

FUNDING: Who Pays for What?

Members of CPF and others who have campaigned for improved French second language programmes for children, will be familiar with the main aspects associated with such programmes - political, educational and financial. In previous newsletters we have commented on some of the political and educational issues. In this newsletter we deal in a general sense with funding for second-language training and attempt to give readers an overview of conditions as they exist across the country. Various provincial organizations have prepared or will be preparing more specific statements for their own regions which will be better able to deal with the enormous range of situations which exist at the local level.

Funds for French language programmes may come from three sources; the Federal Government, Provincial Governments and local taxation.

FEDERAL FUNDS

The Federal Government has some clearly defined policies and guidelines for the distribution of funds that are administered through the Language Programmes Branch of the Secretary of State's Department. The following programmes are those presently in effect under the Federal-Provincial agreements on bilingualism in Education, initiated in January 1970. These programmes are designed to provide an increased opportunity for members of the majority official language group in each province or territory to acquire a knowledge of their second official language, and for members of the minority official language group in each province or territory to be educated in their own official language.

At the St. Andrews, N.B. Conference of Provincial Premiers in August 1977, the Council of Ministers of Education, Canada, was asked to review the state of minority language education in each province. A report was published in January 1978. The Council of Ministers meets again in September 1978 and in March 1979 when the present Federal-Provincial agreements expire. These agreements may be renewed or re-negotiated at that time.

FORMULA PAYMENTS

The Federal Government makes formula payment contributions to provincial governments in support of the above objectives as follows:

Elementary and Secondary Levels

- (i) Assistance for Minority Official Language Education (The minority official language is considered to be English in the province of Quebec and French in all other provinces). 9% of the average annual provincial per student cost is paid to provinces with respect to each student who is studying in the minority official language on a full-time basis at either the elementary or secondary level. For these purposes "full-time" is considered to be 75% of the time at the elementary level and 60% of the time at the secondary level.
- (ii) Assistance for the Teaching of the Second Official Language (The second official language is considered to be English in the province of Quebec and French in all other provinces). 5% of the average annual provincial per student cost is paid to provinces with respect to each student who is studying the second official language. The formula takes into account the amount of time which the student spends studying the second official language.
- (iii) Assistance for Administrative Costs Relative to the Provision of Minority Official Language Education 1.5% of the average annual provincial per student cost, based on the total number of minority official language school-age children in each province, is paid to

provincial governments to assist with the administrative costs associated with providing minority official language education.

Post-Secondary Level

10% of the annual provincial operating grant to eligible post-secondary institutions is paid to provinces. The formula takes into account the amount of instruction time in the minority official language. A further contribution of 8.5% of this grant is made with respect to capital expenditures.

Federal contributions to provinces under the above formula payment programmes are calculated on the basis of data provided by provincial governments. Federal payments to provinces each year are based on Statistics Canada recommendations estimating the amounts due to provinces in that year. The education costs per student and the 5% and 9% figures are presented in Table 1. When the final amounts due have been determined, on the basis of provincial public accounts, the Federal Government makes adjustment payments to provinces. Total Federal contributions under all formula programmes from 1970 to 1977 are shown in Table 2 and the respective cumulative contributions in Table 3.

NON-FORMULA

In addition to these formula payments programmes, the following programmes of bilingualism in education are funded by the Department of the Secretary of State and administered by provincial departments of education, or other responsible provincial departments:

Special Projects - The special projects programme is designed to enable provincial and territorial governments to identify spheres of activity in which substantial progress may be possible in the development of bilingualism in education. Special projects are intended to assist provincial governments in developing innovative and experimental projects in minority official language education or second official language instruction at any level of the educational system. The projects are financed on a cost-sharing basis by the Federal and Provincial governments.

The amount of the Federal reimbursement with respect to such projects does not normally exceed fifty per cent of the total cost. Expenditures of a capital nature are generally not admissible. In calculating the amount of reimbursement of special projects, the Federal Government may take into account the funds it is contributing to the province under other language programmes. Essential requirements are that all special project requests be submitted to the Federal Government by the relevant provincial department, and that there be provision for the evaluation of each project.

Fellowships for Official Language Study - Each year, the Federal Government offers fellowships of up to \$2,000 each for post-secondary students to pursue their studies in their second official language, or for students belonging to the minority official language group in a province to study in their own official language.

Teachers' Bursaries - Bursaries are offered annually to enable second official language and minority official language teachers to take courses to improve their skills.

