

**GUIDELINES
OFFICIAL LANGUAGES SUPPORT
PROGRAMS
MAI 2010**

**Community Life
Minority-Language Education
Promotion of Linguistic Duality
Second-Language Learning
Language Rights Support Program**

Component

Development of Official-Language Communities Program Community Life Component

A. Description

The *Community Life* component of the *Development of Official-Language Communities* Program aims to enable the federal government to work with partners to offer official-language minority communities access to services in their own language, as well as the infrastructure necessary to ensure their growth and development.

B. Objectives

The objectives of the *Community Life* component of the *Development of Official-Language Communities* Program are:

- to foster the implementation of activities and projects that ensure the long-term development of official-language minority communities in key sectors;
- to help provincial and territorial governments and their creations foster the growth of official-language minority communities (Anglophones in Quebec and Francophones outside Quebec) by providing them with, in accordance with the development priorities identified by the communities, services in English in Quebec and in French outside Quebec, as well as the necessary infrastructure to provide these services;
- to help expand and diversify the range of partners working together towards the development of official-language minority communities;
- to help make official-language minority communities more inclusive.

C. Immediate outcomes

Activities that receive funding from the Department must contribute to achieving one or several of the objectives of the *Community Life* component of the *Development of Official-Language Communities* Program, as well as immediate outcomes targeted by this component.

The immediate outcomes targeted by the *Community Life* component are as follows:

- creation, improvement and delivery of activities and services designed for official-language minority community organizations, provincial and territorial governments, municipalities and federal departments and agencies;
- greater ability of all partners to effectively structure the development of official-language minority communities.

D. Sub-components

This component of the program seeks to encourage the initial growth and maintenance of conditions favourable to the development and expansion of official-language minority communities. Five sub-components are proposed to achieve this goal:

1. Cooperation with the Community Sector
2. Intergovernmental Cooperation on Minority-Language Services
3. Cultural Development Fund
4. Strategic Funds
5. Young Canada Works

Each sub-component will be described using the following criteria:

- a) Objectives
- b) Cooperation framework
- c) Eligible recipients
- d) Eligible expenditures
- e) Calendar
- f) Content of application
- g) Evaluation criteria
- h) Funding terms
- i) Acknowledgment of the Government of Canada's contribution
- j) How to apply

Sub-Components

1. Cooperation with the Community Sector

1a. Objectives

Cooperation with the Community Sector aims to encourage community organizations to become involved by reinforcing their ability to take action to make measurable gains in long-term community development, as well as by encouraging innovation and excellence.

1b. Cooperation framework

National, interprovincial, provincial/territorial, regional or local contributions may be made directly to organizations or under cooperation agreements with communities. These agreements establish the terms of delivery and may be on a multi-year basis. They must present development priorities that reflect coordination within the community.

Programming

Programming funds will be paid to organizations so that they can carry out ongoing regular activities related to development issues in the community or in the area being supported. The funds aim to support the ongoing commitment and actions of organizations. They cover expenditures related to the activities and organizations' operating costs.

The Department will give priority to activities that have a lasting effect on the community or the area being supported, strengthening relations between community stakeholders and helping build the sector.

Project

Project funds will be paid to organizations to carry out one-time activities that do not require ongoing funding.

The Department will give priority to projects that address current issues or are innovative, such as projects which help develop areas that are largely unexplored or are unique.

1c. Eligible recipients

Canadian not-for-profit organizations, associations, institutions, commercial organizations for not-for-profit activities, and foundations for not-for-profit activities. These bodies must represent the interests of official-language minority communities. Their missions, mandates or the majority of their activities must support and assist the development and enhance the vitality of official-language minority communities nationally, provincially, regionally or locally.

The following are not eligible:

- individuals;
- government bodies, universities, schools, school boards, foreign institutions and organizations.

1d. Eligible expenditures

Eligible expenditures include, but are not limited to:

- costs to set up, deliver and monitor programs, services, activities and projects (cultural activities program, volunteer training program, recreation, cultural services, community communication services, etc.);
- costs related to studies or analyses carried out for the purpose of developing programs, services or activities essential to development of official-language minority communities; and
- administrative costs, including, but not limited to, auditing and evaluation costs and other administrative overhead related to the funded activities.

The following expenditures are not eligible:

- expenditures related to activities with an international dimension.

1e. Calendar

Each year, the Program will set deadlines for submitting applications and post them on its website: <http://www.pch.gc.ca/pgm/lo-ol/pubs/frm/pdclo-dolcp/calndr-eng.cfm>.

1f. Content of application

- Assessment of the situation in the area being applied for (with a description of the facts that led to application being developed and the rationale for selecting the proposed approach).
- Description of the proposed programs, activities or projects.
- Clear statement of expected outcomes, with performance indicators for the entire project.
- Linkages with the objectives of the *Cooperation with the Community Sector* sub-component.
- Linkages with issues related to development of the community or the area being supported, if any.
- If applicable, measures taken in communication and outreach activities to the other official-language group.
- Implementation schedule.
- Budget with a breakdown of the projected expenditures and financial contribution of each party for the proposed programs or activities.

1g. Evaluation criteria

- Linkages with the objectives of the *Cooperation with the Community Sector* sub-component.
- Relevance of stated needs.
- Relevance of the proposed activities to the situation described in the application.
- Linkages with issues related to development of the community or the area being supported, if any.
- Contribution to increased inclusiveness of official-language minority communities, if applicable.
- Diversification of partnerships and quality of cooperation with other partners.
- Projected outcomes and impact on the community.
- Relevance of proposed performance measurements.
- Diversification of funding sources.
- Balance between budget and projected activities.

Funding decisions are based on the above criteria and available funds. All funding decisions are made by the Minister of Canadian Heritage.

1h. Funding terms

The Department provides funding to successful applicants in the form of grants or contributions and establishes the reporting requirements and terms and conditions of payment. Multi-year funding may be provided in some cases.

The funding mechanism (grant or contribution) will be chosen based on the proposal's level of risk and on the criteria established by the Department.

The Department will assume no responsibility for any contractual commitments entered into by the Applicant prior to confirmation of financial support from the Department.

1i. Acknowledgment of the Government of Canada's contribution

Recipients are required to acknowledge the contribution from the Department of Canadian Heritage in any promotion or advertising related to the activities for which funding is provided.

1j. How to apply

Applicants for funding under the *Cooperation with the Community Sector* sub-component must use the Application Guide and Application Form, which can be obtained by clicking "Funding Opportunities" on the Department's website: www.pch.gc.ca.

For more information, applicants can contact Support for Official Languages Programs in their local Canadian Heritage office (see www.pch.gc.ca/pgm/lo-ol/cntct/102-eng.cfm).

2. Intergovernmental Cooperation on Minority-Language Services

2a. Objectives

Intergovernmental Cooperation on Minority-Language Services aims to help provincial and territorial governments offer provincial, territorial and municipal services in the language of the official-language minority community, as well as the necessary infrastructure to provide these services.

2b. Cooperation framework

Agreements accompanied by action plans are negotiated with eligible recipients for one or more years. The aims and objectives of a cooperation agreement can vary depending on the priorities of the eligible recipients. Complementary contributions may be made in addition to the bilateral agreements for the purpose of carrying out initiatives that address emerging priorities.

Within the framework of **action plans**, investments are intended to:

- increase the ability of provincial and territorial governments to develop, improve and offer services, other than education services, in the language of the official-language minority community, including municipal services;
- reinforce federal-provincial/territorial cooperation in the area of services, other than education services, offered to official-language minority communities.

Within the framework of **special projects**, investments will be restricted to measures not proposed in the action plans and will be intended to:

- contribute to the creation of new provincial and territorial services in the language of the minority in response to emerging or timely needs or support new projects for the long-term maintenance of service infrastructures;
- contribute to the creation of new municipal services in the language of the minority;
- encourage cooperation and sharing of expertise between provincial and territorial governments in the area of minority-language services.

2c. Eligible recipients

Provincial and territorial governments and any provincial or territorial government body.

2d. Eligible expenditures

Eligible expenditures include, but are not limited to:

- costs to set up, deliver and monitor programs, services and activities as negotiated under the agreements signed with the provinces and territories or provincial or

territorial government bodies, including costs to establish and maintain the infrastructures needed to develop official-language minority communities.

2e. Calendar

Bilateral agreements with eligible recipients are reached based on the particular period of cooperation. Applications for funding for complementary projects may be submitted at any time during the fiscal year.

2f. Content of application/action plan

- Assessment of the situation in the area being applied for (with a description of the facts that led to application or action plan being developed and the rationale for selecting the proposed approach).
- Description of the proposed programs, activities or projects.
- Clear statement of expected outcomes, with performance indicators for the entire action plan/project.
- Linkages with the objectives of the *Intergovernmental Cooperation on Minority-Language Services* sub-component.
- Linkages with issued related to development of the community or sector being supported and status of community consultations, if applicable.
- Implementation schedule.
- Budget with a breakdown of the projected expenditures and financial contribution of each party for the proposed programs or activities.

