
GRANTS FOR FRENCH-LANGUAGE EDUCATION

**Français Program
French Immersion Program
Early Start French
Intensive French
Basic French**

Bureau de l'éducation française Division

April 2009

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Table of contents

1.0	Definitions and Interpretation	1
2.0	Introduction	5
3.0	French-Language Education grant guidelines.....	7
3.1	Français and French Immersion Programs	7
3.1.1	Français Program Implementation Policy	7
3.1.1a)	Objective	7
3.1.1b)	Entry Point and Percentage of Instructional Time in the French Language.....	7
3.1.1c)	Organization of a Français Program.....	7
3.1.2	French Immersion Implementation Policy	8
3.1.2a)	Objective	8
3.1.2b)	Entry Points and Percentage of Instructional Time in the French Language.....	8
3.1.2c)	Organization of a French Immersion Program.....	9
3.1.3	Funding for the Français and French Immersion Programs.....	10
3.1.3a)	For all Kindergarten to Grade 8 students.....	10
3.1.3b)	For Grade 9 to 12	10
3.1.3c)	All other forms of instruction in French	10
3.1.3d)	Grants.....	10
3.1.4	Reporting Expenditures for the Français and French Immersion Programs	10
3.2	Basic French Course Designations	10
3.2.1	<i>Intensive French – Grade 5 to 8</i> Implementation by BEF	11
3.2.1a)	Objective	11
3.2.1b)	Entry Points and Percentage of Instructional Time in the French Language.....	11
3.2.1c)	Funding for <i>Intensive French – Grade 5 to 8 Course</i>	11
3.2.2	<i>Basic French – Grade 4 to 12</i> Implementation Policy	12
3.2.2a)	Entry Point and Percentage of Instructional Time in the French Language.....	12
3.2.2b)	Funding for <i>Basic French – Grade 4 to 12</i>	12

3.2.3	<i>Early Start French – Kindergarten to Grade 3</i>	13
3.2.3a)	Objective	13
3.2.3b)	Entry Points and Percentage of Instructional Time in the French Language.....	13
3.2.3c)	Funding for <i>Early Start French – Kindergarten to Grade 3</i>	13
3.2.4	Reporting Expenditures for Intensive French, Basic French and Early Start French Courses	14
4.0	Instructions for completing the <i>Categorical Grant Review Financial Report</i>	15
Appendix 1		
	<i>Categorical Grant Review Financial Report 2008-2009</i>	17

1.0 DEFINITIONS AND INTERPRETATION

In this document, the following definitions apply:

- a) "*Jurisdiction*" means a school division established under Part I of the Public Schools Act and includes a school district.
- b) "*French-Language Education expenditures*" means additional costs incurred in the delivery of French-Language Education programs and courses.
- c) "*Percentage of instructional time in French*" is calculated by dividing the instructional time (number of minutes) in French by the total instructional time (number of minutes) during a school cycle. It is important to note that the percentage of instructional time in French may vary from one school to another, and even between classes within the same school. In general, from K to 6, the total amount of instructional time is 300 minutes per day; 1500 minutes for a 5 day school cycle and 1800 minutes for a 6 day cycle. Also, for Grades 7 and 8, the total amount of instructional time is 330 minutes per day; 1650 minutes for a 5 day school cycle and 1980 minutes for a 6 day cycle.
- d) "*Full-time equivalency (FTE)*" is calculated differently based on the French language program or course:
 - For the *Français and French Immersion Programs*, the full-time equivalency (FTE) is equal to the product of the enrollment (number of students) and the percentage of instructional time in the French language divided by 75% (percentage of French language instruction for one full-time Français or French Immersion student). No student can earn more than 1.25 FTE. Each Kindergarten student is counted as one.

Table 1			
Example of the FTE calculation			
Français Program and French Immersion Program			
Grade	No. of Students	% of French	FTE
K	20	100%	= 100%/75% = 1.33 (max. 1.25) = 1.25 x 20 students = 25.000
1	18	80%	= 80%/75% = 1.067 = 1.067x 18 students = 19.206
2	19	75%	= 75%/75% = 1.000 = 1.000 x 19 students = 19.000
3	17	70%	= 70%/75% = 0.933 = 0.933 x 17 students = 15.861
Total	74		79.067

- For Intensive French – Grade 5 to 8, the full-time equivalency (FTE) is equal to the product of enrollment (number of students) and the percentage of instructional time taught in French language. Since the amount of instructional time in French varies from one semester to the other, the average percentage of French must be used; that is, the sum of the percentage of French for both the first and second semesters, divided by 2.

