

# **Whitehorse French Second Language Programs Analysis Report**

**prepared for the Yukon Department of Education  
by the Yukon Bureau of Statistics  
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## Table of Contents

Introduction .....	1
Table 1. Survey response rates of each method and overall.....	1
School-Aged children and the Schools They Attend.....	2
Figure 1. Grade levels of and schools attended by children of responding parents. ....	2
Knowledge about FSL programs .....	3
Figure 3. Methods respondents received and prefer to receive knowledge about the FSL programs offered in Whitehorse schools.....	4
Figure 4. Other methods respondents received knowledge about the FSL programs offered in Whitehorse schools.....	5
Figure 5. Other methods respondents preferred to receive knowledge about the FSL programs offered offered in Whitehorse schools.....	5
Expected French Language Capacity and Factors that Determine FSL Attendance .....	6
Figure 6. Responding parents' expectations for their child(ren)'s French language proficiency after high school graduation.....	6
Figure 7. Responding parents' views on how important specific factors are for their child(ren) to learn French. ....	7
Early French Immersion .....	7
Figure 8. Factors responding parents consider for their child(ren)'s Early French Immersion education. ....	8
Figure 9. Ultimate factors which dissuaded responding parents from considering Early French Immersion education for their child(ren). ....	9
Late French Immersion .....	9
Figure 10. Factors responding parents consider for their child(ren)'s Late French Immersion education. ....	10
Figure 11. Ultimate factors which dissuaded responding parents from considering Late French Immersion education for their child(ren). ....	11
Overall French Immersion.....	11
Figure 12. The French Immersion completion (until the end of grade 12) record of responding parents' child(ren).....	12
Figure 13. The grades when responding parents' child(ren) left the French Immersion program in Whitehorse. ....	12
Figure 14. Reasons why responding parents' child(ren) left the French Immersion program in Whitehorse. ....	13
APPENDIX A – Summary Tables .....	1
APPENDIX B – Response Rates.....	14
APPENDIX C – French Second Language Programs Survey.....	16

## INTRODUCTION

The 2015 Whitehorse French Second Language Survey was conducted by the Yukon Bureau of Statistics on behalf of the French Programs of the Department of Education. This project was designed to collect relevant information from Whitehorse parents and guardians for the French Programs to make recommendations for French Second Language (FSL) programming Whitehorse schools.

The survey asked questions to assess the awareness levels of parents about the different FSL options offered in Whitehorse schools. The purpose of the survey is to learn more about how parents decide whether or not to enrol their children in French Immersion programs. The results will be used in planning French Immersion programs.

The survey sample included all Whitehorse parents/guardians with school-registered children and pre-school aged children as of November 16, 2015. Two methods were used to administer the survey:

1. an on-line survey of respondents with e-mail addresses with telephone follow-up of all non-respondents, and
2. a telephone survey of respondents without e-mail addresses.

A survey response of 70% or greater ensures that the results are a valid representation of the entire sample. Results of a survey with a response rate between 50% and 70% should be used with caution. A sample of 3,139 parents were contacted of which 1,712 completed a survey (see Appendix B). Therefore, the overall survey response rate for this FSL Program Review is 54.5% (see Table 1) and caution should be when using the results in this report.

Note that on-line non-respondents (with a telephone number) were contacted by telephone during non-response follow-up. Hence, the total valid sample is less than the sum of the samples in the two survey delivery methods and the final (overall) survey response rate is higher than the response rate in either of the two methods.

	Telephone survey		Overall
	On-line survey	and follow-up	
Total sample (valid)	2242	2294	3139
Completed survey	718	994	1712
Survey response rate	32.0%	43.3%	54.5%

Table 1. Survey response rates of each method and overall.

Appendices contain the following information:

- Appendix A: Results and summary tables of survey responses
- Appendix B: Survey response rates and survey delivery details
- Appendix C: Survey questions

The following analyses provide a summary of results by question (or group of related questions). To maintain confidentiality, results with values less than 4 have been suppressed.

## SCHOOL-AGED CHILDREN AND THE SCHOOLS THEY ATTEND

Of the 1,712 responding parents, 1,292 (75.5%) had children currently attending an elementary or secondary school in Whitehorse. The number of children in each grade and the schools they attend are shown in Figure 1. Other schools attended by respondents' children included Aurora Virtual School and École Emilie Tremblay.