Travel Bursaries - Travel bursaries are made available to post-secondary students of the official language minority in a province who are unable to pursue their studies in their own official language in their province of residence or within reasonable commuting distance from their place of residence.

Language Training Centres - Provincial governments can recover certain capital expenditures incurred in the establishment or improvement of language training centres. At these centres, official language training may be offered

not only to students, teachers and others in academic life, but also, in some instances, to provincial public servants and the general public. Each province may obtain up to \$100,000 per year for this purpose.

Teachers' Colleges - The Federal Government provides assistance to provincial governments in eastern and western Canada in establishing or supporting designated Teachers' Colleges in the French language as recommended by the Royal Commission on Bilingualism and Biculturalism.

Summer Language Bursary Programme - Each summer, this programme enables post-secondary students to take an immersion course of six weeks in their second official language at an educational institution either in their province of residence or in another province. This programme is funded by the Department of the Secretary of State and administered by provincial governments in liaison with the Council of Ministers of Education.

Second-Language Monitor Programme - Each year, this programme enables several hundred post-secondary students to work part-time as monitors assisting second-language teachers, especially with the conversational aspects of language learning. These students work as monitors for six to eight hours per week and receive bursaries of \$3,000. An English language monitor studies for one year in a French-language milieu and assists a teacher of English as a second language. Similarly, a French-language monitor studies for one year in an English-language milieu and assists a teacher of French as a second language. This programme is funded by the Department of the Secretary of State and administered by provincial governments in liaison with the Council of Ministers of Education.

The programme budget for the 1977-78 formula contributions and other grants from the Language Programmes Branch of the Secretary of State are presented in Table 4.

Payments from Language Programmes Branch are made to Provincial Departments of Education and other responsible provincial departments. "Formula" payments are made in the year following the expenditure of funds at the local level. Some other grant payments may be made earlier. (At a recent meeting of CPF (Ontario) it was suggested that advance payments would greatly help to press the introduction and expediting of programmes).

The Federal "formula" payments for minority language education are applicable to programmes for French-speaking students and to second-language (either immersion, extended or core) programmes for English-speaking students. In some jurisdictions these programmes are organized separately, in others they are inter-related with majority-language education. In some instances, second-language programmes may be the only ones available to students whose mother tongue is the minority language.

PROVINCIAL FUNDS

Policies of Provincial Governments and their relationships with local authorities regarding educational funding vary greatly.

BRITISH COLUMBIA

In British Columbia, French language instruction is given in "core" programmes and in immersion programmes designed for teaching French as a second language. Where these are available, they are open to French and English-speaking students. Federal formula payments are called "support grants". The provincial Ministry of Education now has a coordinator and assistant with responsibility to develop French programmes using the Federal grants and Provincial funding.

There is a general feeling that more effort and money should be directed towards the improvement and extension of core programmes. Under a 1977 government policy, a provincial curriculum for programmes having French as the language of instruction is being developed for the elementary grades, and hopefully, will be ready for implementation in September 1978, to be offered "where numbers warrant". A study of the French first language curriculum of a Montreal area school board was arranged by the Ministry of Education to aid in this and other curriculum development.

British Columbia has taken advantage of other federal grants. A project using only Federal funding is in its second year for Grades 10 and 11 students. Each of the 75 school districts in the province was asked to participate and 80 students will be taking part in summer immersion courses, 40 in B.C. and 40 in Quebec.

A seminar of Parents for French on May 27th had some discussion of funding questions and a report on this may soon be available from the provincial executive.

ALBERTA

In Alberta, any student, regardless of mother tongue, may be admitted to French language classes, where these are available. Individual school jurisdictions may regulate admission on the basis of language competency in French. Many boards must rely on English-speaking students and other language backgrounds to join with French-speaking students in order to offer programmes, thus effectively French language and immersion schools are one and the same. 18 of 156 jurisdictions, 40 of 1,499 public and separate schools provided courses in French language.

Alberta's position is that, although Federal grants are an incentive, they will attempt to negotiate for higher formula payments since the actual cost to school boards are higher than the grants given. Meanwhile, they are considering supplementing existing payments with provincial funds. Also, in a statement on February 24, 1978, by Premier Lougheed and Education Minister Julian Koziak, it was announced that, "Over the course of the next five fiscal years, an additional \$2.5 million in provincial funds will be allocated.....and.....be used to improve programs evaluation and testing in the French language for all disciplines in Grades 1-12 and will permit a tripling of present language support staff in the Department of Education to assist teachers and school boards in the provision of quality French language instruction."