Table 2					
Example of the FTE Calculation Intensive French (Grade 5 to 8)					
Grade	No. of Students	% of French			FTE
		1 st Semester	2 nd Semester	Yearly Average	
5 (initial grade)	25	60%	12%	$\frac{1}{2} (60+12)$ = 36%	= 0.36 x 25 students = 9.000
6	22	13%	11%	$\frac{1}{2} (13+11)$ = 12%	= 0.12 x 22 students = 2.640
Total	47				11.640

- For Basic French – Grade 4 to 12 and Early Start French – K to Grade 3 courses, the full-time equivalency (FTE) is equal to the product of enrollment and the percentage of instructional time taught in French language.

Table 3			
Example of FTE Calculation Basic French – Grade 4 to 12			
Grade	No. of Students	% of French	FTE
4	30	10%	= 0.10 x 30 students = 3.000
8	25	12.5%	= 0.125 x 25 students = 3.125
Total	55		6.125

Table 4			
Example of FTE Calculation Early Start French - K to Grade 3			
Grade	No. of Students	% of French	FTE
K	25	3.35%	= 0.0335 x 25 students = 0.838
1	20	6.70%	= 0.067 x 20 students = 1.340
Total	45		2.178

- e) "*Grant for French-Language Education*" The amount payable to a jurisdiction for the additional costs associated with French-Language programs and/or courses. This grant is one of the many departmental categorical grants offered to the jurisdictions. The grant amount per FTE depends on the program and/or course and will be dealt with in greater detail in the sections describing each program or course.

- f) "*Pupil/credit*" represents one pupil taking a one credit course taught in French at the high school level, Grades 9 to 12. For example, if there are 20 students in Grade 9 each taking 5 courses taught in French, the number of pupil/credits is $20 \times 5 = 100$.

2.0 INTRODUCTION

Bill 113, adopted unanimously by the Manitoba Legislative Assembly on July 16th, 1970 acknowledges the rights of those who so desire, to enroll their children in a public school where instruction would be available in French from Kindergarten to Grade 12.

Manitoba Education, Citizenship and Youth, through the Bureau de l'éducation française (BEF) Division, has established a financial support system by which grants are distributed to jurisdictions where instruction in the French language is offered in their schools. These grants are intended to be used to cover only the additional costs incurred in delivering these programs or courses and not the total costs of educating a child.

Grants are based on the September 30th enrolment figures of the current school year and are automatically included as part of the operating advances paid by the Schools' Finance Branch for the period starting from July 1st of one year to June 30th of the following year. Because there are exceptions or special circumstances in the field, the Department remains flexible in the application of the regulations governing these grants.

The purpose of this document, published annually for school division officials and school principals, is:

- to present the guidelines¹ pertaining to the obtainment and administration of the French-Language Education grants² so funds are used as intended;
- to explain the grant formulas; and,
- to assist jurisdictions in preparing their annual reports.

For further information regarding the calculation of French-Language grants, the verification of French-Language grants, or the reporting of French-Language additional expenditures, please contact:

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1 The guidelines respect the Public Schools Act statutes and regulations governing French as a language of instruction.

2 Jurisdictions are responsible for the allocation of the funds.

3.0 FRENCH-LANGUAGE EDUCATION GRANT GUIDELINES

Conditions for eligibility:

In order to be eligible for French-Language Education grants, jurisdictions that offer these programs or courses must:

- respect the implementation policies established for the Français and French Immersion Programs as well as for the Basic French courses, as presented here after
- teach the curriculum frameworks as developed by BEF for the Program or course in question
- submit a report to the Department, through FRAME, or through the *Categorical Grant Review Financial Report* for the current school year

3.1 Français and French Immersion Programs

3.1.1 Français Program Implementation Policy

3.1.1a) Objective

The Français Program provides a Français milieu which fosters the acquisition of knowledge, skills and attitudes related to the different subject areas while allowing students to construction their cultural and linguistic identity.

3.1.1b) Entry Point and Percentage of Instructional Time in the French Language

The Français Program begins in Kindergarten or Grade 1 and continues through to Grade 12. All subjects are taught in French, with the exception of the English Language Arts course. By statute, the latter is compulsory starting in Grade 4.