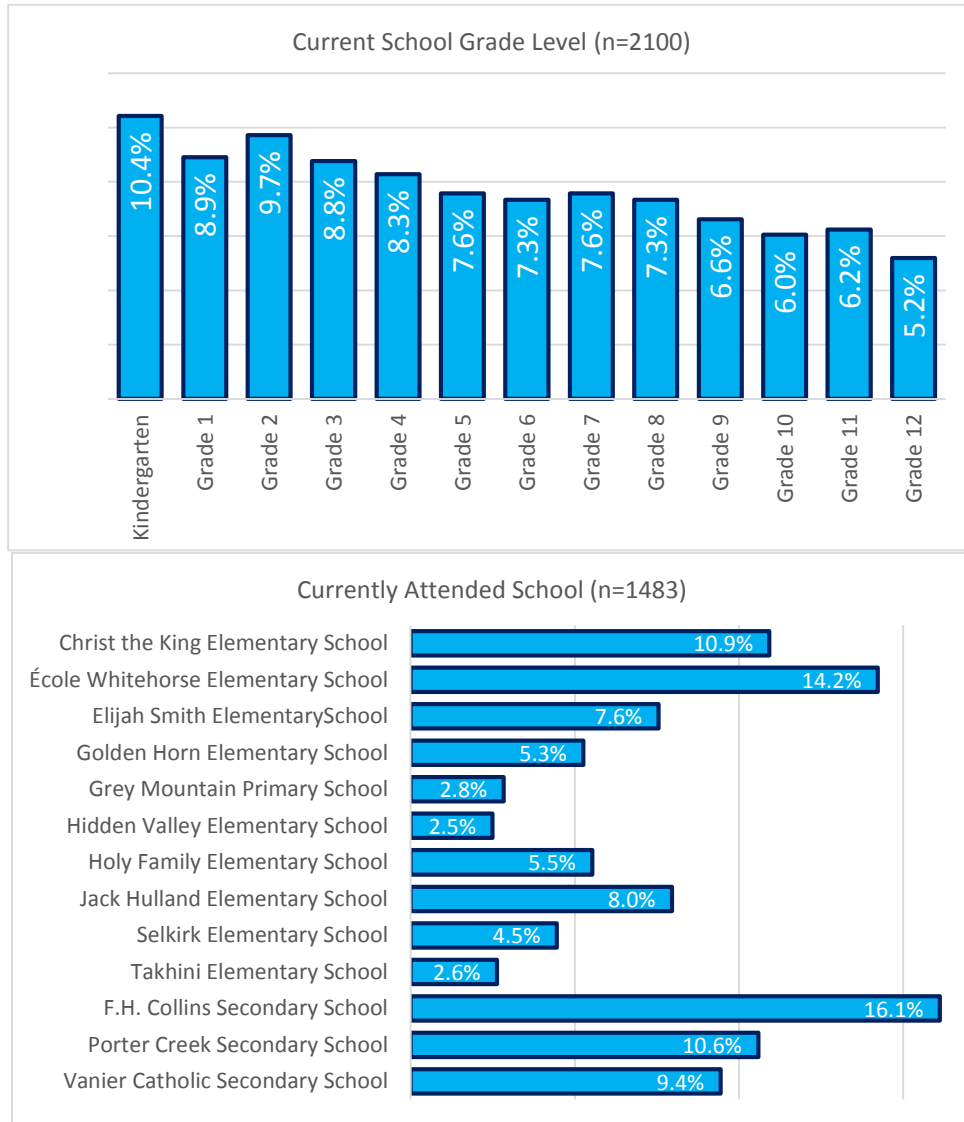


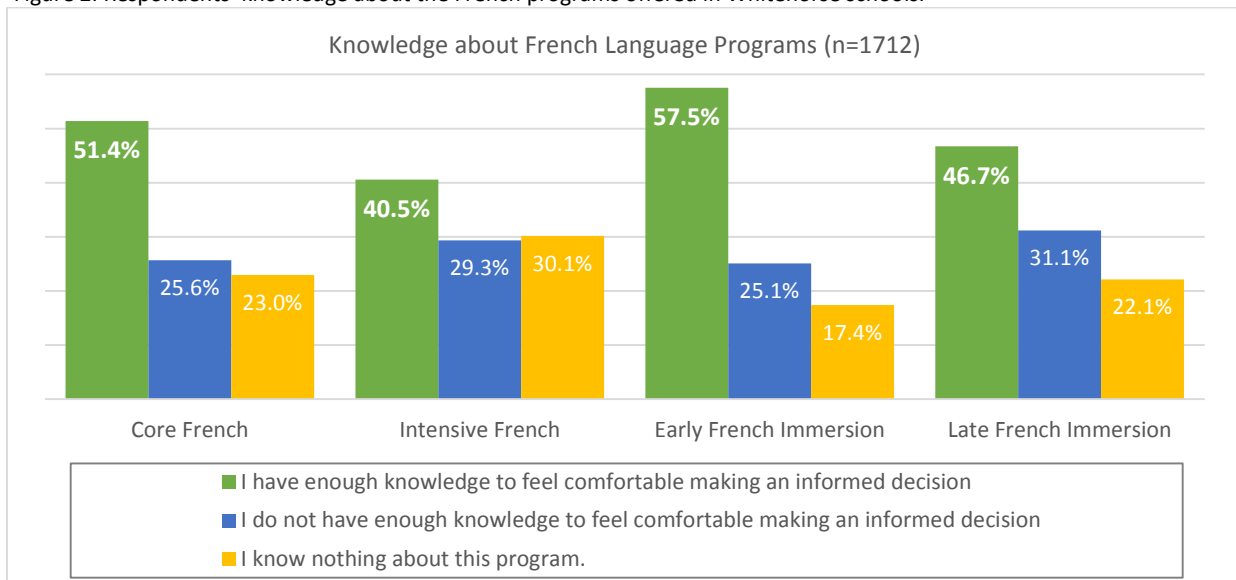
Figure 1. Grade levels of and schools attended by children of responding parents.

## KNOWLEDGE ABOUT FSL PROGRAMS

Survey participants were asked if they feel they have enough knowledge to make an informed decision about putting their child(ren) into one of four FSL programs: Core French, Intensive French, Early French Immersion and Late French Immersion. All 1712 respondents answered this question and, on average, nearly half of respondents (49.1%) feel they have enough knowledge about all four French programs to make an informed decision regarding their child. However, 23.2% feel they know nothing about the FSL programs (as shown in Figure 2). Overall, respondents felt they knew:

- the most about the Early French Immersion program (57.5%), and
- the least about the Intensive French program (30.1%).

Figure 2. Respondents' knowledge about the French programs offered in Whitehorse schools.



When asked how they learned “about FSL programs offered in Whitehorse schools”, the most common method used to receive information was via other parents (17.2%). However, as shown in Figure 3, more respondents would prefer to attend an information session or meeting about FSL programs (21.9%). Of those who responded, just over 16% indicated that they do not know anything about FSL programs in Whitehorse schools. Out of 1698 respondents, more respondents (56.9%) felt they *did not* require more information about FSL programs offered in Whitehorse.

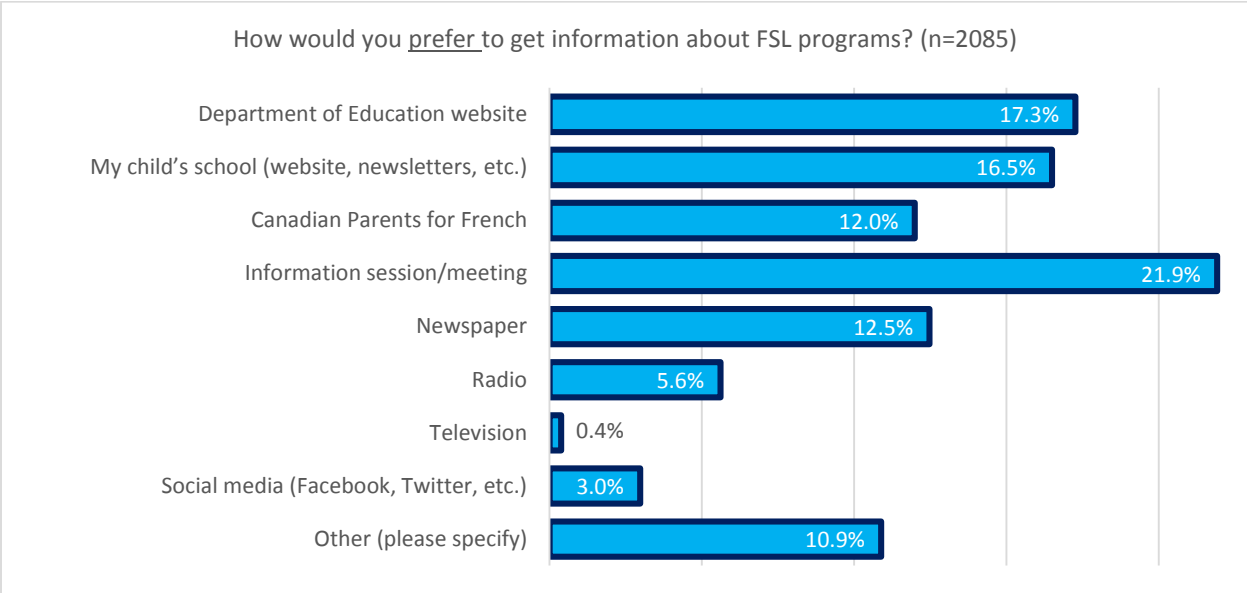
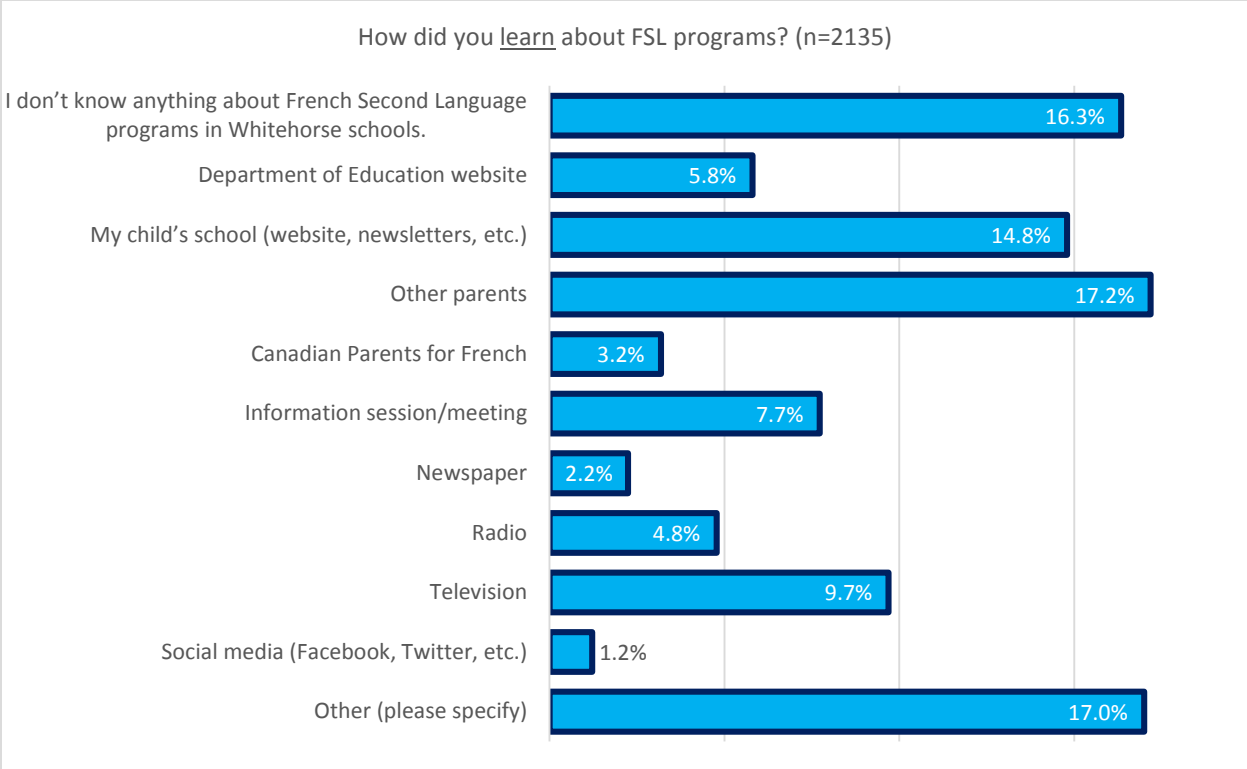