2g. Evaluation criteria

- Linkages with the objectives of the *Intergovernmental Cooperation on Minority-Language Services* sub-component.
- Contribution to advancing and structuring the provision by the recipient of services other than education in the language of the minority community.
- Linkages with the priorities of the official-language minority communities being supported.
- Contribution to increased inclusiveness of official-language minority communities, if applicable.
- Projected outcomes and impact on the community.
- Relevance of proposed performance measurements.
- Diversification of partnerships and quality of cooperation with other partners.
- Balance between budget and projected activities.

Funding decisions are based on the above criteria and available funds. All funding decisions are made by the Minister of Canadian Heritage.

2h. Funding terms

Funds are paid under a contribution agreement that specifies the reporting requirements and the terms and conditions of payment.

The Department will assume no responsibility for any contractual commitments entered into by the Applicant prior to confirmation of financial support from the Department.

2i. Acknowledgment of the Government of Canada's contribution

Recipients are required to acknowledge the contribution from the Department of Canadian Heritage in any promotion or advertising related to the activities for which funding is provided.

2j. How to apply

Provincial and territorial governments that wish to apply under the *Intergovernmental Cooperation on Minority-Language Services* sub-component should call the Official Languages Support Programs Branch of the Department of Canadian Heritage at 819-994-2222.

3. Cultural Development Fund 2012-2013

3a. Objectives

The *Cultural Development Fund* aims to:

- support and strengthen the cultural and artistic activities and cultural expression of official-language minority communities to enhance their vitality;
- promote the contribution of arts, culture and heritage to the sustainable development of official-language minority communities and Canadian society;
- develop and promote the arts, culture and heritage of official-language minority communities in Canadian society;
- foster identity-building and a sense of belonging within Canada's official-language minority communities; and
- give Canadians access to the richness of the official-language minority communities' culture, arts and heritage.

3b. Cooperation framework

National, interprovincial, provincial/territorial, regional or local contributions will be made directly to organizations or for special projects related to agreements on intergovernmental cooperation on minority-language services.

3c. Eligible recipients

Canadian not-for-profit institutions and organizations, provincial and territorial governments, and any provincial or territorial government body.

3d. Eligible expenditures

Eligible expenditures include, but are not limited to:

- costs to carry out projects that help ensure the long-term development of official-language minority communities in the area of arts, culture and heritage.

The following expenditures are not eligible:

- capital expenditures;
- recurring projects;
- organization's operating expenditures;
- regular coordination, networking and strategic planning;
- needs analyses and research;
- professional training;
- activities with an international dimension;
- activities beyond March 31, 2013

3e. Calendar

Each year, the Program will set deadlines for submitting applications and post them on its website: <http://www.pch.gc.ca/pgm/lo-ol/pubs/frm/pdcllo-dolcp/calndr-eng.cfm>.

3f. Content of application

- Assessment of the situation in the area being applied for (with a description of the facts that led to the project being developed and the rationale for selecting the proposed approach).
- Description of the proposed project and implementation schedule.
- Clear statement of expected outcomes, with performance indicators for the entire project.
- Linkages with the above objectives of the *Cultural Development Fund*: organizations must clearly indicate how the direct outcomes of the activities will help meet one or more of the objectives of the *Cultural Development Fund*.
- Linkages with the development plans of official-language minority communities, if applicable.
- If applicable, measures taken in communication and outreach activities to the other official-language group.
- Implementation schedule.
- Budget with a breakdown of the projected expenditures and financial contribution of each party for the proposed activities.

3g. Evaluation criteria

- Project's contribution to the development of culture, arts and heritage.
- Advancement of cultural and artistic activities and cultural expression within official-language minority communities by creating dynamic and appealing living spaces, and through the discovery and visibility of cultural diversity.
- Development of quality relationships with other partners.
- Project benefits and impact on the community involved.
- Innovative nature of the project.
- Tangible building initiatives resulting from coordination among various stakeholders.
- Diversification of funding sources.
- Project visibility (pan-Canadian, interregional, interprovincial or interterritorial).
- Linkages with the objectives of the *Cultural Development Fund* sub-component.

Funding decisions are based on the above criteria, on funding priorities and on available funds. All funding decisions are made by the Minister of Canadian Heritage.

3h. Funding terms

The Department provides funding to successful applicants in the form of grants or contributions and establishes the reporting requirements and terms and conditions of payment.

With the provincial and territorial governments, financial support from the *Cultural Development Fund* will be provided under cooperation agreements on services.

The funding mechanism (grant or contribution) will be chosen based on the proposal's level of risk and on the criteria established by the Department.

The Department will assume no responsibility for any contractual commitments entered into by the Applicant prior to confirmation of financial support from the Department.

3i. Acknowledgment of the Government of Canada's contribution

Recipients are required to acknowledge the contribution from the Department of Canadian Heritage in any promotion or advertising related to the activities for which funding is provided.

3j. How to apply

Organizations and institutions wishing to apply for funding under the *Cultural Development Fund* sub-component must use the [Application Guide](#) and [Application Form](#) (Parts A, B, C, D, E and Appendixes C, D et E), under the Community Life Component.

For more information or to submit an application, organizations and institutions should contact Support for Official Languages Programs in their local Canadian Heritage office (see www.pch.gc.ca/pgm/lo-ol/cntct/102-eng.cfm), whether the project is local, provincial or territorial.

Applicants for funding for pan-Canadian projects or projects that involve two or more regions of Canada should call the Official Languages Support Programs Branch of the Department of Canadian Heritage at 819-994-2222.

Provincial and territorial governments that wish to apply under the *Cultural Development Fund* should call the Official Languages Support Programs Branch of the Department of Canadian Heritage at 819-994-2222.

4. Strategic Funds

4a. Objectives

The aim of *Strategic Funds* is to assist official-language minority communities to encourage their citizens to participate in local community life in their own language, developing the vitality of the culture, and integrating into their local community life through large-scale projects aimed at:

- improving the community setting (establishing community meeting places, cultural programs and events, community radio, and others);
- having an impact on several communities (preferably in more than one province or territory);
- developing new areas of intervention;
- encouraging the concerted effort and cooperation of several partners towards better structuring the development of official-language minority communities.

4b. Cooperation framework

Contributions may be made directly to organizations or for special projects related to agreements on intergovernmental cooperation on minority-language services.

4c. Eligible recipients

Canadian not-for-profit organizations, associations, professional institutions and provincial and territorial governments.

4d. Eligible expenditures

Eligible expenditures include, but are not limited to:

- costs to set up, deliver and monitor projects that help ensure the long-term development of official-language minority communities in priority sectors.

The following expenditures are not eligible:

- expenditures related to activities with an international dimension.

4e. Calendar

Applications for funding may be submitted at any time during the fiscal year. Applications are considered, on average and as needed, every two months.

4f. Content of application

- Assessment of the situation in the area being applied for (with a description of the facts that led to application being developed and the rationale for selecting the proposed approach).
- Description of the proposed programs, activities or projects.
- Clear statement of expected outcomes, with performance indicators for the entire project.
- Linkages with the objectives of the *Strategic Funds* sub-component.
- Linkages with issues related to development of the community or the area being supported, if any.
- If applicable, measures taken in communication and outreach activities to the other official-language group.
- Implementation schedule.
- Budget with a breakdown of the projected expenditures and financial contribution of each party for the proposed programs or activities.

4g. Evaluation criteria

- Linkages with the objectives of the *Strategic Funds* sub-component.
- Relevance of stated needs.
- Relevance of the proposed activities to the situation described in the application.
- Linkages with issues related to development of the community or the area being supported, if any.
- Contribution to increased inclusiveness of official-language minority communities, if applicable.
- Diversification of partnerships and quality of cooperation with other partners.
- Projected outcomes and impact on the community.
- Relevance of proposed performance measurements.
- Diversification of funding sources.
- Balance between budget and projected activities.

Funding decisions are based on the above criteria and available funds. All funding decisions are made by the Minister of Canadian Heritage

4h. Funding terms

The Department provides funding to successful applicants in the form of grants or contributions and establishes the reporting requirements and terms and conditions of payment. Multi-year funding may be provided in some cases.

The funding mechanism (grant or contribution) will be chosen based on the proposal's level of risk and on the criteria established by the Department.

The Department will assume no responsibility for any contractual commitments entered into by the Applicant prior to confirmation of financial support from the Department.

4i. Acknowledgment of the Government of Canada's contribution

Recipients are required to acknowledge the contribution from the Department of Canadian Heritage in any promotion or advertising related to the activities for which funding is provided.

4j. How to apply

Applicants for funding under the *Strategic Funds* sub-component must use the Application Guide and Application Form, which can be obtained by clicking “Funding Opportunities” on the Department’s website: www.pch.gc.ca.