3.1.1c) Organization of a Français Program

French is the language of communication and administration within the school; the atmosphere is such that cultural and linguistic growth is fostered.

3.1.2 French Immersion Implementation Policy³

3.1.2a) Objective

The French Immersion Program aims to develop, in addition to the mastery of the English language, linguistic competence in the French language. Students are thus able to communicate in both languages on a personal and professional level. In addition, the immersion approach fosters an understanding of the French peoples and their cultural diversity.

3.1.2b) Entry Points and Percentage of Instructional Time in the French Language

Early Immersion

The Early Immersion program begins in Kindergarten or Grade 1 and continues through to Grade 12. The time allotted for French language instruction is generally as follows:

- 100% in Kindergarten
- 75% at each grade level, from Grade 1 through Grade 6; all subjects are taught in French except for English LA – Immersion
- 75% at each grade level, from Grade 7 through Grade 12; all subjects are taught in French except for English LA – Immersion

OR

- at each grade level, from Grade 7 through Grade 12, some courses are taught in French for a minimum of 50% of the total instructional time; and, from grade 9 to 12 courses taught in French must be divided as such:
 - in Grade 9, a minimum of 4 credits at the Grade 9 level are taught in French
 - in Grade 10, a minimum of 4 credits at the Grade 10 level are taught in French
 - in Grade 11, a minimum of 3 credits at the Grade 11 level are taught in French
 - in Grade 12, a minimum of 3 credits at the Grade 12 level are taught in French
 - out of a total of 29 credits, a minimum of 14 credits from courses taught in French is required to obtain the provincial diploma in French Immersion in 2008-2009. For 2009-2010 and beyond, at least 14 out of 30 credits will be required (policy amendment, 2008).

3 Manitoba Education and Training. September 1996, revised in February 1999. *French Immersion Program Curriculum Policy*. Winnipeg: Bureau de l'éducation française Division.

Middle Immersion

In middle immersion, the program goes from Grade 4 through Grade 12. The time allotted for French language instruction is generally as follows:

- 75% at each grade level, from Grade 4 through Grade 6; all subjects are taught in French except for English LA – Immersion
- 75% at each grade level, from Grade 7 through Grade 12; all subjects are taught in French except for English LA – Immersion

OR

See above *Early Immersion* text box

Late Immersion

In late immersion, the program goes from Grade 7 through Grade 12. The time allotted for French language instruction is generally as follows:

- 75% at each grade level, from Grade 7 through Grade 12; all subjects are taught in French except for English LA – Immersion

OR

See above *Early Immersion* text box

3.1.2c) Organization of a French Immersion Program

In summary, there are three models for organizing a French immersion program. These models each present differences which should be carefully considered and weighed when establishing such a program.

Immersion School

The immersion school is located in a building of its own where a French environment is fostered. This environment results from the use of French as the language of administration and internal communication, as well as the language of communication between teachers and students. The entire staff is fluent in French and English, thus assuring that all support services are offered in French. The immersion school provides students with the opportunity to live in French outside the classroom, a factor that favors the acquisition of a high degree of proficiency in French.

Immersion Centre

An immersion centre is established in the same building as an English Program when it is not possible to create an immersion school. Such a centre has its own administration and facilities and is, for all intents and purposes, an autonomous school operating under the same roof as another school. Conditions similar to those in an immersion school are maintained.

Dual Track School

The dual track school has an English Program and a French Immersion Program headed by a single administration. Some members of the administrative and support staff, as well as the teaching assistants and specialists for the French Immersion Program, are fluent in French and English and ensure that services are administered in French.

3.1.3 Funding for the Français and French Immersion Programs

- 3.1.3a)** For all Kindergarten to Grade 8 students, funding will consist of \$225 per full-time equivalency (FTE) registered in a Français or a French Immersion Program as described in the above 3.1.1 and 3.1.2 sections. Please see Section 1.0 *Definitions and Interpretation*, Table 1, for more information on how FTE's are calculated. Since there are exceptions or special circumstances in the field, the Department remains flexible in the application of these regulations.
- 3.1.3b)** For Grade 9 to 12, a school will have to offer a sufficient number of courses so that students may complete their studies according to the criteria set out in the above 3.1.1 and 3.1.2 sections, in order to qualify for a grant of \$42.20 per pupil/credit. Since there are exceptions or special circumstances in the field, the Department remains flexible in the application of these regulations.
- 3.1.3c)** All other forms of instruction in French will fall under the classification of *Basic French* and will be funded accordingly.
- 3.1.3d)** Grants are based on the September 30th enrolment figures of the current school year and are automatically included as part of the operating advances paid by the Schools' Finance Branch for the period starting from July 1st of one year to June 30th of the following year.