In the fall of each year, forms are sent to each school jurisdiction in the Province from the Office of Student Evaluation and Data Processing Services of Alberta Education for the purposes of determining the number of students and the amount of time each student spends learning in the minority language or learning French as a second language. On the basis of the information received from these forms, the Federal Government makes available to the Province payments which are deposited in the General Trust Fund of the Province. These payments are then transferred to each school jurisdiction on the basis of the number of students enrolled in official minority language instruction and/or instruction in French as a Second Language and according to the amount of time spent by each student in such instruction. These funds are transferred to school jurisdictions on a calendar year basis. (Alberta Modern Language Council Vol.15, No. 3, Spring 1977) These funds are the 5% and 9% formula payments.

Alberta has also taken advantage of the Federal Governments' Special Projects Grants. Since the approval of the Province is essential, school jurisdictions submit proposals through the Department of Education and must agree to assume 50% of the cost of the project. Two projects which were approved are now completed and the results are now being evaluated: High Prairie Division #48 for the

improvement of instructional materials and resources for both minority language and second language programmes; Calgary RCSSB District #1 for the development of a new French language programme at the elementary level along with the examination, selection, and adoption of instructional materials.

SASKATCHEWAN

Since September 1977, the Saskatchewan Department of Education has been guided by a policy statement entitled "Support for Language Education Opportunities in Saskatchewan", which states: "in keeping with its strong commitment to the fact that Canada is a country of two official languages, and to multiculturalism in the Saskatchewan to promote and to support financially, where practicable, programmes designed to provide language opportunities for students and adults in the English and French languages and in other minority languages."

There are two types of French education programmes: the Advanced French programme where French is taught or used as the language of instruction for up to 20% of the time (20-50% of the time in schools under the jurisdiction of the Department of Northern Saskatchewan) and the language of instruction for up to 100% in Kindergarten decreasing to 50% in years 5-12. Admission to these programmes is open to Francophones and Anglophones.

The province makes a special grant of up to \$200 to school boards for each student enrolled in a French programme. The grant has normally been pro-rated according to the percentage of instruction given in French. It is understood that, starting this year, this grant will be paid in full to any school providing 50% or more French instruction time, lesser amounts will again be pro-rated.

Note: a comparison of Federal and Provincial grants:

| French Time | Federal | Provincial |
|-------------|------------------------|------------|
| 75-100% | \$134.134 (elementary) | \$150-200 |
| 50% | \$ 74.34 | \$100 |

The Saskatoon French School, which is the only complete immersion school in the province, in the past has received grants equal to the average per pupil cost for the province on which basis the province bases its own grants to the municipalities according to their assessment so as to equalize the per pupil amount received by the board. The question of grants to the Saskatoon French School is now under revision. As an example of the Federal Special Projects grants, Saskatchewan has requested and received 50% of the cost of a French library grant which was passed to the applying school boards who contributed the other 50% of the cost.

MANITOBA

In Manitoba, under Law 113, English and French have had equal status as languages of instruction in public schools. (French is the mother tongue of 5.4% of the population). If parents of 28 elementary students or 23 secondary students request it, the school board must, by law, provide instruction in English or French. (If the number of students is less, the Minister of Education may authorize the setting up of such classes).

This law and education policy has the intent and effect of making available to French-speaking citizens, education in their first language and to the majority English-speaking citizens, education in their second "official language". To meet the additional costs of French programmes, French grants are available to school boards offering French

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This newsletter was compiled with the help of CPF Directors and members in all provinces and from information received from the Language Programmes Branch of the Secretary of State's Department and the Council of Ministers of Education, Canada.

programmes, either first language, immersion or core. In 1977, these have included a development cost grant of \$357. per elementary student (kindergarten to Grade 8), \$438 per secondary school student in "equivalent to full-time" courses, maintenance grants of \$190 per "full-time equivalent student" and pro-rated grants for less than full-time courses. French conversation course grants of \$47.50 per student will be allotted in 45 school divisions and some remote districts.

For 1977-78 the Federal 9% payment for an elementary student will be approximately \$140 and for a secondary student \$184.

ONTARIO

In Ontario, French language instructional units are guaranteed where numbers warrant. Accessibility to these programmes is normally limited to Francophones, although others may be admitted subject to the approval of an admission committee. Immersion and other second language programmes are growing in number. In 1976-1977 over 11,000 elementary students were enrolled in immersion schools in over 100 schools.