Figure 3. Methods respondents received and prefer to receive knowledge about the FSL programs offered in Whitehorse schools.

Responses of the survey participants who became *aware* of FSL programs through “other” methods are documented in Figure 4. The three most popular other methods respondents became aware about FSL programs in Whitehorse schools were by:

- gaining a Whitehorse education (i.e. “growing up here”) (84 respondents),
- working in the Whitehorse education system (72 respondents), and
- having family who work in the Whitehorse education system (36 respondents).

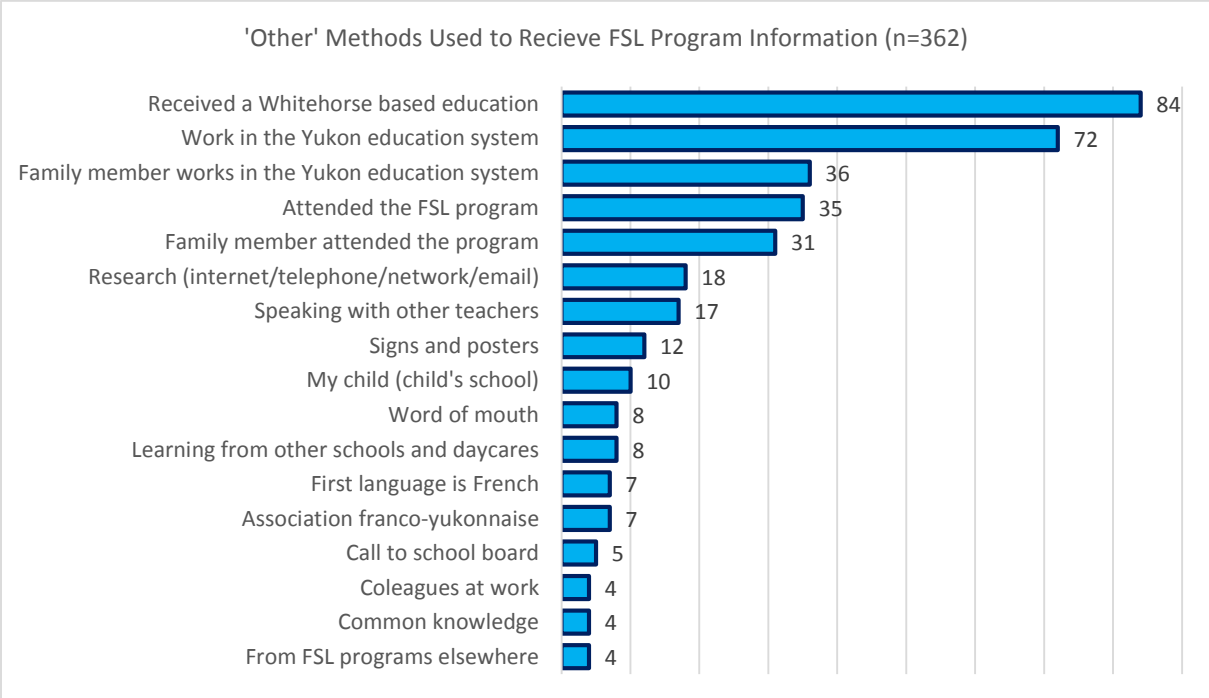


Figure 4. Other methods respondents received knowledge about the FSL programs offered in Whitehorse schools.

The three most popular 'other' methods (see Figure 5) respondents preferred to *receive* future information about FSL programs offered in Whitehorse schools are by:

- email (37.3%),
- newsletter or brochure by mail (33.2%), and
- a user friendly website people can search for online (14.5%).

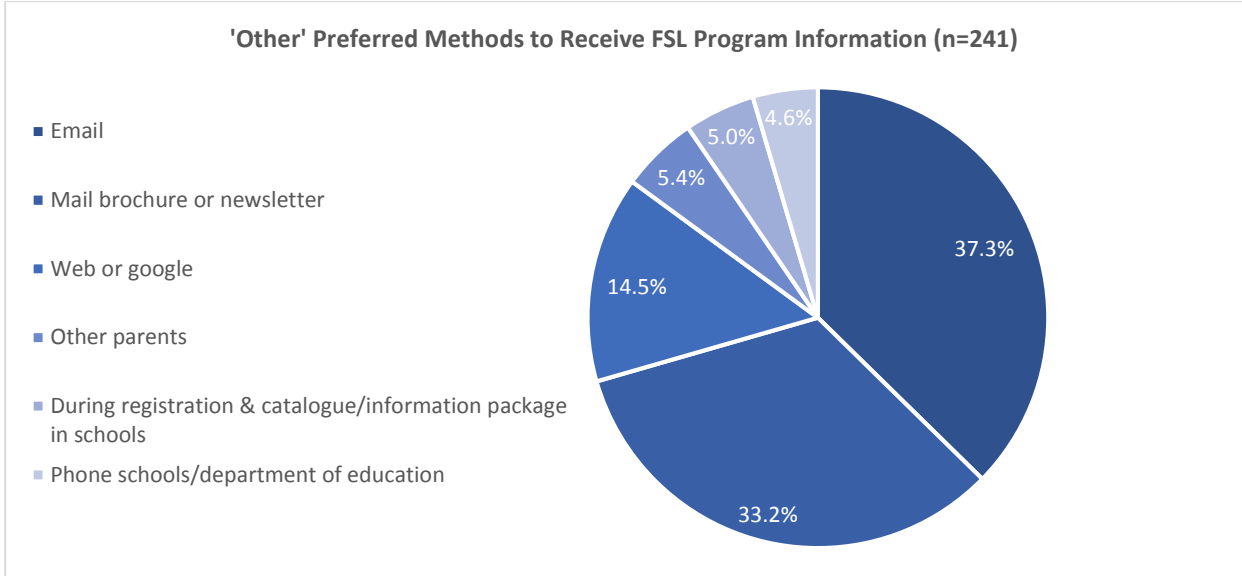


Figure 5. Other methods respondents preferred to receive knowledge about the FSL programs offered offered in Whitehorse schools.

## EXPECTED FRENCH LANGUAGE CAPACITY AND FACTORS THAT DETERMINE FSL ATTENDANCE

All respondents were asked what the expectations are for their child(ren)'s French language proficiency after high school graduation. Over three quarters (77.2%) of respondents had an opinion about this matter and expected their child(ren) to have at least basic French conversation skills (see Figure 6).

