



French Immersion Programs

Context and Background



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Prepared by Anne Cooper
A Z Cooper Consulting
Revelstoke, British Columbia

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Background

The Board of Education of School District No. 91 (Nechako Lakes) is committed to its mission to *“achieve educational excellence in an environment that honours diversity through engaging, personalized and passionate learning”*. The challenges of declining and low enrolment have an impact on program offerings, and in this context, the Board is undertaking a review of French Immersion programs in the district. The scope of the review includes examination of:

- *historical enrolment patterns*
- *current enrolments*
- *community demographics*
- *class size and composition*
- *staffing levels and recruitment challenges*
- *budget considerations*

Interim Report provided January 20, 2020

- *projected enrolments*
- *perceptions and expectations*
- *program sustainability*
- *recommendations to the Board of Education*

Final Report provided at this point

This interim report is provided to ensure that the background and contextual information being considered is widely available, prior to consultations within the community and preceding further analysis and the provision of recommendations.

The consultant will visit both Vanderhoof and Burns Lake in early February to meet with staff and stakeholders to obtain further information, gain insights in the program and to garner perceptions and expectations first hand. Only after this phase of the project will any consideration be given to recommendations regarding the programs.

Ministry of Education Policy

The Ministry of Education Policy for French Immersion is provided below.

Ministry Policy Statement

The Ministry of Education supports French Immersion programming in B.C. schools, consistent with the goal of providing the opportunity for non-francophone students to become bilingual in English and French.

Rationale or Purpose of Policy

French Immersion programming benefits the cognitive and social development of students, as well as their opportunities for career advancement. Research demonstrates that students who successfully complete a French Immersion program attain functional bilingualism while doing as well as, or better than, their unilingual peers in the content areas of curriculum, including English Language Arts.

Policy in Full

The major goal of French Immersion is to provide the opportunity for non-francophone students to become bilingual in English and French. Bilingualism is achieved by providing instruction of the basic curriculum entirely in French during the first years. Once a firm base in French has been established, instruction in English Language Arts is added, and instruction in the English language gradually increases. Students continue to receive instruction in certain subjects in French so that proficiency is achieved in both languages by the end of Grade 12.

French Immersion and Programme Francophone, which is a program for first language learners, are distinct programs with different purposes. French Immersion is a separate program where instruction is offered in the French language for second language learners. French Immersion programs must consist of instruction in English and French.

French Immersion may be offered in two models: Early French Immersion, beginning in Kindergarten and Late French Immersion, beginning at the Grade 6 level. Once a French Immersion program has been established, districts should develop policy that will serve to maintain and strengthen the program. In order to ensure the delivery of effective French Immersion programs, school districts should make sure their policies are consistent with Ministry policy.

French Immersion Program Content

French Immersion programs must parallel the regular English program in structure and content. The content of French Immersion programs must parallel that of the regular curriculum as set out in the [Required Areas of Study in an Educational Program Order](#).

Pupil Eligibility

Kindergarten to Grade 12 students in the British Columbia school system are eligible to enter an immersion program at the appropriate entry points, if the program has been made available and if there is space at the appropriate grade, subject to the registration policies of the school district in which the student resides.

Having established a program, school districts should promote the program and recruit students. Should the enrolment become insufficient, school districts should consult parents to find solutions. If there is no resolution to the problem, the district should give at least one year's notice to parents of any changes contemplated to permit full discussion and to allow parents time to consider alternatives for their children.

Financial Support

French Immersion programs are eligible to receive federal funding to support French language learning as defined in the [Federal French Funding Guide](#). Federal funding is subject to approval of Protocol of Agreements for Minority-Language Education and Second-Language Instruction.

Procedures Related to Policy

In order to qualify for French Immersion funding, boards of education must follow the Ministry's policies and also the procedures set out in this section.

The Ministry of Education provides curriculum for French Immersion: Early French Immersion (Kindergarten to Grade 12) and Late French Immersion (Grades 6 – 12) programs. These programs are differentiated according to point of entry and are as follows:

Program	Entry Point	Grades
Early French Immersion	Kindergarten (and Grade 1)	K – 12
Late French Immersion	Grade 6	6 – 12

Therefore, if a school district offers Early French Immersion, it must be available at the Kindergarten level. Ideally, students enter in Kindergarten, but they may enter in Grade 1 if space is available.

Entry to the immersion program at other than the normal entry points should be considered only if there is adequate space and if the student is adequately proficient in French. Adequate proficiency is defined as sufficient language skill to permit the student to be able to comprehend instruction in the subjects taught in French, assuming a period of 4 to 8 weeks of adjustment to the program.

Early French Immersion

The Early French Immersion program provides students with an education equivalent to that which is available in the English language program, while providing students with the opportunity to acquire a high level of proficiency in French. Students normally enter Early French Immersion in Kindergarten (and occasionally in Grade 1). Upon graduation from the program in Grade 12, they should be able to participate easily in conversations in French, take post-secondary courses with French as the language of instruction and accept employment with French as the language of the workplace.

In Early French Immersion programs, Kindergarten, Grade 1 and Grade 2 should be taught totally in French. Beginning in Grade 4 and continuing to Grade 12, English Language Arts shall be provided for all French Immersion students. Other courses may be offered in English. The following chart shows the recommended time allocations:

Grade	% of French Instruction	% of English Instruction
K-(2 or 3)	100	0
(3 or) 4-7	80	20
8-10	50 - 75	25 - 50
11-12	no less than 25	no more than 75

To receive federal funding, a minimum of 25 percent of instruction must be in French to be funded as French Immersion. A less than 25 percent time allocation is considered Core French and will be funded accordingly. Whenever possible, the courses that are conducted in English should be taught by someone other than the regular French Immersion teacher and preferably by a teacher with excellent English skills.