The Ontario Government's funding plan is well outlined in "Teaching and Learning French as a Second Language" (April 18, 1977). The plan is based on the principle that core, extended and immersion programmes and combinations thereof are all "valid approaches to the teaching of French as a second language, according to the objectives which are established by school boards". Generally speaking, the more hours of French instruction accumulated by a pupil, the larger the provincial grant to the school board.

The April 18, 1977 funding plan had the effect of increasing the "amount recognized for grant" for French instruction although that increase was not, perhaps, as substantial as the Ministry implied. The decision taken this February to relate funds for French language instruction to Recognized Extraordinary Expenditures rather than Recognized Ordinary Expenditures for 1978-79 was less publicized but, if continued, will be more significant in terms of generating support at local boards for expanding French instruction. Whereas the average provincial percentage of "amount recognized for grant" for ordinary expenditures is around 60%, the average for extraordinary expenditures is approximately 75%. Thus:

- (a) a child taking French for 20 minutes per day in grade one in any area receiving the provincial average percentage of the "amount recognized for grant" in September, 1977 generated 60% of \$54.00 or \$32.40.
- (b) a child in the same situation and taking the same program in September, 1977, generated 60% of \$70 or \$42.00.
- (c) a child in the same situation and taking the same program in September, 1978, will generate 75% of \$70 or \$52.00.

(The "amount recognized for grant" is the amount that the Ministry of Education estimates as the cost of the program. Under the mill rate equalization plan, the percentage of that amount paid to different areas of the province varies according to the strength of the assessment base upon which the area board levies taxes. The difference between the amount provided by provincial grant and the actual cost of the program is raised by local taxation).

An innovative addition to Ontario's funding program for French was the introduction in April, 1977, of special grants of \$1,000 to transform vacant classrooms in elementary schools into French learning centres. It was estimated that these grants for supplies and equipment would have been made to 3500 schools by the March 31, 1978 deadline for application.

A May 1978 announcement from the Ontario Ministry of Education stated that of almost \$3,000,000 allocated for professional development this year, about \$300,000 will go to activities relating to French as a second language and to French as the language of instruction.

QUEBEC

In Quebec, since both the "minority official language" and the "second official language" are "English in the province of Quebec and French in all other provinces", the disposition of Federal grants obviously has a completely different impact. The situation is further complicated by the multiplicity of school boards and current disagreements over the availability of English language education.

The Federal grant monies are deposited in the Consolidated Revenue Funds.

Provincial grants per student to school boards for 1977-78 will be \$1,160 (approximately 73% total cost) for elementary grades, \$1,890 (approximately 69%) for secondary grades. Many private schools are also subsidized at a rate between 60 and 80% of operating costs of public schools.

The same administrative and budgetary norms and same methods of calculating grants apply to all school boards, whether they offer instruction in French, in English or in both languages. However, a board which operates schools in both languages may engage an additional education officer financed by the province.

In English language schools, French as a second language is a compulsory subject from the first to the eleventh year. In addition, where parents have requested it, French immersion programmes in various patterns are now being offered. In 1976-77, 13,483 pupils in 75 schools were enrolled in such classes. (Many French-speaking children are, of course, "immersed" in English language schools. In 1976-77, 2/3 of the 220,756 English public school pupils were English-speaking; of the others, 26,200 were French-speaking).

NEW BRUNSWICK

Since New Brunswick has one of the larger French-speaking minority groups outside Quebec (33% of the total population), education in French as a first language is offered, particularly in the northern and eastern parts of the province. The province is committed to deliver equal services to both official language groups under provincial funding and education revenue grants that are allocated with this primary objective.

To this end there are two parallel structures within the Department of Education, each headed by a deputy minister, one having responsibility for French language instruction, the other for English instruction.

Federal formula payments to New Brunswick for French programmes are paid to the Minister of Revenue through the office of the Minister of Education. These funds are deposited in the Consolidated Revenue Fund in accordance with the province's Financial Administration Act. Government policy does not permit these funds to be given to the Department of Education "designated" for French language instruction and thence to the school districts and boards for this specific purpose. School boards are permitted to re-arrange their budgets after receipt of their total grants from the province.

Presumably the added Federal funds do increase the pace of French programmes but, for the moment, it is difficult to pinpoint exactly how and where.

In addition, of course, Special Projects grants and others have been received and, for example, a 50/50 shared cost budget of \$767,000 was spent in 1976-77 on the French immersion programme in District 26, Fredericton.