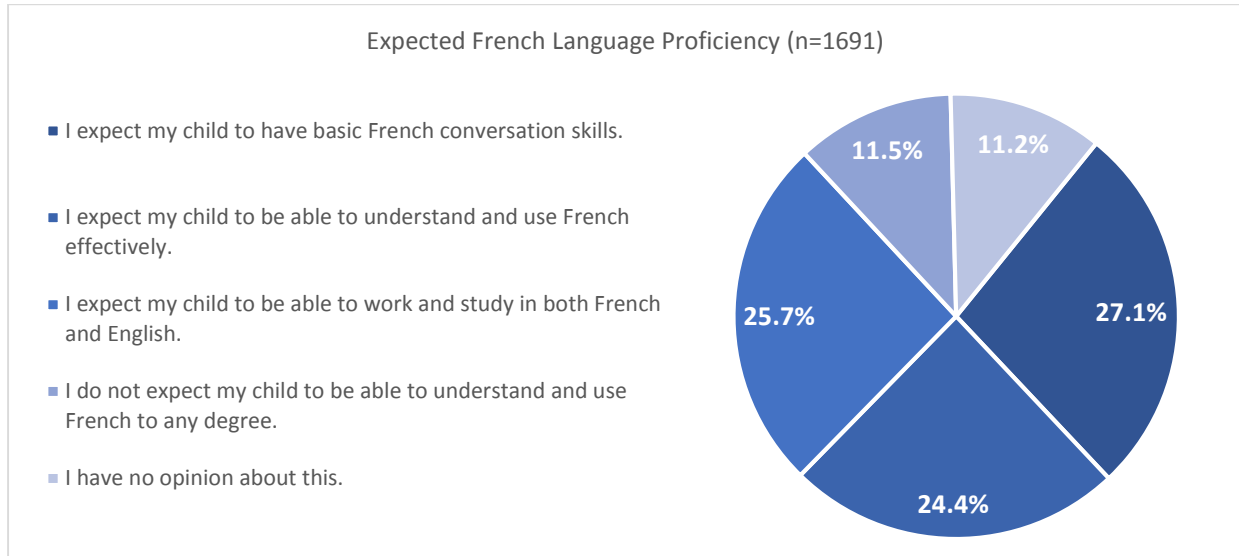


Figure 6. Responding parents' expectations for their child(ren)'s French language proficiency after high school graduation.

Respondents were asked which factors they considered important in their child(ren)'s French language education (results are shown in Figure 7). The top two "very important" considered factors were to improve ability to learn other languages (52.0%), and to gain a competitive edge in the Canadian job market (51.5%). The two least important considered factors were to participate in Yukon's Francophone community (37.7%) and to study post-secondary level French (31.9%). Respondents indicated that communicating with French speaking family (31.5%) and gaining an appreciation of family member's French culture (33.1%) were not applicable or had no opinion.



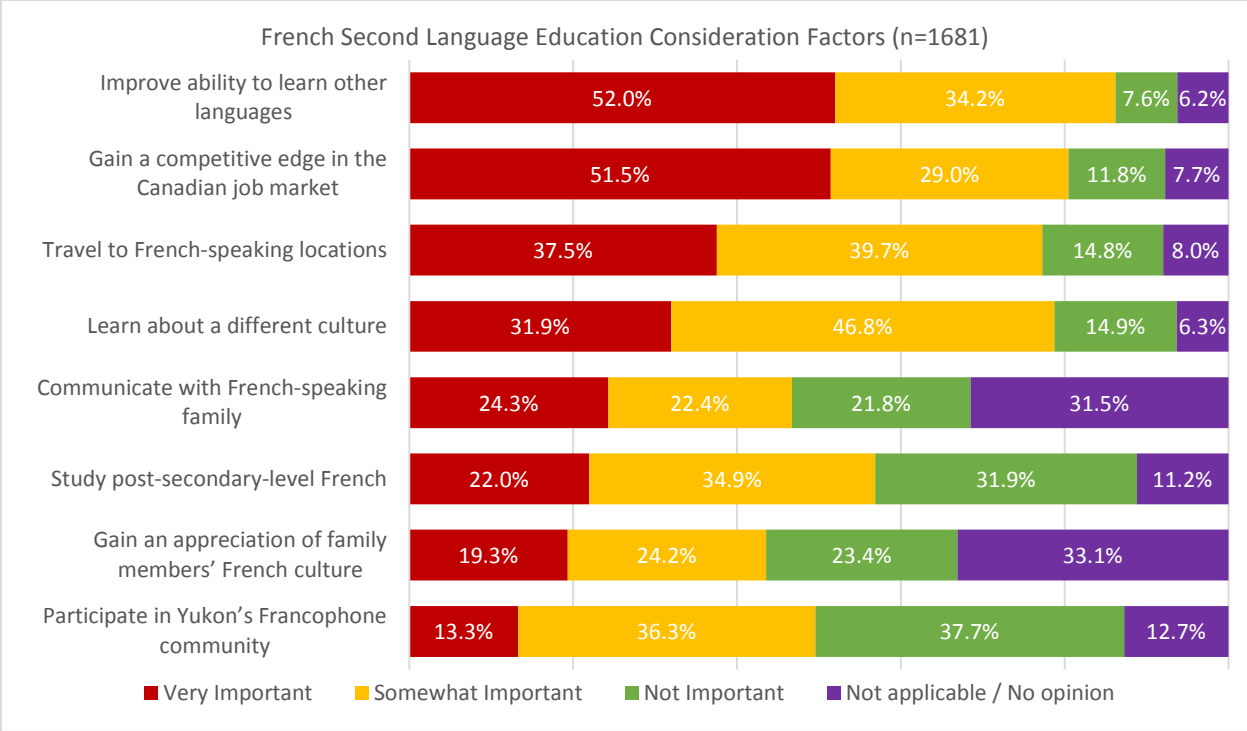


Figure 7. Responding parents' views on how important specific factors are for their child(ren) to learn French.

Parents considered other factors which influenced their FSL education decision not listed in the survey such as the ability to (listed in order of occurrence):

1. gain benefits for brain development,
2. leave the decision up to the child,
3. decide later as it is too early because their child(ren) are still too young,
4. live and work in other French-speaking areas,
5. acquire two official languages,
6. develop an appreciation of languages,
7. appreciate and respect diversity and inclusion,
8. learn First Nations as second language instead of French,
9. participate in and learn about Canada's history, and
10. gain sense of nationalism.

**EARLY FRENCH IMMERSION**

Of 1677 respondents, 629 (37.5%) reported having a child in Early French Immersion (Kindergarten or Grade 1 entry) or considered Early French Immersion for their child(ren). Those respondents went on to indicate the factors they felt were important in choosing or considering Early French Immersion for their child(ren) (shown in Figure 8).

The top factors respondents considered very important when deciding their child(ren)'s Early French Immersion education were:

1. an assurance that both French and English language skills are developed (77.6%),
2. desire for their child(ren) to learn French (69.3%),
3. living in a bilingual country (58.7%).

Conversely, the least important Early French Immersion consideration factors were the child’s ability to use a school bus (37.8%) and use of French at home (32.6%). When asked to express other factors which play a role in this considering Early French Immersion, responses included:

- it was too early to answer this question because their child was too young, and
- the location and quality of the school offering the program closest to their home.