Secondary French Immersion

To achieve the goals of this program, students should continue in French Immersion through Grade 12. Where possible, districts should provide some choice of subjects offered in French at the secondary level. In order to receive a diploma de fin d'études secondaire en Colombie-Britannique, French Immersion students must meet the requirements as stated in [Graduation Program Order](#).

Transportation

For students who wish to enrol in a French Immersion program, provincial transportation funding is based on the distance between a student's residence and the closest school in which there are appropriate grades, whether or not that school offers French Immersion.

School districts are free to develop their own transportation policies. If a district chooses to offer additional transportation services to French Immersion students, additional costs will be funded through the district's annual provincial funding or by levying fees to parents of French Immersion students.

Learning Resources and Pupil Services

Having implemented an immersion program, school districts should provide equitable learning resources, library books and student services in the same manner they are provided for in regular English programs.

Teachers of French Immersion

In addition to regular certification requirements, teachers teaching the French portion of immersion programs should have a high degree of oral and written proficiency in the French language. Teachers should have a sound knowledge of the culture of French-speaking peoples and should also have completed at least one course in immersion methodology.

For the purposes of communication in English within the school and with parents, teachers in these programs are expected to also have a good working knowledge of English.

Post-secondary training in a particular subject is a minimum criterion for teaching that subject at a secondary level, whether the subject is taught in English or in French.

Principals of French Immersion Schools

The principals of French Immersion schools should be functionally bilingual. This should be a consideration when school districts are seeking new principals. At a minimum, they should be knowledgeable about, and supportive of, the immersion program.

Description of Programs by Community

School District No. 91 (SD91) offers French Immersion programs in the communities of Burns Lake and Vanderhoof.

Burns Lake

French Immersion was established in Burns Lake at Muriel Mould Primary School (MMPS) in September of 2000, with a class of twenty students, consisting of fourteen Kindergarten students and six Grade 1 students. The program expanded by one grade level at a time in those initial stages of implementation, with the oldest cohort moving to William Konkin Elementary School (WKE) for intermediate French Immersion programming in Grade 4.

In September 2010, Muriel Mould Primary School was closed due to enrolment decline, and the student bodies of MMPS and WKE were combined.

Currently, William Konkin Elementary School (WKE) serves approximately 187 students from Kindergarten to Grade 7. WKE is a dual track school, meaning it offers programming in both French Immersion and English.

French Immersion is currently offered in Grades 1 – 7, for fifty-one students. WKE organizes program delivery around three French Immersion teachers, which can impact program offerings at the Kindergarten level from year to year as program decisions are made based on overall enrolment within the school.

School demographic data for the school population last school year is depicted below. Enrolment patterns, including French Immersion enrolments, are further described later in this report.

Number of Students Across All Grades 2018/19

Student Group	K	1	2	3	4	5	6	7	Total
All Students	24	18	16	32	28	28	27	23	196
Aboriginal	13	5	14	20	14	19	15	14	114
Special Needs	3	2	3	6	3	7	6	6	36

French Immersion has never been offered in the community beyond Grade 7, and French Immersion students entering Lakes District Secondary School are accommodated within English classes for the balance of their secondary programming.

Vanderhoof

WL McLeod Elementary School

French Immersion commenced in September of 1999 at Vanderhoof's WL McLeod Elementary School with the conversion of Programme Cadre to immersion. The program expanded by one grade level as each cohort advanced, to include Kindergarten to grade seven opportunities.

Currently, WL McLeod Elementary School (WLM) serves 276 students in Kindergarten to Grade 6. The school is also a dual track school offering education in English and French. French Immersion is offered in all grades, Kindergarten to Grade 6, for 137 students.

With the current class size maximum for Kindergarten at twenty, French Immersion enrolls the first twenty Kindergarten registrants and then takes a wait list. Up until the current year, WL McLeod has been able to accommodate registrations beyond twenty by creating a K/1 French Immersion class. However, it is anticipated that this will not always be possible with the effect that some FI registrations beyond the first twenty may not be able to be accommodated.

School demographic data for the school population last school year is depicted below. Enrolment patterns, including French Immersion enrolments, are further described later in this report.

Number of Students Across All Grades 2018/19								
Student Group	K	1	2	3	4	5	6	Total
All Students	31	41	42	50	35	43	57	299
Aboriginal	7	11	14	15	13	14	19	93
Special Needs	1	3	5	4	9	8	16	46