5. Young Canada Works

5a. Objectives

The components of the *Youth Employment Strategy* that relate to official languages are *Young Canada Works in Both Official Languages* and *Young Canada Works at Building Careers in English and French*. Both are contained in the *Community Life* component of the *Development of Official-Language Communities* Program. The aim is to advance the skills and hands-on experience of young participants while encouraging their participation in the development of official-language minority communities.

- *Young Canada Works in Both Official Languages* aims to provide summer employment to students in their field of study in a second official language or in an official-language minority community where they will be able to use their first language.
- *Young Canada Works at Building Careers in French and English* aims to provide students with internships to acquire hands-on experience and build advanced skills to make the transition to Canada's language-based industries or the general Canadian labour market.

Visit the Department's Internet site: www.pch.gc.ca/special/jct-ycw or www.youngcanadaworks.gc.ca or www.jeunessecanadaautravail.gc.ca.

Component

Development of Official-Language Communities Program Minority-Language Education Component

A. Description

The *Minority-Language Education* component of the *Development of Official-Language Communities* Program aims to improve the provincial and territorial supply of programs and activities to provide education in the language of official-language minority communities (Anglophones in Quebec and Francophones outside Quebec), at all levels of education, and also to increase the production and dissemination of knowledge and innovative methods and tools to support teaching in the language of the minority.

B. Objectives

The objectives of the *Minority-Language Education* component of the *Development of Official-Language Communities* Program are:

- to help provincial and territorial governments, directly or through the Council of Ministers of Education, Canada (CMEC), provide members of official-language minority communities (Anglophones in Quebec and Francophones outside Quebec) with education in their own language, which means:
 - to prepare students eligible for minority-language education (preschool, francization, etc.);
 - to attract and retain a larger percentage of eligible students for minority-language education;
 - to foster the integration of eligible students with inadequate linguistic skills into the minority school;
 - within provincial and territorial legislation, to foster the integration of new arrivals whose first official language is that of the linguistic minority into the minority school system;
 - to support minority-language teaching through up-to-date educational programs and activities in primary and secondary schools;
 - to implement and consolidate Francophone school governance in minority communities;
 - to support post-secondary education in the minority language, including distance education and the development of a virtual post-secondary education network;
 - to facilitate access to post-secondary education;
- to help increase the number of teachers in the minority system and contribute to their development;
- to enable more Canadians at the post-secondary level to become full-time or part-time monitors of French as a first language in the minority system or at post-secondary institutions;
- to enable more Canadians to improve their first-language skills;

- to contribute to the research and dissemination of knowledge, methods and tools related to minority-language education.

C. Immediate outcomes

Activities that receive funding from the Department must contribute to achieving one or more of the objectives of the *Minority-Language Education* component of the *Development of Official-Language Communities* Program, as well as immediate outcomes targeted by this component.

The immediate outcomes targeted by the *Minority-Language Education* component are as follows:

- maintenance and improvement in the provincial and territorial supply of programs and activities to provide education in the language of the official-language minority communities, at all levels of education;
- increase and dissemination of knowledge and improved access to innovative methods and tools related to minority-language education; and
- increase in the proportion of Canadians in minority situations who study in their first official language.

D. Sub-components

This component of the program enables the Government of Canada to contribute to the maintenance and improvement of a provincial or territorial minority-language education system, to support first-language skill development activities and to fund projects aimed at producing and disseminating knowledge, methods and tools for the advancement of minority-language education. Three sub-components are proposed to achieve this goal:

1. Intergovernmental Cooperation
2. Complementary Support for Language Learning
3. Cooperation with the Non-Governmental Sector

Each sub-component will be described using the following criteria:

- k) Objectives
- l) Cooperation framework
- m) Eligible recipients
- n) Eligible expenditures
- o) Calendar
- p) Content of application
- q) Evaluation criteria
- r) Funding terms
- s) Acknowledgment of the Government of Canada's contribution
- t) How to apply

Sub-Components

1. Intergovernmental Cooperation

1a. Objectives

Intergovernmental Cooperation in the area of minority-language education aims to help provincial and territorial governments, directly or through the Council of Ministers of Education, Canada (CMEC), provide members of the English (in Quebec) or French (outside Quebec) minority-language community with the opportunity to be educated in their own language and to experience cultural enrichment through exposure to their own culture.

1b. Cooperation framework

The Government of Canada and CMEC, the key partner for federal intervention in the field of education, sign a four-year [protocol for agreements](#). Multi-year agreements accompanied by an action plan are then negotiated under the protocol with each provincial and territorial government for minority-language education, or with CMEC or the provinces and territories for interprovincial, interterritorial or pan-Canadian projects. Complementary contributions may be made in addition to the bilateral agreements for the purpose of carrying out initiatives that address emerging priorities.

The funding provided under this sub-component is intended to support initiatives related to an outcomes framework ([Appendix A](#)), which describes for each linguistic objective six outcomes domains relevant to the advancement of official languages in education: student participation; provision of programs; student performance; enriched school environment; access to post-secondary education; and support for educational staff and research. These outcomes domains serve as a base for the provinces and territories in establishing their action plans and developing targets and performance indicators.

1c. Eligible recipients

Provincial and territorial governments and the Council of Ministers of Education, Canada.

1d. Eligible expenditures

Eligible expenditures include:

- a portion of the costs incurred by the provinces and territories for support and administration activities related to minority-language education, program development, training and development for teachers and professional staff in the minority-language education system, student support and all other expenditures covered under federal-provincial/territorial agreements, including expenditures

related to capital projects and interprovincial/interterritorial or pan-Canadian projects undertaken by the provinces and territories or through CMEC.

1e. Calendar

Bilateral agreements with each provincial and territorial government are reached after the protocol for agreements, which sets the parameters for the particular period of cooperation, is signed.

Applications for funding for complementary projects may be submitted at any time during the fiscal year.

1f. Content of application (action plan)

Preamble

- Overview of the province's/territory's minority-language education programs and second-language instruction programs.
- (Baseline) reference data for provincial/territorial performance targets and indicators, the performance measurement strategy used and data sources.
- Description of the consultation process established for initiatives undertaken pursuant to the protocol.
- If applicable, measures taken in communication and outreach activities to the other official-language group.

Table

- Provincial/territorial initiatives for each outcomes domain funded.
- At least one performance indicator and one target for each outcomes domain funded.
- A breakdown by fiscal year of contributions from the Government of Canada and the provincial/territorial government to expenditures projected for each outcomes domain funded, as well as total expected annual expenditures by initiative.

1g. Evaluation criteria

- Linkages with the objectives of the *Intergovernmental Cooperation* sub-component.
- Helping move forward and structuring the provision by the recipient of minority-language education services.
- Linkages with minority-language learning issues.
- Linkages with consultation of the target partners.
- Projected outcomes and impact on area of intervention.
- Relevance of proposed performance measurements.
- Balance between budget and proposed activities.

Funding decisions are based on the above criteria and available funds. All funding decisions are made by the Minister of Canadian Heritage.

1h. Funding terms

Funds are paid under a contribution agreement that specifies the reporting requirements and the terms and conditions of payment.

The Department will assume no responsibility for any contractual commitments entered into by the Applicant prior to confirmation of financial support from the Department.

1i. Acknowledgment of the Government of Canada's contribution

Recipients are required to acknowledge the contribution from the Department of Canadian Heritage in any promotion or advertising related to the activities for which funding is provided.

1j. How to apply

Provincial and territorial governments that wish to apply under the *Intergovernmental Cooperation* sub-component for funding for minority-language learning should call the Official Languages Support Programs Branch of the Department of Canadian Heritage at 819-994-2222.

1k. Parameters –School Community Centres – Capital Projects

Cooperation Framework

The Department of Canadian Heritage is involved in the capital projects of school community centres (SCC) in the context of cooperation between the Government of Canada and the provincial and territorial governments regarding minority-language education. Funding is provided through bilateral agreements with provincial/territorial governments under the *Development of Official-Language Communities* program.

Cooperation between Canada and the provinces and territories is regulated by the Protocol for Agreements for Minority-Language Education and Second-Language Instruction signed by the Government of Canada and the Council of Ministers of Education, Canada signed on November 3, 2005. The Protocol provides a framework for negotiating bilateral agreements with the provinces and territories.

Assistance

School community centres aim at meeting the needs of primary and secondary education and official-language minority communities' development. The Department's assistance is intended for the construction, renovation or expansion of community spaces. SCCs are designed to provide services that would not otherwise be available.

The construction of schools is the responsibility of provincial and territorial governments, which have standards on school size and equipment. These governments provide funding for spaces and school equipment that meet these standards.

While it provides funding for community spaces, the Government of Canada can also provide partial funding for spaces shared by the school and community components (auditorium, reception area and other spaces of this kind). Any participation by Canada is therefore conditional upon the province/territory demonstrating that these spaces are over and above existing school standards and that they meet specific community needs outside of class hours.

Eligible Recipients

Provincial and territorial governments.

Schedule

Applications for assistance may be submitted at any time.