Example of Grant calculation for the Français and French Immersion Programs (please see Table 1, page 1, for the FTE calculation)			
Grades	Grant Amount	FTE or Pupil/credit	Grant calculated
K to 8	\$225.00 per FTE	79.067 FTE's	= 79.067 x \$225.00 = \$17,790.08
9 to 12	\$42.20 per pupil/credit	100 pupil/credits	= 100 x \$42.20 = \$4,220.00

3.1.4 Reporting Expenditures for the Français and French Immersion Programs

The total costs corresponding to the Français and the French Immersion Programs are reported through the FRAME annual report.

3.2 Basic French Course Designations

Basic French is an optional subject area within the English program in Manitoba. However, given research in children's cognitive development, the role of French in Canada and its place in a global environment, Basic French should be included as part of effective programming in the schools of Manitoba.

By learning an additional language, students develop a new network of references through which they can better understand the world around them. On another level, the study of an additional language helps students get a better understanding of the underlying principles of language as a medium of communication.

The implementation of all Basic French courses requires that:

- teachers involved are proficient in the French language and knowledgeable in an additional language methodology. They must also attend implementation workshops organized by the Department
- schools utilize the materials developed and/or recommended by BEF
- a suitable classroom is provided for the teaching of French.

3.2.1 *Intensive French – Grade 5 to 8* Implementation Policy

3.2.1a) Objective

The objective of the *Intensive French* approach is to extend students' knowledge of the French language by increasing the time allotment in French during their school experience in Grades 5 through 8.

3.2.1b) Entry Points and Percentage of Instructional Time in the French Language

This approach can be introduced in Grade 5 or 6.

In the initial year, the percentage of instruction time in French can vary between 50% and 80% for the first five months and fall to a range of 11% or more for the last five months.

In the following years, the percentage of instruction time in French is 11% or more throughout the year.

3.2.1c) Funding for *Intensive French – Grade 5 to 8*

Funding consists of \$225 per FTE for all students enrolled in *Intensive French* approach. Please see Section 1.0 *Definitions and Interpretation*, Table 2, page 2, for more information on how the FTE's are calculated.

Grants are based on the September 30th enrolment figures of the current school year and are automatically included as part of the operating advances paid by the Schools' Finance Branch for the period starting from July 1st of one year to June 30th of the following year.

Example of Grant calculation for Intensive French (please see Table 2, page 2, for the FTE calculation)			
Grades	Grant Amount	FTE or student/credit	Calculated Grant
5 to 8	\$225.00 per FTE	14.240	= 14.240 x \$225.00 = \$3,204.00

3.2.2 Basic French – Grade 4 to 12 Implementation Policy

3.2.2a) Entry Point and Percentage of Instructional Time in the French Language

Grade 4 is considered to be the only entry point for the *Basic French – Grade 4 to 12* course.

The program of study is designed for the following percentages of instructional time:

- for Grades 4 to 6, a minimum of thirty (30) minutes per day (150 minutes of French instruction per 5-day cycle or 180 minutes per 6-day cycle) is recommended. Based on a 300 minute school day, this represents a percentage of instructional time of 10.0%.
- for Grades 7 and 8, a minimum of thirty-five (35) minutes per day (175 minutes of French instruction per 5-day cycle or 210 minutes per 6-day cycle) is recommended. Based on a 330 minute school day, this represents a percentage of instructional time of 10.6%.
- for Grades 9 to 12, to meet the minimum requirement of 110 hours of French instruction per credit, a minimum of 33 minutes per day (165 minutes per 5-day cycle or 198 minutes per 6-day cycle) is recommended. Based on a 330 minute school day, this represents a percentage of instructional time of 11.0%.

3.2.2b) Funding for *Basic French – Grade 4 to 12*

Funding will consist of \$90 per FTE for all Grade 4 to Grade 12 students enrolled in the Basic French course where the percentage of French taught is greater than or equal to the recommended percentage of instruction time (based on the above stipulated guidelines) to a maximum of 13.3%. Please see Section 1.0 *Definitions and Interpretation*, Table 3, page 2, for more information on how FTE's are calculated.