Nechako Valley Secondary

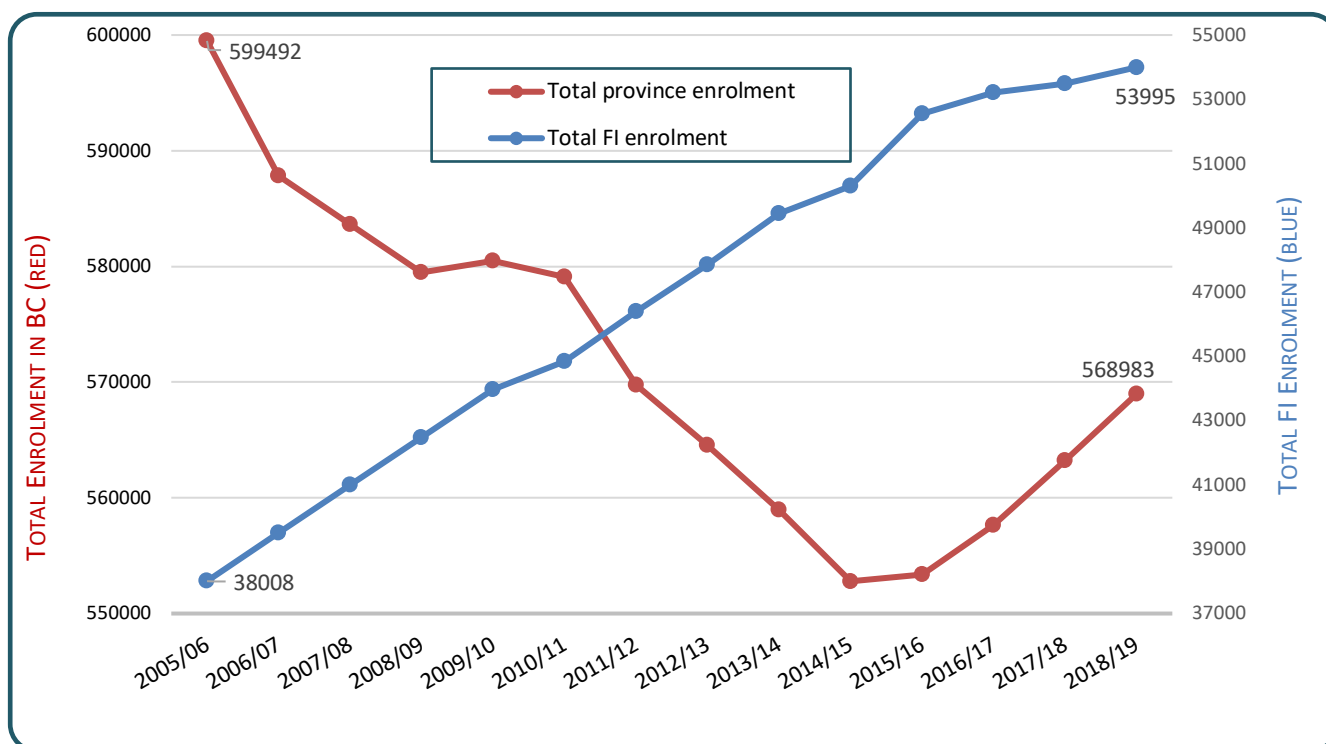
In September 2014, Nechako Valley Secondary School enrolled its first cohort of French Immersion students in Grade 7/8 and has had between 25 – 29 students in immersion at that grade level each year until the current school year, when teacher recruitment challenges did not permit offering French Immersion.

French Immersion has never been offered in the community beyond Grade 8, and students are accommodated within English classes for the balance of their secondary programming.

Historical Enrolment

Provincial Enrolment

Overall, French Immersion enrolment has been growing in the province, despite a decade of total enrolment decline. The chart below summarizes provincial trends in overall student enrolment versus French Immersion student enrolment between 2005 – 2019¹.