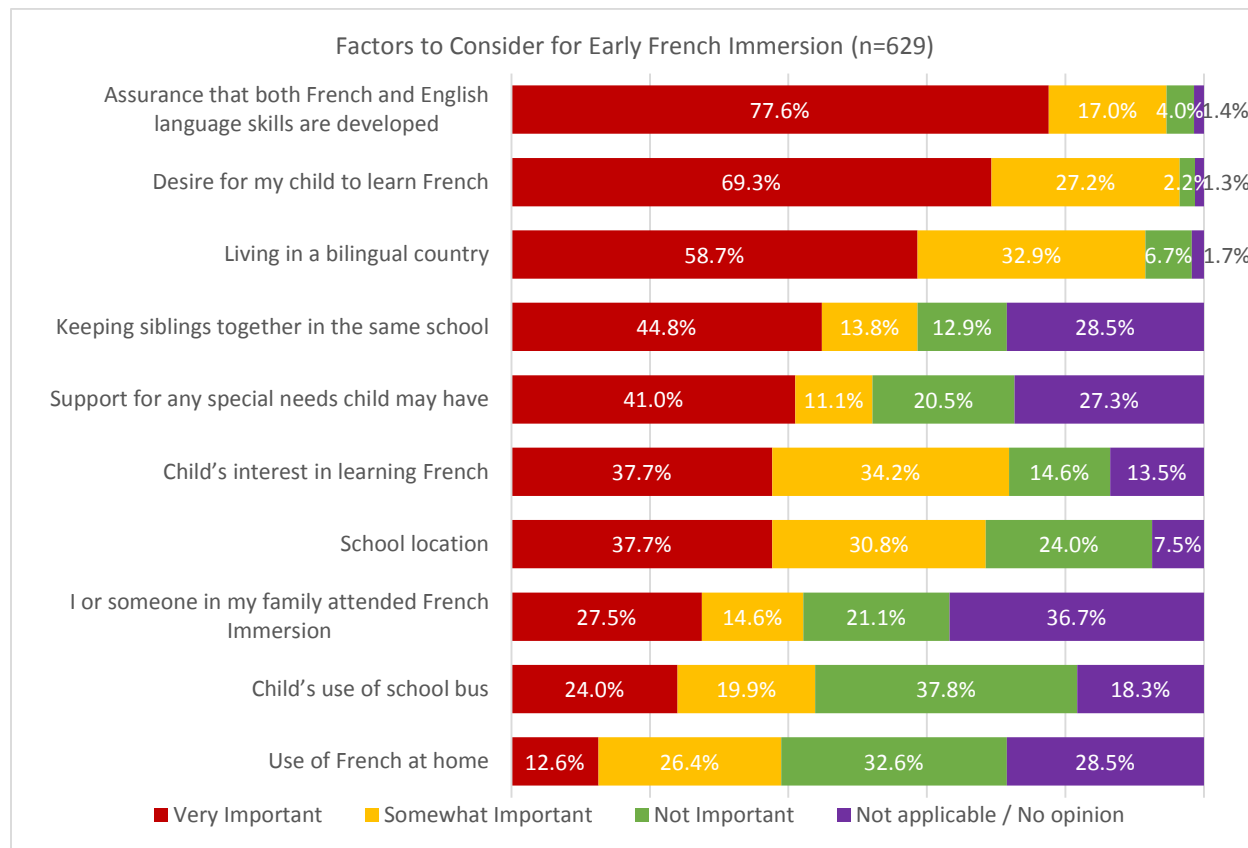


Figure 8. Factors responding parents consider for their child(ren)’s Early French Immersion education.

The 1048 respondents who currently did not have a child in Early French Immersion nor were not considering Early French Immersion were asked if *at some point* they considered Early French Immersion *but* ultimately decided not to:

1. 275 (26.3%) said yes, and
2. 770 (73.5%) said no.

The 275 respondents who considered putting their child(ren) into Early French Immersion but ultimately decided not to, indicated the following deciding factors were most important (see Figure 9):

- school location (42.2%), and
- the assurance that French AND English language skills would be developed (41.8%).

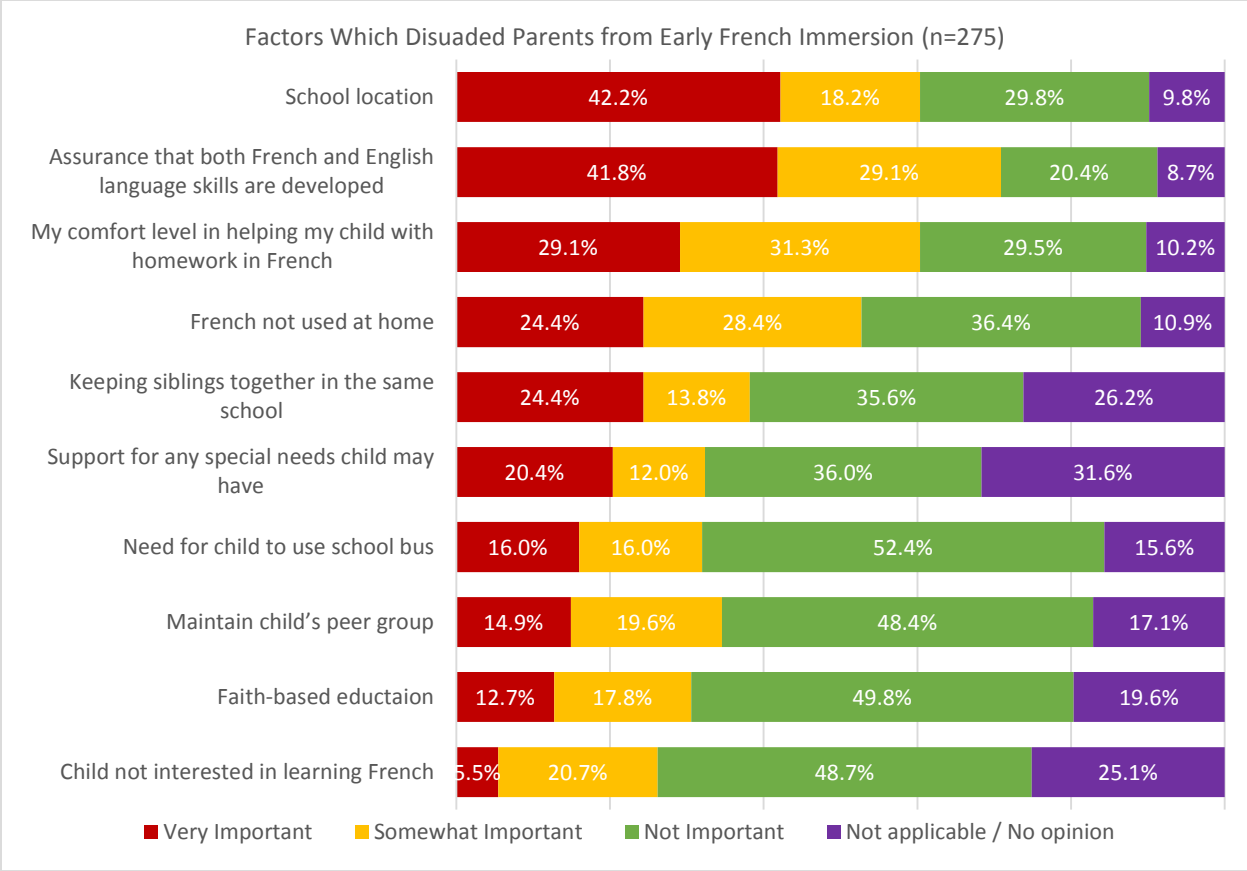


Figure 9. Ultimate factors which disuaded responding parents from considering Early French Immersion education for their child(ren).

Besides the respondents' comfort level in helping their child(ren) with French homework being a 'somewhat' important factor, more than 35%, deemed all other factors "not important" in ultimately deciding not to enroll their child(ren) into Early French Immersion.

Other factors mentioned included:

- program space availability,
- respondent did not like school or preferred other schools programs offered, and
- a school with the Early French Immersion program was unavailable in the respondent's area at the time.