Assessment Criteria and Funding Decisions

The quality of applications for assistance, which must:

- demonstrate the provincial/territorial government's commitment to contribute to the construction, renovation or expansion of a school that will have a community component;
- identify the provincial/territorial standards relating to the school component and early childhood facilities, if applicable;
- establish clearly defined boundaries between school spaces and community and shared spaces;
- identify the spaces and costs associated with the project, contributions provided by each order of government and, if applicable, contributions provided by other funding parties from federal, provincial and municipal institutions and/or community organizations;
- provide, for the school and community components, the breakdown of costs related to furniture and equipment and a breakdown of ancillary costs (land purchase, site preparation, architectural fees, etc.);
- identify, if applicable, spaces already funded by the Department of Canadian Heritage in an earlier phase of the project;
- show how the project submitted addresses the conclusions and recommendations of the feasibility study (see Appendix A);
- identify the school community centre's mission, objectives and operations;
- indicate use by the community and illustrate how this will contribute to community development;

- present evidence of community commitment;
- show that project proponents have identified and adopted representation and management mechanisms to ensure and provide a framework for cooperation between the school and community parties;
- demonstrate the financial viability of the centre, over at least three years, by identifying the terms and conditions for funding the operations of the entire SCC; demonstrate the link between the anticipated facilities and the size and needs of the community it will be serving;
- include a budget with a breakdown of planned expenses and financial contributions from each party for the proposed activities.
- The contribution to the development of the official language community, including how the SCC will meet emerging needs, particularly with respect to early childhood development, but also youth, the welcoming and integration of immigrants and seniors.
- Service delivery approach.
- SCC management approach.

N.B. In provinces where there exists a denominational system and a public system in the same area, applications for assistance must demonstrate that a model for school/community space has the support of key stakeholders, namely, the denominational component, the public school component, the community component and the provincial/territorial government.

In recognition of the unique situation of the territories, applications from territorial governments will be assessed taking into account the realities of Northern life.

Eligible Expenses

- The Department approves the following eligible expenses for the community component:
 - Professional fees and honoraria relating to the project;
 - Professional costs relating to architectural or engineering design, risk assessment, engineering studies and environmental assessments;
 - Costs associated with the construction, alteration or renovation of a building, including demolition, excavation, materials, and labour;
 - Ancillary costs (site preparation, including septic tank, building permit, etc.); and
 - Essential furniture and equipment for community use.

Given the limited resources available to the Department, expenses related to the purchase of land, although eligible, are not funded.

APPENDICES

APPENDIX A

RECOMMENDED APPROACH – PLANNING AND IMPLEMENTATION – SCHOOL COMMUNITY CENTRE PROJECT

1. Cooperation with community stakeholders.
2. Feasibility study undertaking (see Appendix B).
3. Submission of the feasibility study to the Department of Canadian Heritage and the provincial/territorial Department of Education. In provinces where there exists a denominational system and a public system in the same area, the feasibility study must demonstrate that a model for school/community space has the support of key stakeholders, namely, the denominational school component, the public school component and the community component. The feasibility study must, therefore, be submitted to representatives of both school boards.
4. Formal application for funding sent to the Department of Canadian Heritage by the province/territory.
5. Assessment of the provincial/territorial application by the Official Languages Support Programs Branch and the regional office.
6. Discussions between the Department of Canadian Heritage and the province/territory.

The approach may vary depending on the specific situation of each project.

APPENDIX B

DESCRIPTION – COMPONENTS – FEASIBILITY STUDY

The feasibility study should include the following:

- the demographic situation of the official language minority community;
- services currently provided in the minority language versus the shortcomings;
- the requirements and priorities for services that the community does not currently have access to;
- demonstration of steps taken within the community to get key stakeholders involved in implementing the project;
- demonstration of the community's financial capacity to support the centre's operations;
- potential partners of the centre (school board, government agencies, private sector, community organizations);
- various service delivery approaches considered and preferred approaches;
- the management approach for the facility;
- the operations and programming management approach to maximize partnerships to foster community development;
- the centre's business plan;
- planned revenues and expenses for the building;

- revenues and expenses associated with community programming;
- the conclusions and recommendations of the study;
- if applicable, the memoranda of understanding that will govern relations among partners in the planning and implementation of the capital project, in the funding of operating costs and in the use of facilities.

N.B.: For information on funding for feasibility studies, please contact officers at the Department of Canadian Heritage regional offices.

APPENDIX C

GLOSSARY

Feasibility Study

Study designed to determine whether a project is feasible and to identify potential difficulties with its implementation.

School Spaces – Provincial/Territorial Funding

Spaces provided by the province/territory, in accordance with school construction standards, to above all meet the needs of the school population during class hours.

Community Spaces – Canadian Heritage Funding

Spaces for community groups and their clients.

Spaces – Shared Costs – Funding provided by provinces/territories and Canadian Heritage

Spaces provided, over and above school standards, to meet the specific needs of the community outside of class hours and shared spaces (services, systems, circulation areas, etc.).

Ancillary Costs

Costs relating to the implementation of a capital project (site preparation, septic tank, building permit, etc.).

Partnership between the Denominational School and Public School Components

In provinces with a denominational system and a public system in the same area, agreement demonstrating that a model for school/community space has the support of key stakeholders, namely, the denominational school component, the public school component, the community component and the provincial/territorial government.

Partnership between the Community and School Sectors

Formal agreement in the form of a memorandum of understanding in which SCC project partners clearly indicate how they will administer:

the planning and implementation of the project;

the funding of operating costs; and
the use of the facilities.

Business Plan

Plan containing information on the organization and its objectives, a detailed description of the main activities and a three-year budget for each activity.

2. Complementary Support for Language Learning

2a. Objectives

Complementary Support for Language Learning aims to support activities or interventions that contribute to the learning and development of language skills.

2b. Cooperation framework

The Government of Canada and the Council of Ministers of Education, Canada (CMEC), the key partner for federal intervention in the field of education, sign a four-year [protocol for agreements](#). Contribution agreements are then signed with CMEC for the administration of two language-development programs:

1. the *Destination Clic* program, which provides bursaries to young Francophones from official-language minority communities to help improve their first-language skills through a three-week intensive summer course at an accredited post-secondary institution;
2. the *Odyssey* program, which provides funding for full-time monitor positions in primary, secondary and post-secondary institutions to enable students to work with teachers to enrich French first-language courses and to support teaching in a minority setting.

2c. Eligible recipients

Council of Ministers of Education, Canada (CMEC)

2d. Eligible expenditures

Eligible expenditures include:

- costs incurred to manage and deliver summer bursaries to improve first-language skills and funding for teaching monitors in minority-language education.

2e. Calendar

Contribution agreements with each provincial and territorial government are reached after the protocol for agreements, which sets the parameters for the particular period of cooperation, is signed.

2f. Content of application/action plan

- Assessment of the situation in the area being applied for (with a description of the facts that led to the application being developed and the rationale for selecting the proposed approach).
- Description of the proposed bursary and monitor programs.

- Linkages with the objectives of the *Support for Language Learning* sub-component.
- Description of the organization's ability to carry out the project.
- Description of the criteria and method used to select bursary recipients and monitors.
- Description of the means of ensuring oversight of bursaries and monitors.
- Clear statement of expected outcomes, with performance indicators for the entire project.
- Implementation schedule.
- Budget with a breakdown of the projected expenditures and financial contribution of each party for the proposed bursary and monitor programs.

2g. Evaluation criteria

- Ability of the organization to carry out the activities.
- Linkages with the objectives of the complementary *Support for Language Learning* sub-component.
- Projected outcomes and impact on participants.
- Relevance of proposed performance measurements.
- Balance between budget and projected activities.

Funding decisions are based on the above criteria and available funds. All funding decisions are made by the Minister of Canadian Heritage.

2h. Funding terms

Funds are paid under a contribution agreement that specifies the reporting requirements and the terms and conditions of payment.

The Department will assume no responsibility for any contractual commitments entered into by the Applicant prior to confirmation of financial support from the Department.

2i. Acknowledgment of the Government of Canada's contribution

Recipients are required to acknowledge the contribution from the Department of Canadian Heritage in any promotion or advertising related to the activities for which funding is provided.

2j. How to apply

Bursaries and funding for monitor positions are administered by the Council of Ministers of Education, Canada (CMEC), through the *Destination Clic* and *Odyssey* programs in cooperation with the Department of Education or the department responsible for post-secondary education in each province and territory. Young Canadians interested in

applying for a bursary or a monitor position should contact CMEC at either www.destinationclic.ca or www.myodyssey.ca.

3. Cooperation with the Non-Governmental Sector

3a. Objectives

Cooperation with the Non-Governmental Sector aims to increase the production and dissemination of knowledge, methods and tools to support minority-language education through projects or initiatives:

- designed to have an impact on many communities, preferably in more than one province or territory or nationwide; and
- aimed at all or a substantial proportion (in terms also of geographical representation) of one of Canada's two linguistic minority communities.