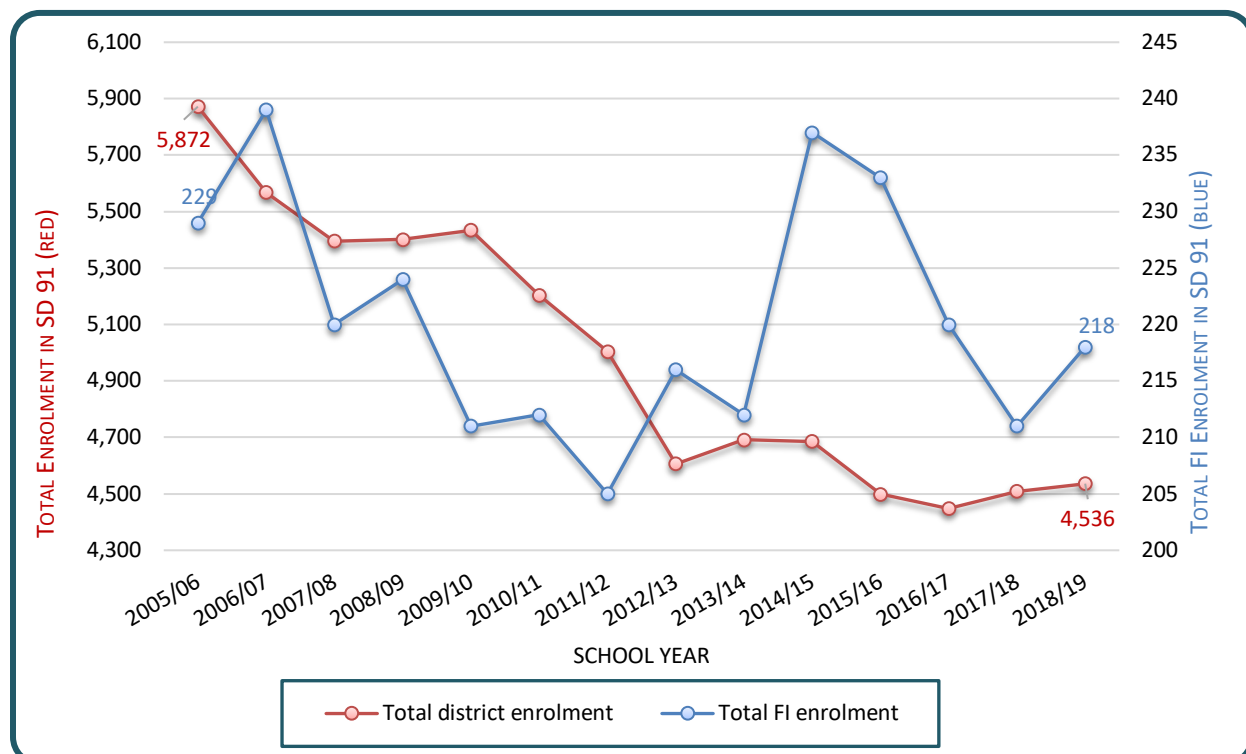


District Enrolment

In the same period of time, enrolment in SD91 mirrored that of the province with a significant decline in overall enrolment to 2013. French Immersion enrolment has remained stable at between 211 and 239 students in the same period of time.²

¹ Retrieved from <https://bc-yk.cpf.ca/wp-content/blogs.dir/1/files/BC-Graphs-of-French-Immersion-Enrolment-2004-2019.pdf>

² Retrieved from <https://bc-yk.cpf.ca/research-advocacy/enrolment-statistics/>



District Historical Enrolment by Grade

Programs such as Early French Immersion, where students can exit the program over several years, but additional students cannot enroll along the way because they don't have the prerequisite skills, are prone to the pressures of small numbers, particularly at the upper elementary and secondary level.

Intermediate and secondary enrolments show the largest declines which is typical of many programs across the province.

SD 91 (Nechako Lakes) French Immersion Enrolment by Grade (2004 – 2019)																
Grade	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
K	44	29	41	38	17	23	25	36	32	36	26	39	43	23	17	19
1	35	41	34	39	40	32	23	31	32	36	34	33	38	42	28	26
2	39	32	40	30	32	39	31	23	30	30	32	34	23	35	42	28
3	22	35	32	35	29	27	37	27	19	29	27	32	29	22	30	36
4	18	19	34	30	33	28	24	33	23	19	26	28	28	27	21	31
5	17	16	20	33	22	28	24	18	32	20	18	23	24	26	23	21
6		13	15	21	31	21	26	22	17	31	19	14	23	20	21	26
7			13	13	16	26	21	22	20	15	30	19	13	15	18	21
8												15	12	10	11	10
Total	175	185	229	239	220	224	211	212	205	216	212	237	233	220	211	218

The two elementary programs have distinctive enrolment patterns, not identifiable within the district data, and therefore are disaggregated below.

William Konkin Elementary School French Immersion Enrolment by Grade (2015 – 2019)										
	15 - 16		16 - 17		17 - 18		18 - 19		19 - 20	
Grade	English	French	English	French	English	French	English	French	English	French
K	16	13	12	0	18	0	24	0	14	0
1	11	16	17	13	13	4	10	8	16	5
2	15	8	10	16	20	12	12	4	10	7
3	19	11	19	7	13	14	21	10	12	3
4	7	11	19	10	19	7	14	14	21	10
5	15	8	12	11	21	8	21	7	18	13
6	30	4	20	6	13	9	19	8	21	6
7	19	3	29	4	22	5	14	9	19	7
	132	74	138	67	139	59	135	60	131	51

There have been significant shifts of enrolment at WKE in the past five years, particularly at primary, with French Immersion enrolments shifting from forty-eight students in Kindergarten to Grade 3, to fifteen students in the current year.

WL McLeod Elementary School French Immersion Enrolment by Grade (2015 –2019)										
	15 - 16		16 - 17		17 - 18		18 - 19		19 - 20	
Grade	English	French	English	French	English	French	English	French	English	French
<u>K</u>	15	31	13	23	25	17	12	19	17	25
<u>1</u>	16	22	14	29	15	25	23	18	10	19
<u>2</u>	22	15	16	19	22	30	18	24	23	14
<u>3</u>	24	19	22	15	13	16	24	26	20	24
<u>4</u>	13	17	30	17	28	14	18	17	22	24
<u>5</u>	29	16	16	15	36	15	29	14	18	17
<u>6</u>	11	19	31	14	17	12	39	18	29	14
	130	139	129	109	156	129	163	136	139	137

WLM mirrors the district data, and has experienced relatively stable enrolment, including enrolling 82 students in primary in the current school year, which represents no significant loss of enrolment in the past five years.