PRINCE EDWARD ISLAND

In Prince Edward Island, French language is open to any student regardless of mother tongue. The Acadian Evangeline School Board in Egmont, where 78% of the province's Francophones live, operates one elementary school and one secondary school designed for French-speaking students. Elsewhere in the province immersion programmes are now offered in elementary grades kindergarten to 4, and in Grades 7,8 and 9 in several schools. Under its "Foundation" programmes the Department of Education makes a basic grant of \$23.50 per student, per year, to all school boards whether offering French, English or both. In addition, textbooks in both languages are provided to all boards.

Federal formula payments are deposited in a Deferred Revenue Fund. A large proportion of this grant is being used by the Department of Education on curriculum development and assistance. (The Acadian school board in Egmont does receive some outright grants for the maintenance of its programmes). Prince Edward Island has also made use of other Federal grants, for example, under "Special Projects" an ongoing programme is providing one French Coordinator for each school board (financed 75% by Federal grant and 25% by the province). The Coordinators' work is becoming more and more involved with immersion programmes and liaison with the Department of Education on curriculum and methods.

NOVA SCOTIA

In Nova Scotia, French language schools, where available, are open to students regardless of mother tongue but, in fact, few English-speaking children have been enrolled in French language classes. French (Acadian) schools and English schools receive equal financing from the provincial Department of Youth Education. Federal "formula" grants are paid on student enrolment figures and have been passed by the province to the school boards for improvement of their programmes in Acadian schools, immersion programmes and core programmes. The boards are under a moral obligation to use these funds only for French programmes. French first-language and immersion programmes each qualify for the 9% grants which are calculated thus:

Average Cost

Per Student: $(X \text{ Number of Children}) \times \frac{\text{French Time}}{\text{Total Time}} \times 0.09$

So that e.g. for an elementary student:

$$\frac{\$1,315.55 \times 75}{100} \times 0.09 = \$ 88.76 \text{ per child}$$

To qualify for the 5% grants, the province requires that at least 20 students should be enrolled in a core programme for teaching French as a second language.

The 1.5% Administration grant is paid to the Department of Youth Education. One of four assistant directors in this department is responsible for the development of French curriculum; 2 consultants report to this assistant director, one for French-as-a-first language and one for French-as-a-second language.

School boards offering instruction in both languages have permission from the Department of Youth Education to add an extra supervisory person responsible for the teaching of French and subjects in French. In 1976 the Department started a three year project to develop course outlines and teaching guidelines in French for all elementary subjects and for 50% of the junior and senior high school subjects.

NEWFOUNDLAND

In Newfoundland and Labrador, although no reference is made in law to the language of instruction in the schools, there are various patterns of French programmes existing which reflect a variety of different needs. Federal formula payments support several programmes for Francophones,

such as an immersion programme in Port au Port which is designed to suit the needs of the French-speaking population, and trips to Quebec for high school students from Labrador. Other projects such as an immersion programme started in 1977 at the Kindergarten level in St. John's are 75% funded by the Federal grants and 25% by the province.

Of Federal formula payments of \$613,000 for 1977-78, monies will be spent on teacher training, special workshops, salaries for bilingual staff and such items as \$35,000 for curriculum development (in addition to the province's normal allotments) and \$222,000 on film and audio visual materials including grants to all school boards for their own purchases.

There are also Quebec and new Brunswick French-speaking families working in the Labrador City/Wabush area whose needs must be considered. In Labrador City, there is a French elementary and a French secondary school.

In all in 1977-78, grants of approximately \$1,400,000 will be spent on a wide variety of projects reflecting increased interest and resulting in a pleasing impetus in the improvement of French language programmes.

Where provincial governments are taking action on extra funding, they seem to do so by providing additional and supplementary services such as supervisory personnel, curriculum development and materials research. Since the difficulties of increasing the per student grants to schools may involve some complicated budgetary measures and some political sensitivity to complaints of elitism of French programmes, this does seem to be a valid approach to development of better programmes and should make available information and resources of even quality to all school boards with any province.

It is partly due to efforts of CPF members and other parents having similar objectives that some provinces have now improved the financing and delivery of French programmes.

LOCAL ALLOCATION of FUNDS

The dilemma at many local school board levels is again to determine how funds are allocated and how they can be directed towards specific programmes. The phenomenon of funds being "thrown into the general pot" is very common.