**LATE FRENCH IMMERSION**

As to whether respondents considered Late French Immersion (Grade 6 entry) for their child(ren), just over 20% of 1671 respondents said they have had a child in Late French Immersion or considered Late French Immersion for their child(ren). Those respondents went on to discuss the factors they felt were important in choosing or considering Late French Immersion for their child(ren).

As shown in Figure 10, the following are the top "very important" factors considered by parents when deciding their child(ren)'s Late French Immersion education:

1. assurance that both French and English language skills are developed (67.0%),

2. desire for their child(ren) to learn French (54.8%), and
3. living in a bilingual country (49.1%).

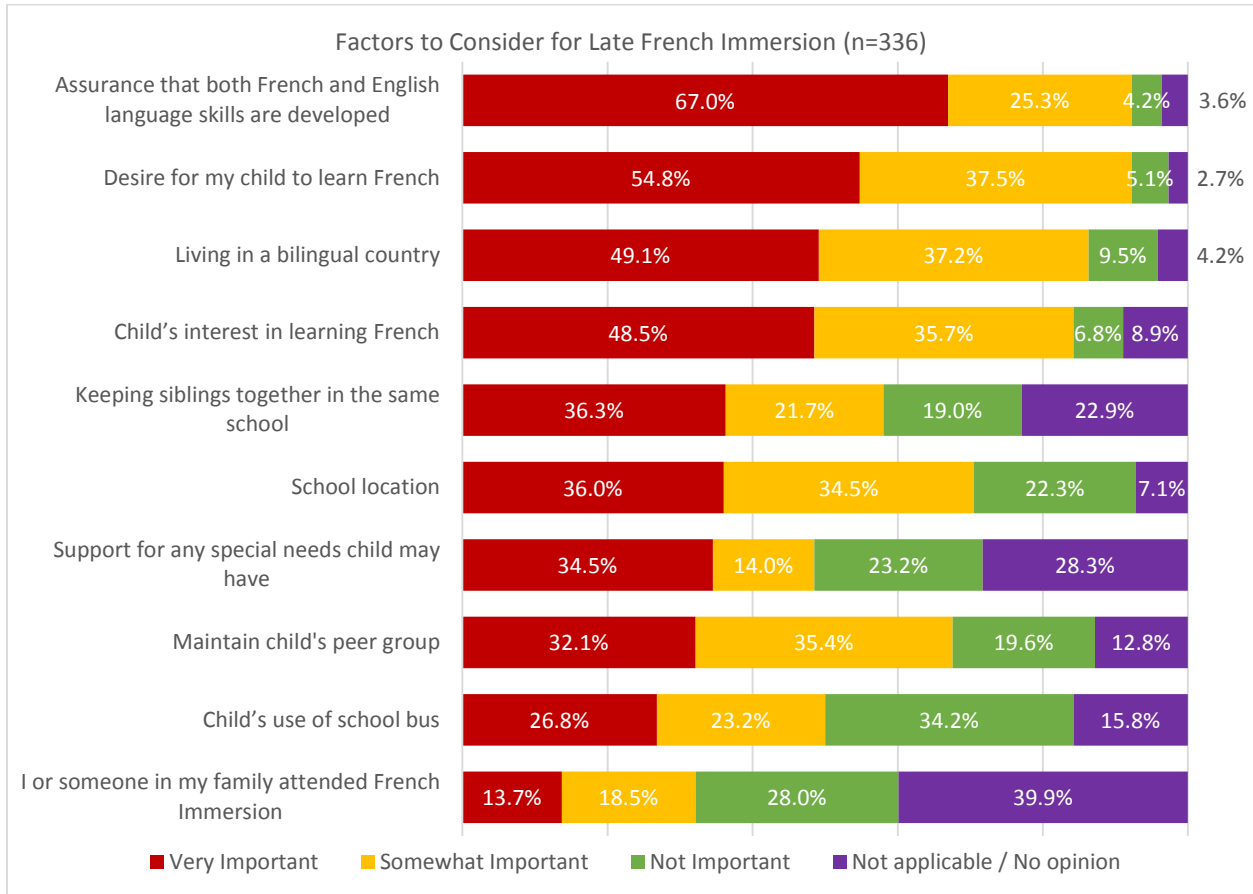


Figure 10. Factors responding parents consider for their child(ren)'s Late French Immersion education.

The child(ren)'s access to transportation (use of a school bus) was considered "not important" (34.2%) and, when asked to list other factors which play a role in this decision, several respondents felt it was too early to answer this question because their child was too young.

The 1335 respondents who currently did not have a child in Late French Immersion nor were not considering Late French Immersion. They were asked if they had *at some point* considered putting their child(ren) in Late French Immersion *but* ultimately decided not to, of which:

1. 100 (7.5%) said yes, and
2. 1234 (92.5%) said no.

Of the 100 respondents that considered putting their child(ren) into Late French Immersion but ultimately decided not to, the following were most important deciding factors (see Figure 11):

- assurance that French AND English language skills would be developed (41.0%), and
- maintaining child(ren)'s peer group (32.0%).

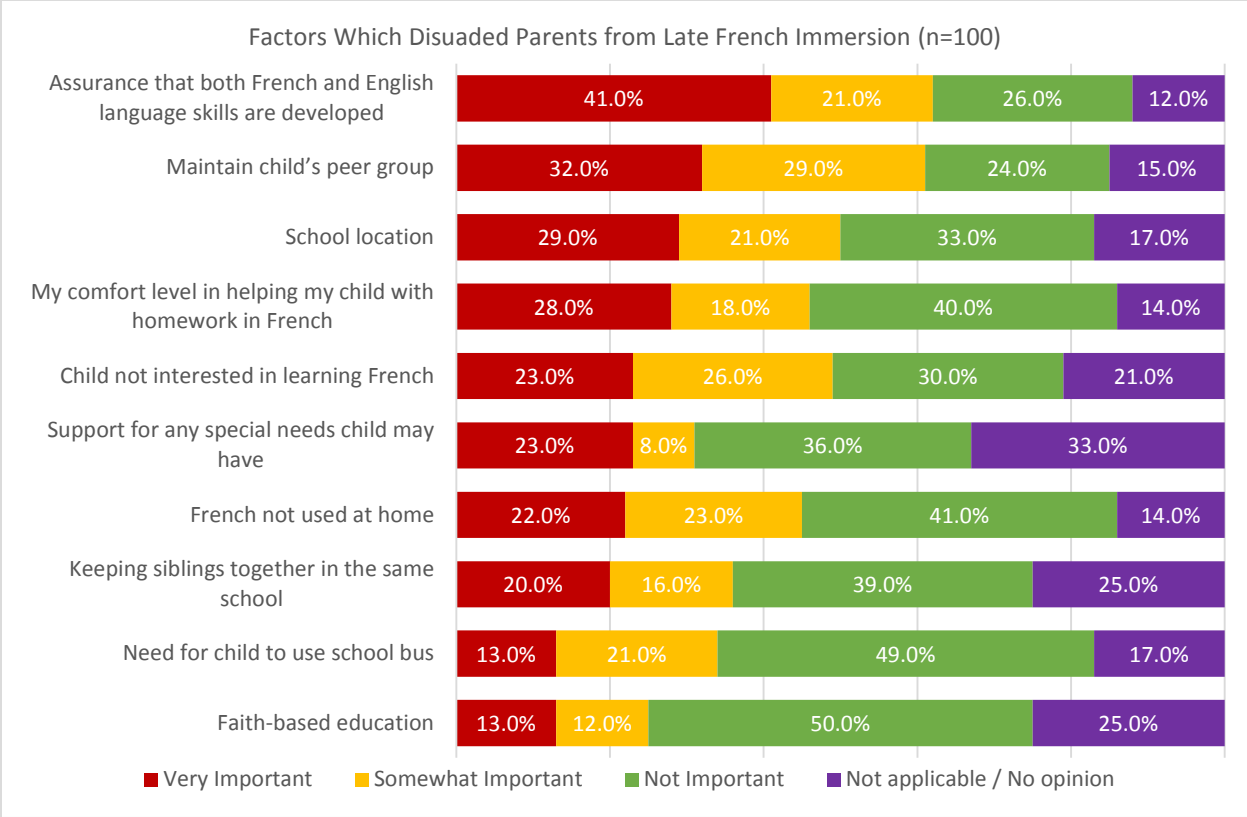


Figure 11. Ultimate factors which dissuaded responding parents from considering Late French Immersion education for their child(ren).