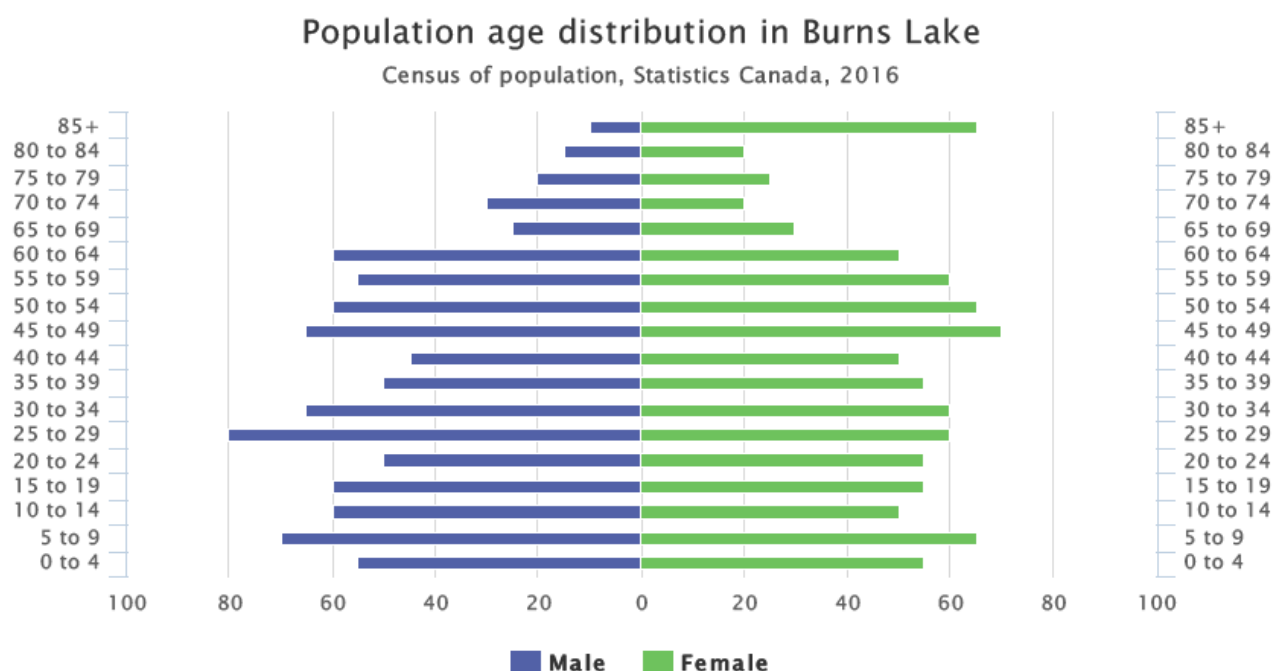
Population Demographics

School enrolments change in response to various social and economic factors. In rural areas, changing demographic and economic factors have a strong impact on the number of schools and programs the school district can support. This is evidenced over the past two decades with five school closures in SD91.

The best source of information is the census data collected every five years by Statistics Canada. Stats Canada develops a community profile, and it is the basis of the data presented here³. When reflecting on this data, it is important to consider the Global Non-Response Rates for each community and the impact on actual populations.

Burns Lake

In 2016, the latest census data, the population of Burns Lake decreased 13% from 2011, from a population of 2,222 to a population of 1,932. This downward trend was consistent with the 14% decline from 2006, with a population of 2,778. This trend was unlike that of the province, with an increase of 5% in that same period of time.



³ Retrieved from <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/page.cfm?Lang=E&Geo1=POPC&Code1=0110&Geo2=PR&Code2=59&SearchText=Burns%20Lake&SearchType=Begin&SearchPR=01&B1=All&GeoLevel=PR&GeoCode=0110&TABID=1&type=0>

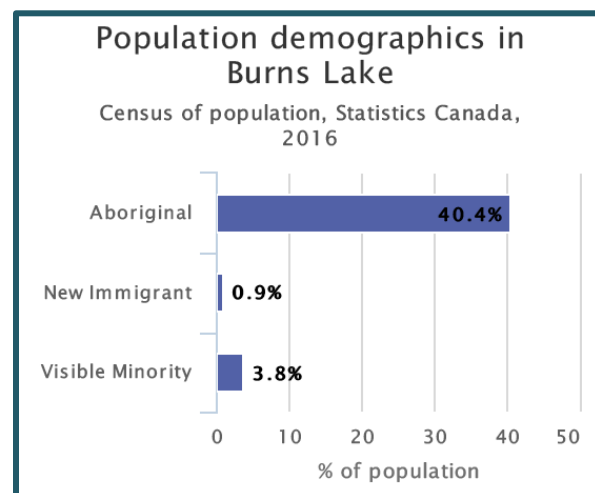
In the latest 2016 census, there were a total of 390 children from birth to 14 years, roughly evenly split between male and female, 200 and 190 respectively. In the 0 – 4-year range, which accounts for students either having just entered the primary grades or about to enter Kindergarten, the population was 125, or approximately 25 children per age level.

The data exposes a very significant change between the 2011 census and that of 2016. The chart below describes the significant changes in demographics for children either about to enter, or in the school system.

Children and Youth Age Groups			
	2011	2016	% change
0 to 4	185	125	32
5 to 9	170	145	15
10 to 14	175	110	38
15 to 17	120	80	33

In 2016, there were 530 family households, with 205 couple households and 145 single parent families for a total of 350 households with children.

The population demographics are summarized in the chart below.