3b. Cooperation framework

Funds may be provided directly to organizations in the following two categories.

Programming

Programming funds may be provided to organizations to carry out ongoing regular activities that address issues in the area being supported. The funds aim to support the ongoing commitment and actions of organizations. They cover expenditures related to the activities and organizations' operating costs.

The Department will give priority to activities that have a lasting effect, strengthening relations between stakeholders and helping build the area being supported.

Project

Project funds may be paid to organizations to carry out one-time activities that do not require ongoing funding.

The Department will give priority to activities that are innovative or address current issues specific to the area being supported.

3c. Eligible recipients

Canadian not-for-profit organizations and professional associations representing all of one or the other of Canada's two linguistic minority communities.

The following are not eligible:

- individuals;
- government bodies, schools, school boards and foreign organizations.

3d. Eligible expenditures

Eligible expenditures include:

- costs related to research and the dissemination of knowledge, methods and tools to support minority-language education that are likely to facilitate learning;
- administrative overhead related to the funded activities.

The following expenditures are not eligible:

- capital expenditures;
- course development expenditures;
- expenditures related to activities with an international dimension.

3e. Calendar

Each year, the Program will set deadlines for submitting applications and post them on its website: <http://www.pch.gc.ca/pgm/lo-ol/pubs/frm/pdclo-dolcp/calndr-eng.cfm>.

3f. Content of application

- Assessment of the situation in the area being applied for (with a description of the facts that led to the application being developed and the rationale for selecting the proposed approach).
- Description of the proposed programs, activities or projects.
- Clear statement of expected outcomes with performance indicators for the entire project.
- Linkages with the objectives of the *Cooperation with the Non-Governmental Sector* sub-component.
- Linkages with issues related to minority-language education.
- Implementation schedule.
- Budget with a breakdown of the projected expenditures and financial contribution of each party for the proposed programs or activities.

3g. Evaluation criteria

- Demonstration of the organization's commitment to issues related to minority-language education.
- Linkages with the objectives of the *Cooperation with the Non-Governmental Sector* sub-component.
- Linkages with issues related to minority-language education.
- Relevance of the stated needs and proposed activities to the situation described in the application.
- Scope of the project or initiative.
- Projected outcomes and impact on the area being supported.
- Relevance of proposed performance measurements.

- Ability of the organization to carry out the activities.
- Diversification of partnerships and quality of cooperation with other partners.
- Diversification of funding sources.
- Balance between budget and projected activities.

Funding decisions are based on the above criteria and available funds. All funding decisions are made by the Minister of Canadian Heritage.

3h. Funding terms

The Department provides funding to successful applicants in the form of grants or contributions and establishes the reporting requirements as well as the terms and conditions of payment. Multi-year funding may be provided in some cases.

The Department will assume no responsibility for any contractual commitments entered into by the Applicant prior to confirmation of financial support from the Department.

3i. Acknowledgment of the Government of Canada's contribution

Recipients are required to acknowledge the contribution from the Department of Canadian Heritage in any promotion or advertising related to the activities for which funding is provided.

3j. How to apply

Applicants for funding under the *Cooperation with the Non-Governmental Sector* sub-component must use the Application Guide and Application Form, which can be obtained by clicking "Funding Opportunities" on the Department's website: www.pch.gc.ca.

**OUTCOMES FRAMEWORK
PROTOCOL FOR AGREEMENTS FOR OFFICIAL LANGUAGES IN EDUCATION**

OUTCOMES DOMAINS	PERFORMANCE INDICATORS BASED ON TARGETS SET BY JURISDICTIONS
DEFINITIONS	EXAMPLES
MINORITY LANGUAGE	
Primary and secondary	
STUDENT PARTICIPATION <ul style="list-style-type: none"> • Recruitment, integration and retention of students in minority-language education programs up to secondary school graduation. 	<ul style="list-style-type: none"> • Proportion of eligible enrolled students • Retention rate of students from one school level to the next • Graduation rate
PROVISION OF PROGRAMS <ul style="list-style-type: none"> • Maintenance, development and/or enrichment of programs and educational resources adapted to the minority milieu. 	<ul style="list-style-type: none"> • Number of programs • Proportion/number of programs with enrichment activities • Number of program enrichment activities and innovations (e.g., programs, methods, technologies, educational resources)
STUDENT PERFORMANCE <ul style="list-style-type: none"> • Academic achievement of students in minority communities comparable to that of majority community students. 	<ul style="list-style-type: none"> • Students' results in primary and secondary school (e.g., provincial/national/international tests)
ENRICHED SCHOOL ENVIRONMENT <ul style="list-style-type: none"> • Cultural enrichment of school environments through curricular and extracurricular initiatives. • Closer ties between schools and communities. • Language upgrading for preschool-aged minority language children (e.g., francization, classes for parents) 	<ul style="list-style-type: none"> • Proportion/number of schools providing learning enrichment initiatives • Proportion/number of schools providing extracurricular activities (e.g., cultural and sport activities) • Proportion/number of schools providing preschool language upgrading activities • Proportion of preschool-aged children ready to enter the minority school system • Number of school-community centres or other school/community partnerships
POST-SECONDARY	
ACCESS TO POST-SECONDARY EDUCATION <ul style="list-style-type: none"> • Maintenance, development and/or enrichment of post-secondary education programs and educational resources. • Improved access for a wide range of student and adult clients to post-secondary programs (e.g., technologies, language upgrading, partnerships between institutions, financial incentives and bursaries) 	<ul style="list-style-type: none"> • Graduation rate by program of study • Enrollment rate for post-secondary programs • Number of programs offered in the minority language • Proportion/number of programs with enrichment activities • Number of program enrichment activities and innovations (e.g., methods, technologies, partnerships)

PRIMARY, SECONDARY AND POST-SECONDARY	
<p>SUPPORT FOR EDUCATIONAL STAFF AND RESEARCH</p> <ul style="list-style-type: none"> • Development, provision and assessment of staff training (initial and continuous) and development programs adapted to the minority milieu. • Recruitment and retention of qualified and specialized staff. • Research with an impact on minority-language education and dissemination of knowledge. 	<ul style="list-style-type: none"> • Proportion/number of post-secondary institutions providing initial training • Graduation rate for students in teaching programs • Proportion/number of continuous training and development programs and activities • Proportion/number of schools providing continuous training and development activities for staff • Vacancy and retention rates for teaching staff • Number of research and knowledge dissemination activities

Component

Enhancement of Official Languages Program Promotion of Linguistic Duality

A. Description

The *Promotion of Linguistic Duality* component of the *Enhancement of Official Languages* Program aims to help organizations from various sectors to undertake or continue activities that promote a better understanding or appreciation of linguistic duality and to build stronger linguistic and cultural links among members of the two official-language communities. This component also aims to promote the provision of services in both official languages, English and French, in order to build a bilingual capability within non-governmental organizations.

B. Objectives

The objectives of the *Promotion of Linguistic Duality* component of the *Enhancement of Official Languages* Program are:

- to build understanding of the value of linguistic duality in Canada;
- to contribute to promoting stronger links among Canadians;
- to help Canadians appreciate the French language and understand its cultural context in Canada; and
- to encourage organizations to increase their capacity to work in English and French and to share best practices in this area.

C. Immediate outcomes

Activities that receive funding from the Department must contribute to achieving one or more of the objectives of the *Promotion of Linguistic Duality* Program, as well as immediate outcomes targeted by this component.

The immediate outcomes targeted by this component are as follows:

- increased participation in activities enhancing linguistic duality and uniting Canadians;
- enhancement of the French language and culture in Canada;
- increased access for Canadians to services in both official languages from non-governmental organizations.

D. Sub-components

This component aims to increase participation in activities that enhance linguistic duality and unite Canadians and promote the provision of services in both official languages. Another aim is to enlist the support of more partners to promote Canada's two official languages. Three sub-components are proposed to achieve this goal:

6. Appreciation and Rapprochement
7. Support for Interpretation and Translation
8. Promotion of Bilingual Services

Each sub-component will be described using the following criteria:

- u) Objectives
- v) Cooperation framework
- w) Eligible recipients
- x) Eligible expenditures
- y) Calendar
- z) Content of application
- aa) Evaluation criteria
- bb) Funding terms
- cc) Acknowledgment of the Government of Canada's contribution
- dd) How to apply

Sub-Components

1. Appreciation and Rapprochement

1a. Objectives

The *Appreciation and Rapprochement* sub-component aims to foster a greater understanding of linguistic duality and closer ties between English- and French-speaking Canadians through ongoing activities or innovative projects designed to:

- promote learning and use of the second language;
- promote the value of linguistic duality (including appreciation of the French language and its cultural context);
- encourage dialogue between members of the two official-language communities;
- showcase Canada's linguistic duality;
- provide opportunities to test linguistic duality in various forms.

1b. Cooperation framework

National, interprovincial, provincial/territorial, regional or local contributions may be made directly to organizations in the following two categories.