**OVERALL FRENCH IMMERSION**

When respondents were asked if their child(ren) left the French Immersion program before the end of Grade 12, almost 70% responded that they did “not have a child in French Immersion” (as shown in Figure 12). However, of the remaining 520 respondents who said they did have a child in a French Immersion program, almost 76% of their children stayed with the program until the end of grade 12.

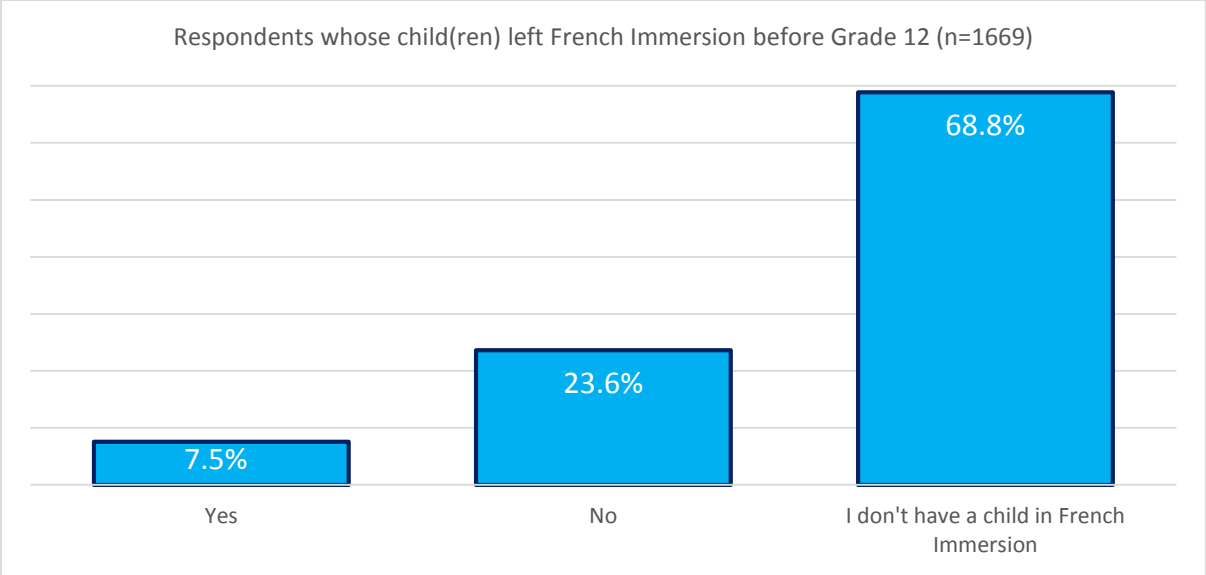


Figure 12. The French Immersion completion (until the end of grade 12) record of responding parents' child(ren).

The grade at which most respondents' child(ren) left French Immersion program at each school level is as follows (see Figure 13):

1. Primary level (Kindergarten to Grade 3) → Grade 3 (15.9%)
2. Intermediate level (Grade 4 to Grade 7) → Grade 7 (13.5%), and
3. Secondary level (Grade 8 to Grade 12) → Grade 9 (7.1%).

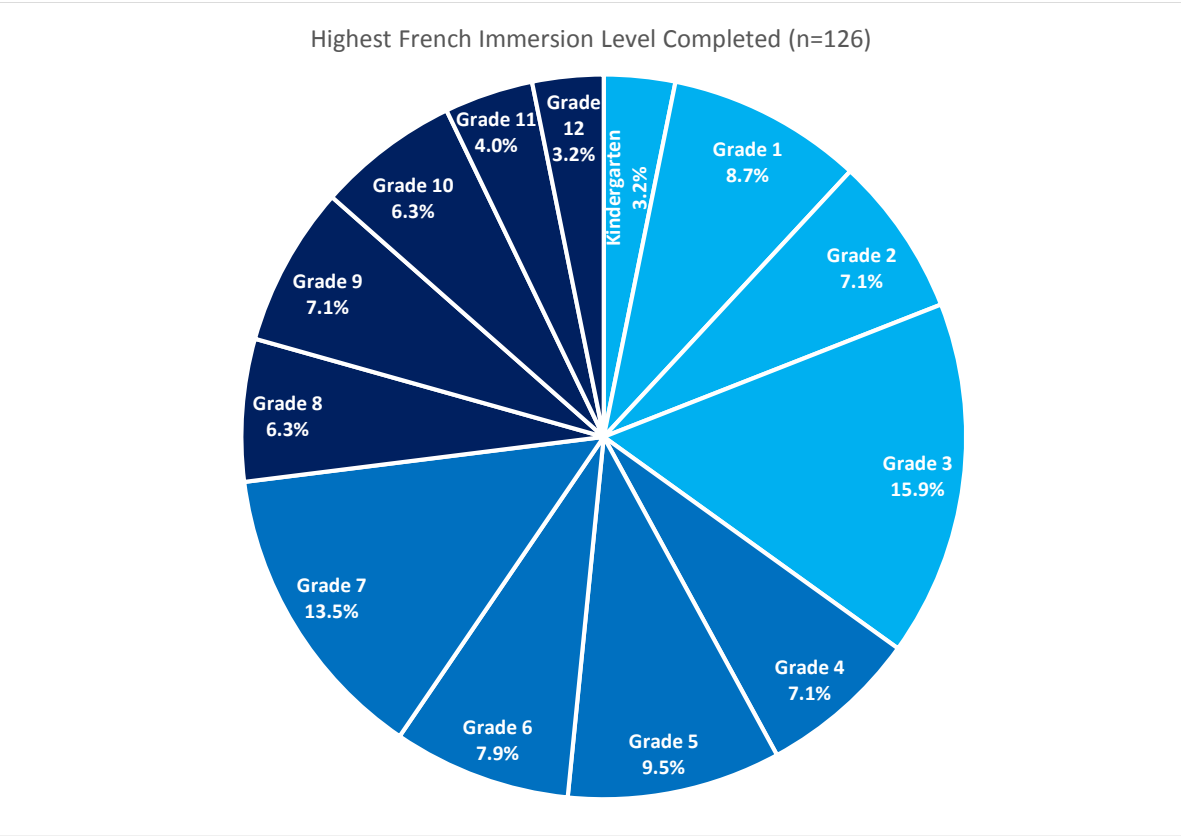


Figure 13. The grades when responding parents' child(ren) left the French Immersion program in Whitehorse.

The top 2 reasons why child(ren) left the French Immersion program are shown in Figure 14 where the child(ren):

1. “didn’t want to stay in the program” (25.9%) and
2. “found the program too demanding” (15.7%).