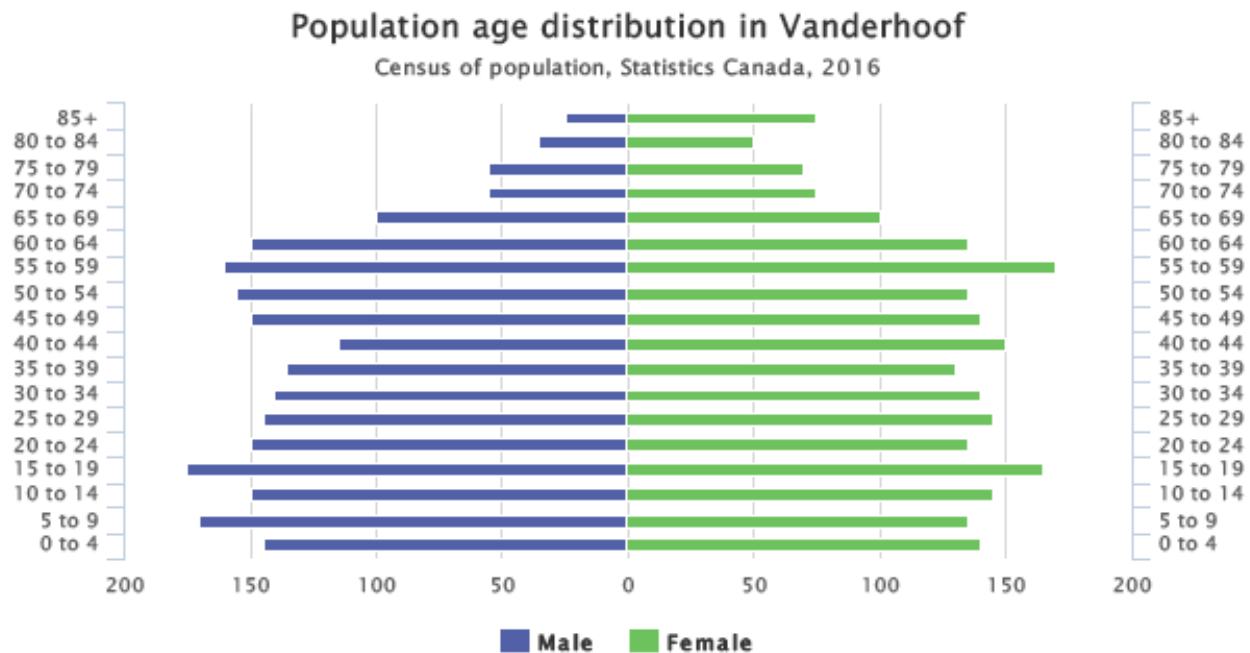


In terms of census language data, the first official language spoken is English in 99% of households, with 10 households reporting French as the first official language spoken. Additional highlights of the language most often spoken at home include 170 households with an Aboriginal language, primarily Carrier, and 75 households report an Indo-European language spoken within the home.

Vanderhoof

In 2016, the latest census data, the population of Vanderhoof decreased only slightly from a population of 4,480 in 2011, to a population of 4,439. This population is also dissimilar with the province, with an increase of 5% in that same period of time. The Vanderhoof population, however, has increased by 10% in the last decade from 4,064 in 2006.

In the latest 2016 census, there were a total of 890 children from birth to 14 years, with 52% male and 47% female, 470 and 420 respectively. In the 0 – 4-year range, which accounts for students either having just entered the primary grades, or about to enter Kindergarten in this current year, the population was 290, with between 50 and 64 children at each age level.

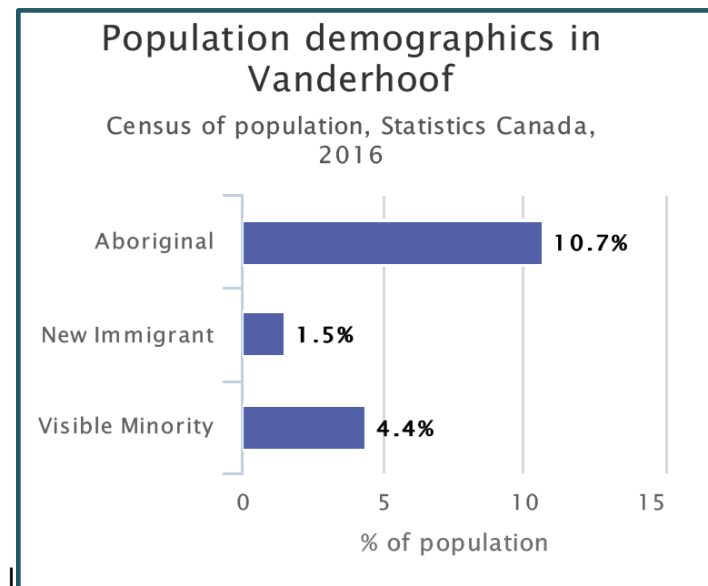


The data also exhibits a change between the 2011 census and that of 2016. The chart below describes the change in demographics for children either about to enter, or in the school system.

Children and Youth Age Groups			
	2011	2016	% change
0 to 4	330	285	14
5 to 9	305	310	Increase of 2
10 to 14	385	290	25
15 to 17	205	200	2

In 2016, there were 1,225 family households, with 515 couple households and 165 single parent families for a total of 680 households with children.

The population demographics are summarized in the chart below.



In terms of census language data, the first official language spoken is English in 99% of households, with 35 households reporting French as the first official language spoken; 340 households report an Indo-European language spoken within the home.