Programming

Programming funds will be paid to organizations so that they can carry out ongoing regular activities related to promotion of linguistic duality or in the area being supported. The funds aim to support the ongoing commitment and actions of organizations. They cover expenditures related to the activities and organizations' operating costs.

The Department will give priority to activities that have a lasting effect in terms of promoting linguistic duality, strengthening relations between members of the two linguistic groups and/or aiming for a long-term effect on appreciation of the official languages in Canadian society.

Project

Project funds will be provided to organizations in various sectors to carry out one-time activities that do not require ongoing funding.

The Department will give priority to one-time activities that promote linguistic duality that are innovative and that aim to develop best practices and/or address current issues.

1c. Eligible recipients

Canadian not-for-profit organizations, associations and institutions, commercial organizations for not-for-profit activities, and foundations for not-for-profit activities.

The following are not eligible:

- individuals;
- government bodies.

1d. Eligible expenditures

Eligible expenditures include, but are not limited to:

- Related costs to promote, initiate, design, manage and deliver activities linked to the promotion of linguistic duality;
- administrative overhead related to the funded activities.

The following expenditures are not eligible:

- expenditures related to activities with an international scope.

1e. Calendar

Each year, the Program will set deadlines for submitting applications and post them on its website: <http://www.pch.gc.ca/pgm/lo-ol/pubs/frm/pdclo-dolecp/calndr-eng.cfm>.

1f. Content of application

- Assessment of the situation in the area being applied for (with a description of the facts that led to application being developed and the rationale for selecting the proposed approach).
- Description of the proposed programs, activities or projects.
- Clear statement of expected outcomes, with performance indicators for the entire project.
- Linkages with the objectives of the *Appreciation and Rapprochement* sub-component.
- Implementation schedule.
- Budget with a breakdown of the projected expenditures and financial contribution of each party for the proposed programs or activities.
- If applicable, measures taken in communication and outreach activities aimed at the other official-language group.

1g. Evaluation criteria

- Demonstration of the organization's commitment to issues related to Canada's linguistic duality, if applicable.

- Linkages with the objectives of the *Appreciation and Rapprochement* sub-component.
- Relevance of the proposed activities to the situation described in the application.
- Projected outcomes and impact on the area being supported.
- Relevance of proposed performance measurements.
- Ability of the organization to carry out the activities.
- Diversification of partnerships and quality of cooperation with other partners.
- Diversification of funding sources.
- Balance between budget and projected activities.

Funding decisions are based on the above criteria and available funds. All funding decisions are made by the Minister of Canadian Heritage.

1h. Funding terms

The Department provides funding to successful applicants in the form of grants or contributions and establishes the reporting requirements and terms and conditions of payment. Multi-year funding may be provided in some cases.

The funding mechanism (grant or contribution) will be chosen based on the proposal's level of risk and on the criteria established by the Department.

The Department will assume no responsibility for any contractual commitments entered into by the Applicant prior to confirmation of financial support from the Department.

1i. Acknowledgment of the Government of Canada's contribution

Recipients are required to acknowledge the contribution from the Department of Canadian Heritage in any promotion or advertising related to the activities for which funding is provided.

1j. How to apply

Applicants for funding under the *Appreciation and Rapprochement* sub-component should consult the Application Guide and must complete the Application Form, which can be obtained by clicking "Funding Opportunities" on the Department's website: www.pch.gc.ca.

2. Support for Interpretation and Translation

2a. Objectives

Support for Interpretation and Translation aims to assist organizations that encourage the participation of Canadians in both official languages at public events and to increase the number of documents available in both official languages.

2b. Cooperation framework

National, interprovincial, provincial/territorial, regional or local contributions may be made directly to organizations in the following two categories.

Events

Simultaneous interpretation and translation, from one official language to the other, of documents related to public events, such as conferences and congresses held in Canada.

Translation

Translation, from one official language to the other, of documents intended for members of the organization and the Canadian public, such as brochures, folders, website contents, etc.

Note: Projects needing only translation services for an event will be considered a translation project and not an event project.

2c. Eligible recipients

Canadian not-for-profit organizations.

The following are not eligible:

- individuals;
- government bodies, universities, schools, school boards, hospitals and foreign organizations.

2d. Eligible expenditures

Eligible expenditures include:

- costs of simultaneous interpretation and translation during public events (including interpreters' honoraria, travel and accommodation expenses, if any, and equipment rental), with the exception of annual general meetings and internal administrative meetings;
- costs of translation and editing of texts (translators' and editors' honoraria), with the exception of books, periodicals, newsletters, internal administrative documents and teaching material.

- ❖ *Translation work must be performed by a professional translator who is not affiliated with the organization.*

Funding limit

Funding may not exceed 50% of eligible expenses, to a maximum of \$5,000 per request, and may not be less than \$500.

2e. Calendar

Applications for funding may be submitted at any time during the fiscal year. Evaluation of applications takes several weeks. Interested parties are therefore asked to take this into account when submitting their application and to allow approximately 12 weeks before the start of the translation project or the event, whichever comes first.

2f. Content of application

- Description of the proposed translation or interpretation services.
- Description of the project's target clientele.
- Clear statement of expected outcomes with performance indicators for the entire project.
- Linkages with the objectives of the *Support for Interpretation and Translation* sub-component.
- Implementation schedule.
- Budget with a breakdown of the projected expenditures and financial contribution of each party for the proposed services.

2g. Evaluation criteria

Events

- Scope and visibility of the project (number of participants by official language and origin, communication plan, anticipated media coverage).
- Financial assistance previously received by the organization under *Support for Interpretation and Translation* (organization cannot get funding in two consecutive years).
- Capacity to demonstrate that the applicant is the proprietor of the event.

Translation

- Publication and distribution plan.
- Scope of distribution (target audience in each official language).
- Link between texts to be translated and the organization's mission.
- Financial assistance previously received by the organization under *Support for Interpretation and Translation* (organization cannot get funding in two consecutive years).

- ❖ *The organization must demonstrate that it is the author of the documents it wishes to translate or that it has obtained permission from the copyright holder to translate and publish the text.*

Funding decisions are based on the above criteria and available funds. All funding decisions are made by the Minister of Canadian Heritage.

2h. Funding terms

Organizations are permitted to submit only one project per government fiscal year (April 1 to March 31). The Department reserves the right to not consider an application where there is insufficient time to evaluate it or where the total amount of funds available for the year has already been committed.

The Department provides funds to successful applicants in the form of grants. Organizations that receive funding must undertake to submit to the Department an activity report and copies of any documents that are translated.

The Department will assume no responsibility for any contractual commitments entered into by the Applicant prior to confirmation of financial support from the Department.

2i. Acknowledgment of the Government of Canada's contribution

Recipients are required to acknowledge the contribution from the Department of Canadian Heritage in any promotion or advertising related to the activities for which funding is provided.

2j. How to apply

Applicants for funding under the *Support for Interpretation and Translation* sub-component must use the Application Guide and Application Form, which can be obtained by clicking "Funding Opportunities" on the Department's website: www.pch.gc.ca.

3. Promotion of Bilingual Services

3a. Objectives

Promotion of Bilingual Services aims to encourage various non-governmental organizations, particularly volunteer organizations, to provide services in English and French and to share their best practices in that area through innovative projects or initiatives designed to:

- develop delivery models for bilingual services (action plan, policy development, pilot projects in organizations and businesses, feeder projects, mechanisms that can be exported to other organizations, etc.);
- promote the benefits of bilingual services;
- share best practices.

3b. Cooperation framework

National, interprovincial, provincial/territorial, regional or local contributions may be made directly to organizations.

3c. Eligible recipients

Canadian not-for-profit organizations, associations and institutions.

The following are not eligible:

- individuals;
- government bodies.

3d. Eligible expenditures

Eligible expenditures include, but are not limited to:

- Related costs to promote, initiate, design, manage and deliver activities linked to the promotion of bilingual services.

The following expenditures are not eligible:

- expenditures related to activities with an international dimension.

3e. Calendar

Each year, the Program will set deadlines for submitting applications and post them on its website: <http://www.pch.gc.ca/pgm/lo-ol/pubs/frm/pdclo-dolcp/calndr-eng.cfm>.

3f. Content of application

- Assessment of the situation in the area being applied for (with a description of the facts that led to the application being developed and the rationale for selecting the proposed approach).
- Description of the proposed programs, activities or projects.
- Clear statement of expected outcomes with performance indicators for the entire project.
- Linkages with the objectives of the *Promotion of Bilingual Services* sub-component.
- Implementation schedule.
- Budget with a breakdown of the projected expenditures and financial contribution of each party for the proposed programs or activities.

3g. Evaluation criteria

- Demonstration of the organization's commitment to increase the provision of bilingual services in its environment.
- Linkages with the objectives of the *Promotion of Bilingual Services* sub-component.
- Relevance of the proposed activities to the situation described in the application.
- Development of exportable approaches.
- Projected outcomes and lasting effect.
- Relevance of proposed performance measurements.
- Ability of the organization to carry out the activities.
- Diversification of partnerships and quality of cooperation with other partners.
- Diversification of funding sources.
- Balance between budget and projected activities.