At the most basic level, parents should find out the costs of regular programmes in their region, the rates of provincial grants and what extra funding may be available for French programmes, due to the great pressures on their budgets, most local school boards probably will not be able to divert many funds, but using their normal allotments supplemented by Federal and/or Provincial funds they should be able to deliver French programmes without straining their resources. Indeed, in some instances, it may be to their financial advantage to accept some grants.

CONCLUDING REMARKS

It is likely, that in future agreements between Federal and Provincial governments there will be provision for greater accountability regarding funds designated for French language education. Bearing in mind that the provinces zealously guard their jurisdiction over educational matters, it would also seem appropriate for them to require and seek some better accounting from local boards.

These provincial notes reflect the complexity and disparity of the organization and policies of different provincial ministries. It is hoped that these very differences will help to demonstrate even more strongly the difficulties of obtaining and utilising proper funding for improved French language programmes. Some of the positive results noted may suggest new ideas to some of you and to others, areas that are in need of improvement. Above all some renewed enthusiasm may ensue from the knowledge that you are not alone!

Table 1

Average Costs Per Student Per Year 1977-1978 (Statistics Canada)

| | Nfld. | P.E.I. | N.S. | N.B. | Quebec | Ontario | Manitoba | Sask. | Alberta | B.C. |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Elementary | \$1,238.86 | \$1,369.42 | \$1,315.55 | \$1,242.44 | \$1,590.00 | \$1,678.05 | \$1,547.33 | \$1,494.72 | \$1,567.92 | \$1,687.48 |
| Secondary | \$1,589.20 | \$1,755.89 | \$1,705.49 | \$1,617.98 | \$2,728.92 | \$2,425.82 | \$2,039.37 | \$1,954.47 | \$2,064.90 | \$2,228.65 |

THUS:

| | Nfld. | P.E.I. | N.S. | N.B. | Quebec | Ontario | Manitoba | Sask. | Alberta | B.C. |
|------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Elementary | | | | | | | | | | |
| 9% | \$11.50 | \$123.25 | \$118.40 | \$11.82 | \$143.10 | \$151.02 | \$139.26 | \$134.53 | \$141.11 | \$151.87 |
| 5% | \$ 61.94 | \$ 68.47 | \$ 65.78 | \$ 62.12 | \$ 79.50 | \$ 83.90 | \$ 77.37 | \$ 74.74 | \$ 78.40 | \$ 84.37 |
| Secondary | | | | | | | | | | |
| 9% | \$143.03 | \$158.03 | \$153.49 | \$145.62 | \$245.60 | \$218.32 | \$183.54 | \$175.90 | \$185.84 | \$200.58 |
| 5% | \$ 79.46 | \$ 87.79 | \$ 85.27 | \$ 80.90 | \$36.45 | \$121.29 | \$101.97 | \$ 97.72 | \$103.25 | \$111.43 |

AND FOR INTEREST!

National elementary average cost: \$1,473.18 ... 9%: \$132.59 5%: \$ 73.66

National secondary average cost: \$2,011.07 ... 9%: \$181.00 5%: \$100.55

Table 2

5%, 9%, 1.5% and 10.85% Formula Payments

Combined Contributions at the Elementary, Secondary, and Post-Secondary Levels

Total Contributions under all Formula Payments Programmes

Amount Paid to Each Province in Each Year

| PROVINCE | Fiscal Year | | | | | | | Cumulative Totals |
|-----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--------------------|--------------------|
| | 1970-71 | 1971-72 | 1972-73 | 1973-74 | 1974-75 | 1975-76 | 1976-77 | |
| Newfoundland | 123,487 | 181,629 | 194,891 | 147,440 | 252,448 | 211,101 | 506,966 | 1,617,962 |
| Prince Edward Island | 101,490 | 128,905 | 115,589 | 125,501 | 115,176 | 240,586 | 290,726 | 1,117,973 |
| Nova Scotia | 733,615 | 847,575 | 808,857 | 714,834 | 1,053,122 | 1,291,802 | 1,600,329 | 7,050,134 |
| New Brunswick | 3,694,660 | 6,664,993 | 5,723,358 | 6,241,861 | 5,559,323 | 6,090,789 | 12,642,709 | 46,617,693 |
| Quebec | 29,986,813 | 40,361,295 | 36,276,984 | 51,179,272 | 44,201,688 | 50,957,388 | 80,741,902 | 333,705,342 |
| | | | | | *4948,770 | *5,429,307 | *9,949,593 | 20,327,670* |
| Ontario | 12,164,399 | 21,438,234 | 18,003,334 | 19,514,189 | 18,901,733 | 27,601,522 | 30,728,030 | 148,351,441 |
| Manitoba | 799,557 | 1,133,693 | 1,101,406 | 836,776 | 1,377,934 | 1,733,254 | 2,124,406 | 9,107,026 |
| Saskatchewan | 597,063 | 432,914 | 502,861 | 355,948 | 645,898 | 719,396 | 883,582 | 4,137,662 |
| Alberta | 865,358 | 1,049,891 | 980,015 | 697,527 | 1,060,391 | 1,381,361 | 1,576,669 | 7,611,212 |
| British Columbia | 883,558 | 1,018,744 | 819,857 | 928,013 | 827,701 | 1,592,888 | 1,582,866 | 7,653,627 |
| NATIONAL TOTAL | 49,950,000 | 73,257,873 | 64,527,152 | 80,741,361 | 78,944,184 | 97,249,394 | 142,627,778 | 587,297,742 |