If the percentage of instruction time in French is less than the minimum percentage recommended, funding is reduced to \$45 per FTE.

Grants are based on the September 30th enrolment figures of the current school year and are automatically included as part of the operating advances paid by the Schools' Finance Branch for the period starting from July 1st of one year to June 30th of the following year.

Example of Grant calculation for Basic French 4 to 12 (please see Table 3, page 2, for the FTE calculation)			
Grades	Grant Amount	FTE or student/credit	Calculated Grant
4 to 12	\$90.00 per FTE if the percentage of French is greater or equal than the recommended percentage; or,	3.125	= 3.125 x 90 = \$281.25
	\$45.00 per FTE if the percentage of French is less than the recommended percentage.	3.000	= 3.000 x 45 = \$135.25

3.2.3 Early Start French – Kindergarten to Grade 3

3.2.3a) Objective

This course introduces students to the basic concepts of the French language and culture, and fosters the development of a positive attitude towards learning an additional language.

3.2.3b) Entry Points and Percentage of Instructional Time in the French Language

This course can be introduced at any level between Kindergarten and Grade 3. Support documents have been developed by BEF for schools wishing to offer French as an additional language in Kindergarten to Grade 3.

There is no recommended minimum time allotment. However, the recommended teaching time should not exceed 40 minutes per day (i.e. 200 minutes of French instruction per 5-day cycle or 240 minutes per 6-day cycle).

3.2.3c) Funding for Early Start French – Kindergarten to Grade 3

Funding will consist of \$45 per FTE for all students in the *Early Start French* course. Please see Section 1.0 *Definitions and Interpretation*, Table 4, page 3, for more information on how FTE's are calculated.

Grants are based on the September 30th enrolment figures of the current school year and are automatically included as part of the operating advances paid by the Schools' Finance Branch for the period starting from July 1st of one year to June 30th of the following year.

Example of Grant calculation for Early Start French K to 3 (please see Table 4, page 2, for the FTE calculation)			
Grades	Grant Amount	FTE or student/credit	Calculated Grant
K to 3	\$45.00 per FTE	2.1775	= 2.1775 x 45 = \$97.99

3.2.4 Reporting Expenditures for Intensive French, Basic French and Early Start French Courses

School Division Reporting

Secretary-treasurers of school divisions offering any of the following three courses: Intensive French, Basic French or Early Start French must complete the appropriate columns of the *Categorical Report Review Financial Report*. This report must be signed and submitted to the Department according to the established deadline.

Under "Other (details optional)", whenever possible, expenditures should be broken down in the following categories by detailing rows for: Supplies, Linguistic and Cultural Activities, Professional Development or Other.

The monthly advance related to French language education could be withheld if the above mentioned *Report* is not received by the Department on the date requested. Payments resume upon reception and approval of said *Report* by the Department.

4.0 INSTRUCTIONS FOR COMPLETING THE CATEGORICAL GRANT REVIEW FINANCIAL REPORT

The following are acceptable costs for *Early Start French (K-3)*, *Intensive French (5-8)*, and *Basic French (4-12)*.

4.1 Supplies

The additional costs for required supplies for the French- Language Courses in excess of the regular amounts allocated to schools should be identified.

According to a study conducted by the Department, the cost of French school supplies is about 30% more than the equivalent of English school supplies.

Thus, it is acceptable to calculate the total cost of supplies for the Program or the Course and indicate 30% of that total as additional expenditures for French language education.

4.2 Linguistic and Cultural Activities

Expenditures to be identified under this heading are in effect additional costs which exceed amounts associated with regular instruction and/or extra-curricular activities for which the division has already allocated funds to the schools.

The proportion of grant allocated to the linguistic and cultural activities depends on the magnitude of the program that the school wishes to establish. It is suggested that 5 to 6% of the grant allocated be earmarked for such activities.

4.3 Professional Development

Expenditures to be identified under this category or grouping are in effect additional costs which exceed amounts associated with regular instruction and/or workshops, summer courses and other professional development activities for which the division has already allocated funds to the schools.

4.4 Other

All other items considered to be additional expenditures are to be identified in this category or grouping.

Please note that expenditures relating to personnel, general administration, and school transportation DO NOT apply for *Early Start (K-3)*, *Intensive French*, and *Basic French*.