Funding decisions are based on the above criteria and available funds. All funding decisions are made by the Minister of Canadian Heritage.

3h. Funding terms

The Department provides funding to successful applicants in the form of grants or contributions and establishes the reporting requirements and terms and conditions of payment. Multi-year funding may be provided in some cases.

The Department will assume no responsibility for any contractual commitments entered into by the Applicant prior to confirmation of financial support from the Department.

3i. Acknowledgment of the Government of Canada's contribution

Recipients are required to acknowledge the contribution from the Department of Canadian Heritage in any promotion or advertising related to the activities for which funding is provided.

3j. How to apply

Applicants for funding under the *Promotion of Bilingual Services* must use the Application Guide and Application Form, which can be obtained by clicking “Funding Opportunities” on the Department’s website: www.pch.gc.ca.

Component

Enhancement of Official Languages Program Second-Language Learning Component

A. Description

The *Second-Language Learning* component of the *Enhancement of Official Languages Program* aims to improve programs and activities offered by the provinces and territories for the instruction of English and French as second official languages at all levels of learning, and to increase the production and dissemination of knowledge, innovative methods and tools to support second-language instruction.

B. Objectives

The objectives of *Second-Language Learning* are:

- to assist provincial and territorial governments, directly or through the Council of Ministers of Education, Canada (CMEC), in providing instruction in English and French as second official languages;
- to help increase the number of teachers of English and French as second official languages and to contribute to their professional development;
- to allow a greater number of Canadians at the post-secondary level to become full-time or part-time monitors of English or French as second official languages in the school system or at post-secondary institutions;
- to provide Canadians with the opportunity to use their knowledge of Canada's two official languages while working as much as possible in their field of study;
- to allow a greater number of Canadians to learn English or French as a second official language and to improve their language skills;
- to make learning English and French as second official languages a culturally and socially rewarding experience;
- to contribute to the research and dissemination of the knowledge, methods and tools pertaining to the teaching of English and French as second official languages.

C. Immediate outcomes

Activities that receive funding from the Department must contribute to achieving one or more of the objectives of the *Second-Language Learning* component of the *Enhancement of Official Languages Program*, as well as immediate outcomes targeted by this component.

The immediate outcomes targeted by the *Second-Language Learning* component are as follows:

- maintenance and improvement in the provision of provincial and territorial programs and activities related to learning English and French as second official languages;
- increase and dissemination of knowledge and improved access to innovative methods and tools for the teaching of English and French as second official languages; and
- greater proportion of Canadians who learn English or French as a second official language and become acquainted with the culture it conveys.

D. Sub-components

This component of the program enables the Government of Canada to support the delivery of programs or activities in the provinces and territories designed for the instruction of English and French as second official languages, to support second-language learning and skill development activities, and to fund projects aimed at producing and disseminating knowledge, methods and tools for the advancement of second-language instruction. Four sub-components are proposed to achieve this goal:

1. Intergovernmental Cooperation
2. Complementary Support for Language Learning
3. Cooperation with the Non-Governmental Sector
4. Young Canada Works

Each sub-component will be described using the following criteria:

- ee) Objectives
- ff) Cooperation framework
- gg) Eligible recipients
- hh) Eligible expenditures
- ii) Calendar
- jj) Content of application
- kk) Evaluation criteria
- ll) Funding terms
- mm) Acknowledgment of the Government of Canada's contribution
- nn) How to apply

Sub-Components

1. Intergovernmental Cooperation

1a. Objectives

Intergovernmental Cooperation aims to help provincial and territorial governments, directly or through the Council of Ministers of Education, Canada (CMEC), provide the residents of each province/territory with the opportunity to learn English or French as a second language and with opportunities for cultural enrichment through knowledge of the cultures of the other official-language community.

1b. Cooperation framework

The Government of Canada and the Council of Ministers of Education, Canada (CMEC), the key partner for federal intervention in the field of education, sign a four-year [protocol for agreements](#). Multi-year agreements accompanied by an action plan are then negotiated under the protocol with each provincial and territorial government for second-language learning or with CMEC for interprovincial, interterritorial or pan-Canadian projects. Complementary contributions may be made in addition to the bilateral agreements for the purpose of carrying out initiatives that address emerging priorities.

The funding provided under this sub-component is intended to support initiatives related to an outcomes framework ([Appendix A](#)), which describes for each linguistic objective six outcomes domains relevant to the advancement of official languages in education: student participation; provision of programs; student performance; enriched school environment; access to post-secondary education; and support for educational staff and research. These outcomes domains serve as a base for the provinces and territories in establishing their action plans and developing targets and performance indicators.

1c. Eligible recipients

- Provincial and territorial governments and the Council of Ministers of Education, Canada.

1d. Eligible expenditures

Eligible expenditures include:

- a portion of the costs incurred by the provinces and territories for support and administration activities for teaching English and French as second official languages, program development, training and development for teachers, student support and all other expenditures covered under federal-provincial/territorial agreements, including expenditures related to implementation of interprovincial/interterritorial or pan-Canadian projects undertaken by the provinces and territories or through CMEC or other recipients.

1e. Calendar

Bilateral agreements with each provincial and territorial government are reached after the protocol for agreements, which sets the parameters for the particular period of cooperation, is signed.

Applications for funding for complementary projects may be submitted at any time during the fiscal year.

1f. Content of application (action plan)

Preamble

- Overview of the province's/territory's second-language instruction programs.
- (Baseline) reference data for provincial/territorial performance targets and data sources.
- Description of the consultation process established for initiatives undertaken pursuant to the protocol.
- If applicable, measures taken in communication and outreach activities to the other official-language group.

Table

- Provincial/territorial initiatives for each outcomes domain funded.
- At least one performance indicator and one target for each outcomes domain funded.
- A breakdown by fiscal year of contributions from the Government of Canada and the provincial/territorial government to expenditures projected for each outcomes domain funded, as well as total expected annual expenditures by initiative.

1g. Evaluation criteria

- Linkages with the objectives of the *Intergovernmental Cooperation* sub-component.
- Helping move forward and structuring the provision by the recipient of second-language learning services.
- Linkages with second-language learning issues.
- Linkages with consultation of the target partners.
- Projected outcomes and impact on area of intervention.
- Relevance of proposed performance measurements.
- Balance between budget and proposed activities.

Funding decisions are based on the above criteria and available funds. All funding decisions are made by the Minister of Canadian Heritage.

1h. Funding terms

Funds are paid under a contribution agreement that specifies the reporting requirements and the terms and conditions of payment.

The Department will assume no responsibility for any contractual commitments entered into by the Applicant prior to confirmation of financial support from the Department.

1i. Acknowledgment of the Government of Canada's contribution

Recipients are required to acknowledge the contribution from the Department of Canadian Heritage in any promotion or advertising related to the activities for which funding is provided.

1j. How to apply

Provincial and territorial governments that wish to apply under the *Intergovernmental Cooperation* sub-component for funding for second-language learning should call the Official Languages Support Programs Branch of the Department of Canadian Heritage at 819-994-2222.

2. Complementary Support for Language Learning

2a. Objectives

Complementary Support for Language Learning aims to support activities or interventions that contribute to the learning and development of language skills.

2b. Cooperation framework

3. The Government of Canada and the Council of Ministers of Education, Canada (CMEC), the key partner for federal intervention in the field of education, sign a four-year [protocol for agreements](#). Contribution agreements are then signed with CMEC for the administration of two language learning and development programs: the *Explore* program, which provides bursaries to young Canadians to improve their second official language through a five-week summer immersion course at an accredited post-secondary institution; and
4. the *Odyssey* program, which provides funding for full-time monitor positions in primary, secondary and post-secondary institutions to enable students to work with teachers to enrich English or French second-language courses and support the teaching of the second language.

2c. Eligible recipients

Council of Ministers of Education, Canada (CMEC)

2d. Eligible expenditures

Eligible expenditures include:

- costs incurred to manage and deliver summer bursaries for learning and developing the second official language and to provide funds for second official language monitors.

2e. Calendar

Contribution agreements with each provincial and territorial government are reached after the protocol for agreements, which sets the parameters for the particular period of cooperation, is signed.

2f. Content of application (action plan)

- Assessment of the situation in the area being applied for (with a description of the facts that led to the application being developed and the rationale for selecting the proposed approach).
- Description of the proposed bursary and monitor programs.
- Linkages with the objectives of the *Complementary Support for Language Learning* sub-component.
- Description of the organization's ability to carry out the project.
- Description of the criteria and method used to select bursary recipients and monitors.
- Description of the means of ensuring oversight of bursaries and monitors.
- Clear statement of expected outcomes with performance indicators for the entire project.
- Implementation schedule.
- Budget with a breakdown of the projected expenditures and financial contribution of each party for the proposed bursary and monitor programs.