*10.85% formula payments to Quebec for English-language C.E.G.E.P.'s.

Table 3

Cumulative Amounts Paid: All Programmes, Bilingualism in Education

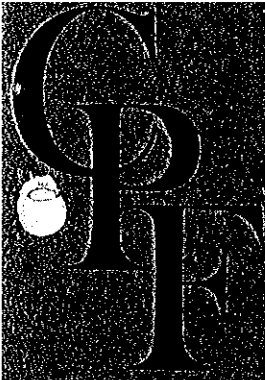
Cumulative Federal Contributions under Programmes of Bilingualism in Education, from 1970-1 to 1976-7

| Province | FORMULA PAYMENTS PROGRAMMES | | | TOTAL | TOTAL |
|-----------------------|---|--|------------------------|---------------------------------|--|
| | Elementary and Secondary Level Formula Payments | Post-Secondary Level Formula Payments (10.85% formula) | Total Formula Payments | Non-Formula Payments Programmes | All Bilingualism in Education Programmes |
| Newfoundland | 1,617,962 | — | 1,617,962 | 1,487,555 | 3,105,517 |
| Prince Edward Island | 1,117,973 | — | 1,117,973 | 1,247,929 | 2,365,902 |
| Nova Scotia | 6,590,028 | 460,106 | 7,050,134 | 2,515,807 | 9,565,941 |
| New Brunswick | 38,852,391 | 7,765,302 | 46,617,693 | 4,220,370 | 50,838,063 |
| Quebec | 280,637,833 | 53,067,509 | 354,033,012* | 13,873,152 | 367,906,164 |
| Ontario | 134,544,883 | 13,806,558 | 148,351,441 | 16,268,439 | 164,619,880 |
| Manitoba | 8,628,422 | 478,604 | 9,107,026 | 4,254,581 | 13,361,607 |
| Saskatchewan | 4,081,745 | 55,917 | 4,137,662 | 1,898,110 | 6,035,772 |
| Alberta | 7,448,152 | 163,060 | 7,611,212 | 3,937,806 | 11,549,018 |
| British Columbia | 7,653,627 | — | 7,653,627 | 4,810,347 | 12,463,974 |
| N.W.T. and Yukon | — | — | — | 427,685 | 427,685 |
| NATIONAL TOTAL | 491,173,016 | 75,797,056 | 587,297,742* | 60,016,558** | 647,314,300* |

* Includes 10.85% formula payments of \$20,327,670 paid to Quebec for English-language C.E.G.E.P.'s

[We have noted some discrepancies when comparing tables from different sources showing total dollar figures of payments from the Federal Government to the provinces but these are not large and can probably be explained by slight differences in accounting procedures and by adjustments from year to year.]

| Language Programmes Branch of Secretary of State Programme Budgets, 1977-78 | |
|--|----------------|
| Bilingualism in Education | (000) |
| i) Formula Payments | |
| Contributions to the provinces - elementary and secondary levels (9%, 5%, 1.5% formula payments) | 105,697 |
| Contributions to the provinces - post-secondary level (10.85% formula payments) | 15,614 |
| Total formula contributions | 121,311 |
| ii) Special Projects | 13,486 |
| iii) Summer Language Bursaries | 6,001.7 |
| iv) Second Language Monitors | 3,083.3 |
| v) Teacher Training Institutes | 167 |
| vi) Fellowships for Official Language Study | 1,990 |
| vii) Language Training Centres | 1,000 |
| viii) Teacher's Bursaries | 2,640 |
| ix) Travel Bursaries | 30 |
| x) Contributions to Territories | 300 |
| Total Bilingualism in Education | 150,009 |
| Bilingualism in the Private Sector | |
| Grants to voluntary associations | 1,553 |
| Bilingualism in Public Administration | 1,900 |
| Language Acquisition Development | 850 |
| TOTAL, All Programmes, Language Programmes Branch | 154,312 |