Class sizes

Class sizes for each of the two elementary schools are summarized below for William Konkin Elementary School (WKE) and WL McLeod Elementary School (WLM) for school years 2008/2009 to 2019/2020

School	Classroom	Language	2008-2009	2009-2010	2010-2011	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
WLM	1	E	24	22	22	17	17	14	30	27	30	20	23
WLM	2	E	16	27	23	23	20	13	28	24	27	22	24
WLM	3	E	25	29	30	29	22	24	24	26	25	23	20
WLM	4	E	24	30	19	20	21	22	19	24	22	21	17
WLM	5	E	26	22	21	21	21	24	20	24	21	23	19
WLM	6	E	21				24	22	20	23	17	17	18
WLM	7	E									18	17	17
WLM	8	E										19	
WLM	1	F	23	18	21	19	24	21	24	21	19	21	27
WLM	2	F	24	20	20	22	23	22	21	21	21	22	21
WLM	3	F	26	17	19	23	22	18	22	22	18	19	22
WLM	4	F	22	21	21	21	33	20	22	22	16	19	20
WLM	5	F	17	30	29	29	29	23	25	23	24	23	19
WLM	6	F		28	29	26	29	23	27	22	29	30	28
WKE	1	E	22	23	19	17	22	19	18	14	17	15	18
WKE	2	E	21	15	21	20	20	16	21	20	17	15	19
WKE	3	E	23	23	24	18	21	24	22	21	20	18	20
WKE	4	E	22	23	23	18	19	20	25	24	18	22	19
WKE	5	E	23	22	24	18	20	24	27	16	20	24	21
WKE	6	E			27	20	20	22	23	20	20	24	19
WKE	7	E			23	24	20	19		23	22	22	16
WKE	8	E			22	25							
WKE													
WKE	1	F	22	15	13	17	24	20	12	21	16	17	15
WKE	2	F	25	18	19	25	17	12	23	23	21	19	15
WKE	3	F			21	16	20		20	21	22	23	21
WKE	4	F			15	20			14				
Enrolment by School/Language													
WLM		E	136	130	115	110	125	119	141	148	160	162	138
		F	112	134	139	140	160	127	141	131	127	134	137
WKE		E	111	106	183	160	142	144	136	138	134	140	132
		F	47	33	68	78	61	32	69	65	59	59	51
Total		E	247	236	298	270	267	263	277	286	294	302	270
		F	159	167	207	218	221	159	210	196	186	193	188
Total			406	403	505	488	488	422	487	482	480	495	458

Class Configuration

Class configurations are summarized below detailing the size of each class and the number of designated students with unique needs at the beginning of the 19/20 school year.

William Konkin Elementary School

English										
Class Name	K	1	2	3	4	5	6	7	Total	Desig.
K1W	15								15	1
12		15	3						18	2
23			7	12					19	5
45					8	11			19	8
45					13	7			20	7
6							21		21	6
7								19	19	5
Total	15	15	10	12	21	18	21	19	131	34
French Immersion										
Class Name	K	1	2	3	4	5	6	7	Total	Desig.
123		5	7	3					15	0
45					10	5			15	0
567						8	6	7	21	2
Total	0	5	7	3	10	13	6	7	51	2

In WKE, there are 34 designated students in the English Language program and 2 in the French Immersion program.

WL McLeod Elementary School

English									
Class Name	K	1	2	3	4	5	6	Total	Desig.
K	17							17	1
123		10	7	1				18	3
23			16	3				19	4
34				9	11			20	5
34				7	11			18	5
56						11	12	23	7
56						7	17	24	9
Total	17	10	23	20	22	18	29	139	34
French Immersion									
FTE	K	1	2	3	4	5	6	Total	Desig.
K	19							19	
K1	6	14						20	
123		5	14	2				21	
3				22				22	
45					24	4		28	3
56						13	14	27	7
Total	25	19	14	24	24	17	14	137	10

In WLM, there are 34 designated students in the English Language program and 10 in the French Immersion program.

Nechako Valley Secondary

Class configurations are summarized for NVSS detailing the size of each class and the number of designated students with unique needs for the last year French Immersion was offered, the 18/19 school year.

Class Configuration October 2018				
English				
Class Name	7	8	Total	Desig.
7-1	24		24	3
7-2	23		23	3
7-3	26		26	3
8-1		26	26	5
8-2		26	26	3
8-3		27	27	2
Total	78	87	165	27
French Immersion				
Class Name	7	8	Total	Desig.
7-4	12	10	22	5
Total	12	10	22	5

Staffing

William Konkin Elementary School

William Konkin Elementary School organizes program delivery around three French Immersion teachers, currently all staffed. As SD91 has no bargained composition language, Learning Improvement Fund and Classroom Enhancement Funding provides WKE with ten divisions, with three of the ten divisions dedicated to supporting the FI track.

French Immersion Teachers Teaching On Call (TTOC) are not generally available, save for an opportunity to book a qualified TTOC in advance who lives a distance from the community. The majority of on call services are provided by CUPE Learning Support staff.

WL McLeod Elementary School

Currently, WLM has one uncertified teacher with a Letter of Permission instructing a primary class. The remaining five positions are fully staffed. There are challenges securing French Immersion TTOC.

Nechako Valley Secondary School

This school year, the district was unable to recruit a French Immersion teacher, and the Grade 7/8 French Immersion program did not proceed; students were then accommodated within the English program.

Recruitment Challenges

In October 2018, the BCTF published a comprehensive report on the growing demand for French Immersion within the province and the teacher shortages then existing.⁴

Highlights from the report include:

- *The demand for French Immersion cannot be met without French education teachers. It is widely accepted that there is a shortage of teachers in French education programs, including French Immersion.*
- *Two weeks after the start of the 2018–19 school year, there were still 80 job postings for French Immersion teachers. Many districts report that French Immersion is one of the most challenging positions to recruit.*

⁴ Retrieved from <https://www.bctf.ca/publications/ResearchReports.aspx?id=52015>

In September, 2019, the district was unable to recruit a French Immersion teacher for Nechako Valley Secondary School and one primary class at WL McLeod Elementary School.

