federal Contribution	Provincial Contribution	Total Cost
1. Implementation of a minority language education program for students in the West Prince, Rustico and Summerside-Miscouche regions	$282,500	$181,937	$464,437
2. Implementation of a consistent minority language preschool program	$65,000	$25,000	$90,000
3. Addition of a human resource for the French Language School Board	$52,500	$34,700	$87,200
4. Implementation of development projects by the Société éducative de l'Île-du-Prince-Édouard	$300,000	$100,239	$400,239
Total	$700,000	$341,876	$1,041,876