Canadian Parents for French

Issue No. 4

September 1978

Introduction to CPF

Canadian Parents for French was founded in March 1977. Groups are now working in every province and in many local areas to further the goals of the organization which are:

- (1) to assist in ensuring that each Canadian child have the opportunity to acquire as great a knowledge of French language and culture as he or she is willing and able to attain;
- (2) to promote the best possible types of French language learning opportunities;
- (3) to establish and maintain effective communication between interested parents and educational and government authorities concerned with the provision of French language learning opportunities.

The original group of 35 members has now grown to 5,000. We still need more if the work is to continue. If you are not already a member, please take the time now to send in the application form on this newsletter. There is no membership fee. As we are a registered charitable foundation, donations to the organization are tax deductible and we do need funds to continue our work.

Second National Conference

The Second National Conference of Canadian Parents for French will be held in Calgary, Alberta, October 12-15, 1978. ~~One hundred sponsored delegates will represent provincial organizations. Individual CPF delegates will also be welcome.~~ The annual meeting of Canadian Parents for French will take place on Sunday October 15th at 8:30 a.m. in the Palliser Hotel at the conclusion of the Calgary conference.

Election of New National Chairman, Canadian Parents for French

Pat Webster, first National Chairman of CPF, is leaving Canada. At the National Conference in Calgary, October 12-15, 1978, a nominating committee composed of Elizabeth Annesley (Quebec) as chairman and four other members of CPF will present one name as candidate for National Chairman. Other nominations may be made from the floor at the conference or in advance from provincial organizations or individual members. Advance nominations should be sent to Mary Ann Rainer, Executive Secretary, Terminal P.O. Box 8470, Ottawa, Ontario, K1G 3H6. These should include the names and addresses of the Nominator and Seconder and written consent from the person being nominated.

THIS NEWSLETTER WAS MADE POSSIBLE BY A GRANT FROM THE DEPARTMENT OF THE SECRETARY OF STATE.

Second National Conference of Canadian Parents for French

CALGARY, ALBERTA, OCTOBER 12-15
TENTATIVE AGENDA

| | |
|-----------------|--|
| Thursday | |
| 8:00 p.m. | Registration - Palliser Hotel Reception - No host bar with snacks Welcoming Words - Pat Webster National Chairman |
| Friday | |
| 9:30 a.m. | Researchers Panel Two to three speakers - ½ hour each, followed by a question period after coffee |
| 12:30 p.m. | Lunch - Four Seasons Hotel Guest Speaker: Premier Richard Hatfield |
| 1:30 p.m. | Jurisdictional Panel on Language Issues |
| 4:00 p.m. | Provincial meetings |
| 7:00 p.m. | Dinner - Palliser Hotel |
| Saturday | |
| 9:00 a.m. | Workshops (6 simultaneous) |
| 10:30 a.m. | Workshops (6 simultaneous) |
| 12:00 p.m. | Lunch |
| 2:30 p.m. | Workshops (6 simultaneous) Topics for workshops will include: SETTING UP SECOND LANGUAGE PROGRAMS PUBLIC RELATIONS (provincial PR officers to attend) PROVINCIAL ORGANIZATION - The Parents Role CORE & EXTENDED SECOND LANGUAGE PROGRAMS LATE IMMERSION CURRICULUM DEVELOPMENT FUNDING AND COSTS CULTURAL OUTREACH EVALUATION OF PROGRAMS SECONDARY SCHOOLS PROFESSIONAL QUALIFICATIONS |
| 4.00 p.m. | Festival Canadian de la Jeunesse Bilingue Canadian Festival for Bilingual Children Guest Speaker - Andre Obadia |
| 7:00 p.m. | Dinner |
| Sunday | |
| 8:30 a.m. | CPF Annual Business Meeting |
| 10:30 a.m. | Closing Remarks - Pat Webster Summary and Press Releases |
| 11:30 a.m. | Provincial Meetings - (Optional) |
| 1:00 a.m. | New Board of Directors Meeting |