2g. Evaluation criteria

- Ability of the organization to carry out the activities.
- Linkages with the objectives of the *Complementary Support for Language Learning* sub-component.
- Projected outcomes and impact on participants.
- Relevance of proposed performance measurements.
- Balance between budget and projected activities.

Funding decisions are based on the above criteria and available funds. All funding decisions are made by the Minister of Canadian Heritage.

2h. Funding terms

Funds are paid under a contribution agreement that specifies the reporting requirements and the terms and conditions of payment.

The Department will assume no responsibility for any contractual commitments entered into by the Applicant prior to confirmation of financial support from the Department.

2i. Acknowledgment of the Government of Canada's contribution

Recipients are required to acknowledge the contribution from the Department of Canadian Heritage in any promotion or advertising related to the activities for which funding is provided.

2j. How to apply

Bursaries and funding for monitor positions are administered by the Council of Ministers of Education, Canada (CMEC), through the *Explore* and *Odyssey* programs in cooperation with the Department of Education or the department responsible for post-secondary education in each province and territory. Young Canadians interested in applying for a bursary or a monitor position should contact CMEC at either www.myexplore.ca or www.myodyssey.ca.

3. Cooperation with the Non-Governmental Sector

3a. Objectives

Cooperation with the Non-Governmental Sector aims to increase the production and dissemination of knowledge, methods and tools to support teaching of a second language through projects or initiatives designed to have an impact on many communities, preferably in more than one province or territory or nationwide.

3b. Cooperation framework

Funds may be provided directly to organizations in the following two categories.

Programming

Programming funds may be provided to organizations to carry out ongoing regular activities that address issues in the area being supported. The funds aim to support the ongoing commitment and actions of organizations. They cover expenditures related to the activities and organizations' operating costs.

The Department will give priority to activities that have a lasting effect, strengthening relations between stakeholders and helping build the area being supported.

Project

Project funds may be paid to organizations to carry out one-time activities that do not require ongoing funding.

The Department will give priority to activities that are innovative or address current issues specific to the area being supported.

3c. Eligible recipients

- Canadian not-for-profit organizations and professional associations.

The following are not eligible:

- individuals;
- government bodies, schools, school boards and foreign organizations.

3d. Eligible expenditures

Eligible expenditures include:

- costs related to research and the dissemination of knowledge, methods and tools to support the teaching of English or French as a second language that are to facilitate learning;
- administrative overhead related to the funded activities.

The following expenditures are not eligible:

- capital expenditures;
- course development expenditures;
- expenditures related to activities with an international dimension.

3e. Calendar

Each year, the Program will set deadlines for submitting applications and post them on its website: <http://www.pch.gc.ca/pgm/lo-ol/pubs/frm/pdclo-dolcp/calndr-eng.cfm>.

3f. Content of application

- Assessment of the situation in the area being applied for (with a description of the facts that led to the application being developed and the rationale for selecting the proposed approach).
- Description of the proposed programs, activities or projects.
- Clear statement of expected outcomes, with performance indicators for the entire project.
- Linkages with the objectives of the *Cooperation with the Non-Governmental Sector* sub-component.
- Linkages with issues related to second-language learning.
- Implementation schedule.
- Budget with a breakdown of the projected expenditures and financial contribution of each party for the proposed programs or activities.

3g. Evaluation criteria

- Demonstration of the organization's commitment to issues related to second-language learning.
- Linkages with the objectives of the *Cooperation with the Non-Governmental Sector* sub-component.
- Linkages with issues related to second-language learning.
- Relevance of the stated needs and proposed activities to the situation described in the application.
- Scope of the project or initiative.
- Projected outcomes and impact on the area being supported.
- Relevance of proposed performance measurements.
- Ability of the organization to carry out the activities.
- Diversification of partnerships and quality of cooperation with other partners.
- Diversification of funding sources.
- Balance between budget and projected activities.

Funding decisions are based on the above criteria and available funds. All funding decisions are made by the Minister of Canadian Heritage.

3h. Funding terms

The Department provides funding to successful applicants in the form of grants or contributions and establishes the reporting requirements as well as the terms and conditions of payment. Multi-year funding may be provided in some cases.

The Department will assume no responsibility for any contractual commitments entered into by the Applicant prior to confirmation of financial support from the Department.

3i. Acknowledgment of the Government of Canada's contribution

Recipients are required to acknowledge the contribution from the Department of Canadian Heritage in any promotion or advertising related to the activities for which funding is provided.

3j. How to apply

Applicants for funding under the *Cooperation with the Non-Governmental Sector* must use the Application Guide and Application Form, which can be obtained by clicking “Funding Opportunities” on the Department’s website: www.pch.gc.ca.

4. Young Canada Works

4a. Objectives

The components of the *Youth Employment Strategy* that relate to official languages are *Young Canada Works in Both Official Languages* and *Young Canada Works at Building Careers in English and French*. Both are contained in the *Second-Language Learning* component of the *Enhancement of Official Languages* Program. The aim is to advance the skills and hands-on experience of young participants while enabling them to learn and improve English or French as a second official language.

- *Young Canada Works in Both Official Languages* aims to provide summer employment to students in their field of study in their second official language.
- *Young Canada Works at Building Careers in English and French* aims to provide students with international internships that give them the opportunity to acquire and develop skills in key areas of the global labour market and language-based industries involving Canada's official languages.

Visit the Department's website at www.pch.gc.ca/special/jct-ycw or www.youngcanadaworks.gc.ca.

**OUTCOMES FRAMEWORK
PROTOCOL FOR AGREEMENTS FOR OFFICIAL LANGUAGES IN EDUCATION**

OUTCOMES DOMAINS	PERFORMANCE INDICATORS BASED ON TARGETS SET BY JURISDICTIONS
DEFINITIONS	EXAMPLES
SECOND LANGUAGE	
Primary and secondary	
STUDENT PARTICIPATION	
<ul style="list-style-type: none"> ○ Recruitment and retention of students in second-language education programs up to secondary school graduation. 	<ul style="list-style-type: none"> ○ Proportion of enrolled students ○ Retention rate of students from one school level to the next
PROVISION OF PROGRAMS	
<ul style="list-style-type: none"> ○ Maintenance, development, enrichment/or and evaluation of programs and innovative teaching approaches for second-language learning. 	<ul style="list-style-type: none"> ○ Number of programs (core, intensive, immersion) ○ Proportion/number of core, intensive and immersion programs with enrichment activities and innovations ○ Number of learning enrichment activities and innovations (e.g., programs, innovative teaching approaches, methods, technologies)
STUDENT PERFORMANCE	
<ul style="list-style-type: none"> ○ Acquisition of measurable second-language skills by students. 	<ul style="list-style-type: none"> ○ Reference framework for assessing language skills ○ Students' results compared with the desired language proficiency at the end of primary and secondary school (e.g., provincial tests) ○ Proportion of students achieving the desired proficiency
ENRICHED SCHOOL ENVIRONMENT	
<ul style="list-style-type: none"> ○ Enrichment of second-language learning through curricular and extra-curricular initiatives. 	<ul style="list-style-type: none"> ○ Proportion/number of schools providing learning enrichment initiatives ○ Proportion/number of schools providing extracurricular activities (e.g., cultural and sport activities) ○ Number of interactions between language groups
Post-secondary	
ACCESS TO POST-SECONDARY EDUCATION	
<ul style="list-style-type: none"> ○ Maintenance, development and/or enrichment of programs or provision of courses in the second language or supporting second-language learning at the post-secondary level. ○ Improved access for a wide range of student and adult clients to second-language post-secondary programs (e.g., technologies, language upgrading, partnerships between institutions, financial incentives and bursaries) 	<ul style="list-style-type: none"> ○ Proportion of students enrolled in second-language programs at the post-secondary level ○ Number of post-secondary second-language courses or programs ○ Proportion/number of programs with enrichment activities and innovations ○ Number of enrichment activities for post-secondary programs and innovations (e.g., methods, technologies)

Primary, secondary and post-secondary	
<p>SUPPORT FOR EDUCATIONAL STAFF AND RESEARCH</p> <ul style="list-style-type: none"> ○ Development, provision and assessment of training (initial and continuous) and development programs for staff working in second-language instruction. ○ Recruitment and retention of qualified staff. ○ Research with an impact on second-language instruction and dissemination of knowledge. 	<ul style="list-style-type: none"> ○ Proportion/number of postsecondary institutions providing initial training ○ Graduation rate for students in teaching programs ○ Proportion/number of continuous training and development programs and activities ○ Proportion/number of schools providing continuous training and development activities to staff ○ Vacancy and retention rates for teaching staff ○ Number of research and knowledge dissemination activities

Component

Development of Official-Language Communities Program **Language Rights Support Program**

A. Description

More information can be found on the Official Languages Support Programs Website:
<http://www.pch.gc.ca/eng/1267738262259/1254380424323>