The BC Association of Teachers of Modern Languages (BCATML) recently shared a roadmap published by the Canadian Parents for French BC & YK to address the French Immersion teacher shortage in British Columbia. In their letter to the Minister of Education, they described the teacher shortage as acute, persistent and widespread, detailing “Flying under the radar are many more school districts with few, if any, French teachers on their teacher-on-call lists. All in all, we believe British Columbia is short anywhere from 100 to 150 French teachers. Given the lack of good data or labour market assessments, this is our best guess based on public reporting. It is unfortunate that no government or regulatory agency seems to have a good handle on the actual French teacher supply, demand, or the shortage.”⁵

The Government of Canada recently announced a national strategy geared towards teacher recruitment and retention. With \$62.6 million in funding over four years, this strategy will fund projects aimed at alleviating the teacher shortage and will lead to the creation of a national roundtable on French as a second language⁶.

Revenues

The Ministry of Education administers federal funding intended to support incremental costs resulting from offering French as a second official language in British Columbia. French Immersion programs are eligible to receive federal funding to support French language learning as defined in the [French Funding Guide](#). School district funding is allocated based on initiatives identified in the BC Action Plan.

Funding categories include the amounts described below, and the district is free to allocate within the total based on district needs and priorities:

Learning Assistance Grant \$11,500

Learning Assistance funding represents 7% of the total school district funding envelope under the current BC Action Plan. The main purpose of this grant is to support French Immersion programs' capacity in working with students who demonstrate delayed language, delayed perceptual-motor functioning and delayed social skills in conjunction with below average academic achievement. All district expenses in direct support of this initiative are eligible. School districts offering French Immersion programs with less than 300 FTE will receive \$11,500 per year in support of this initiative.

⁵ Retrieved from <https://www.bcatml.org/news/cpf-makes-16-recommendations-to-the-ministry-to-address-the-french-teacher-shortage-in-bc>

⁶ Retrieved from <https://vancouversun.com/news/local-news/b-c-parents-hope-new-funding-will-solve-french-teacher-shortage>

E-Learning Technologies Grant \$15,692

E-Learning Technology funding represents 9% of the total school district funding envelope under the current BC Action Plan. The purpose of this grant is to assist French Immersion programs in providing students with a learning environment where technology is an integral part of their educational program and facilitate students' language acquisition or expand their language skills. Except for capital assets, salary and E-books, under the guidelines of this guide, all districts' expenses in direct support of this initiative are eligible. School districts offering French Immersion will receive \$8.50 per FTE plus additional revitalization funding as follows:

Revitalization Funding Rates	
1-299 FTE	\$14,000
300-400 FTE	\$12,000
401-500 FTE	\$10,000
501-700 FTE	\$ 8,000
701 FTE and more	\$ 5,000

Learning Resources Grant \$6,689

Learning Resources funding represents 8% of the total school district funding envelope under the current BC Action Plan. The purpose of this grant is to assist districts with the higher cost of buying education resources in French, for the library as well as the classroom. Expenditures under this category are limited to resources destined to French Immersion classes and include electronic versions of such resources. School districts offering French Immersion will receive \$11 per FTE for Kindergarten to Grade 7, \$90 per FTE for Grade 8 to Grade 12, plus a library grant of \$2,250 for districts with one immersion school or \$4,500 for districts with two immersion schools or more.

French Immersion Grant \$36,280

The French Immersion funding represents 53% of the total school district funding envelope under the current BC Action Plan. The purpose of this grant is to provide supplemental funding needed to deliver French Immersion programs in participating school districts. Except for items otherwise covered under the guidelines of this guide, all districts' expenses in direct support of this initiative, including any allowable salary expense under this guide, are eligible. School districts offering French Immersion will receive \$50 per FTE for Kindergarten to Grade 3, \$70 per FTE for Grade 4 to Grade 7, \$95 per FTE for Grade 8 to Grade 12, plus an additional amount equal to their base funding times their Immersion Funding protection factor (IF), plus an additional amount equal to their base funding times their Rural Factor (RF). They will also receive additional funding adjusted for the Rural Factor as follows:

Additional Immersion Funding	
1-200 FTE	\$40 per FTE x (1+Rf)
201-400 FTE	\$30 per FTE x (1+Rf)
401-800 FTE	\$20 per FTE x (1+Rf)
801 FTE and more	\$10 per FTE x (1+Rf)

Teacher Professional Development Grant \$4,500

The Teacher Professional Development funding represents 5% of the total school district funding envelope. The purpose of this grant is to support teachers' participation in activities such as in-service/program implementation for Core French and French Immersion programs which may be offered to individual or groups of teachers, and may include workshops, on-line learning, conference attendance and post-secondary courses. School districts with more than ten students will receive \$4,500 for the first 2,570 students and an additional \$1.5 per student beyond that threshold.

Cultural Activities Grant \$1800

This grant represents 2% of the total school district funding envelope under the current BC Action Plan. The purpose of this grant is to assist districts in providing opportunities for students to be exposed to Francophone culture by sponsoring various French cultural activities that could include visiting musicians/authors or children's theatre groups, field trips or special "days". Neighbouring school districts are encouraged to cooperate to "make the money go further".

French Immersion	
All districts	\$900

Next Steps

This Interim Report provides context and background information in advance of data analysis and consultations within the community.

The review, when complete, will supplement these materials with projected enrolments, perceptions and expectations of educational participants and stakeholders and analysis of the information available. Recommendations regarding program sustainability will be informed by all of the information gathered.