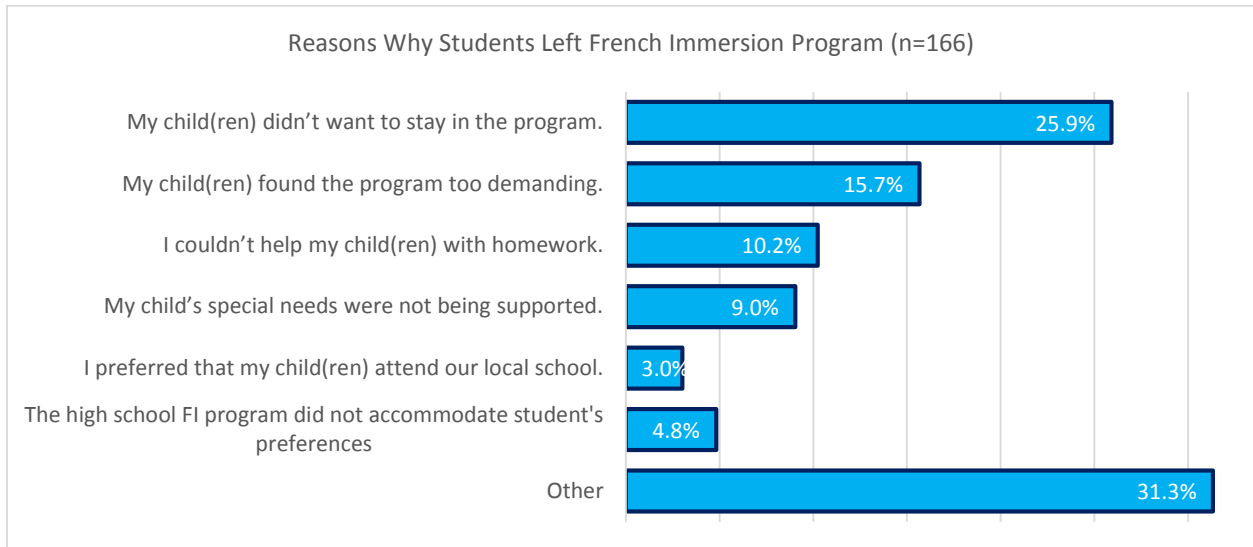


Figure 14. Reasons why responding parents’ child(ren) left the French Immersion program in Whitehorse.

Some other common reasons (31.3%) why respondents’ child(ren) did not continue the program included:

- the FSL program is too difficult,
- child(ren) was (were) bullied and/or not welcome at school,
- not enough student support,
- the family relocated,
- respondents missed deadline or moved to Whitehorse too late, and
- respondents and/or child(ren) experienced conflict with staff.

Of the 1712 respondents, 1194 provided general feedback comments, 1062 provided a name and 372 provided contact information to receive future updates about the FSL programs in Whitehorse schools.

Some general comments included:

- Various respondents were very satisfied with the FSL programs offered and their children excelled in the program.
- There were a significant number of comments about why French was being taught as a second language with a “40% First Nations” population in Whitehorse as well as so many other languages to choose from, such as Spanish.
- A lot of respondents were glad to see FSL programs and wished the programs were offered in smaller Yukon communities.
- Many didn’t know enough about the FSL programs and wished to have more information.

## APPENDIX A – SUMMARY TABLES

Do you have at least one child attending school in Whitehorse?	Frequency	Percent
Yes	1292	75.5%
No	420	24.5%

Check a current grade level for each child.	Frequency	Percent
Kindergarten	219	10.4%
Grade 1	187	8.9%
Grade 2	204	9.7%
Grade 3	184	8.8%
Grade 4	174	8.3%
Grade 5	159	7.6%
Grade 6	154	7.3%
Grade 7	159	7.6%
Grade 8	154	7.3%
Grade 9	139	6.6%
Grade 10	127	6.0%
Grade 11	131	6.2%
Grade 12	109	5.2%

Which school did your child(ren) attend?	Frequency	Percent
Christ the King Elementary School	162	10.9%
École Whitehorse Elementary School	211	14.2%
Elijah Smith Elementary School	112	7.6%
Golden Horn Elementary School	78	5.3%
Grey Mountain Primary School	42	2.8%
Hidden Valley Elementary School	37	2.5%
Holy Family Elementary School	82	5.5%
Jack Hulland Elementary School	118	8.0%
Selkirk Elementary School	66	4.5%
Takhini Elementary School	39	2.6%
F.H. Collins Secondary School	239	16.1%
Porter Creek Secondary School	157	10.6%
Vanier Catholic Secondary School	140	9.4%

Other school (please specify)
École Emilie Tremblay
Wood Street



Do you feel you have enough knowledge to make an informed decision about putting your child(ren) in the following French Second Language programs?	I have enough knowledge to feel comfortable making an informed decision	I do not have enough knowledge to feel comfortable making an informed decision	I know nothing about this program.	I have enough knowledge to feel comfortable making an informed decision	I do not have enough knowledge to feel comfortable making an informed decision	I know nothing about this program.
	Frequency			Percent		
Core French	880	439	393	51.4%	25.6%	23.0%
Intensive French	694	502	516	40.5%	29.3%	30.1%
Early French Immersion	985	429	298	57.5%	25.1%	17.4%
Late French Immersion	800	533	379	46.7%	31.1%	22.1%

How did you learn about French Second Language programs offered in Whitehorse schools?	Frequency	Percent
I don't know anything about French Second Language programs in Whitehorse schools.	349	16.3%
Department of Education website	124	5.8%
My child's school (website, newsletters, etc.)	316	14.8%
Other parents	367	17.2%
Canadian Parents for French	68	3.2%
Information session/meeting	165	7.7%
Newspaper	48	2.2%
Radio	102	4.8%
Television	207	9.7%
Social media (Facebook, Twitter, etc.)	26	1.2%
Other (please specify)	363	17.0%

Other (please specify)

Received a Whitehorse based education	Word of mouth
Work in the Yukon education system	Learning from other schools and daycares
Family member works in the Yukon education system	First language is French
Attended the FSL program	Association Franco-Yukonnaise
Family member attended the program	Call to school board
Research (internet/telephone/network/email)	Colleagues at work
Speaking with other teachers	Common knowledge
Signs and posters	From FSL programs elsewhere
My child (child's school)	

Do you feel you need more information about French Second Language programs offered in Whitehorse schools?	Frequency	Percent
Yes	732	43.1%
No	966	56.9%

How would you prefer to get information about French Second Language programs offered in Whitehorse schools?	Frequency	Percent
Department of Education website	360	17.3%
My child's school (website, newsletters, etc.)	344	16.5%
Canadian Parents for French	250	12.0%
Information session/meeting	457	21.9%
Newspaper	260	12.5%
Radio	117	5.6%
Television	8	0.4%
Social media (Facebook, Twitter, etc.)	62	3.0%
Other (please specify)	227	10.9%

Other (please specify):
Email
Mail brochure or newsletter
Web or google
Other parents
During registration & catalogue/information package in schools
Phone schools/department of education

What are your expectations for your child(ren)'s French language proficiency after high school graduation?	Frequency	Percent
I expect my child to have basic French conversation skills.	459	27.1%
I expect my child to be able to understand and use French effectively.	412	24.4%
I expect my child to be able to work and study in both French and English.	435	25.7%
I do not expect my child to be able to understand and use French to any degree.	195	11.5%
I have no opinion about this.	190	11.2%

How important to you are the following factors for your child(ren) to learn French?	Very Important	Somewhat Important	Not Important	Not applicable / No opinion	Very Important	Somewhat Important	Not Important	Not applicable / No opinion
	Frequency				Percent			
Improve ability to learn other languages	874	575	127	105	52.0%	34.2%	7.6%	6.2%
Gain a competitive edge in the Canadian job market	865	488	198	130	51.5%	29.0%	11.8%	7.7%
Travel to French-speaking locations	631	668	248	134	37.5%	39.7%	14.8%	8.0%
Learn about a different culture	537	787	251	106	31.9%	46.8%	14.9%	6.3%
Communicate with French-speaking family	408	377	367	529	24.3%	22.4%	21.8%	31.5%
Study post-secondary-level French	369	587	537	188	22.0%	34.9%	31.9%	11.2%
Gain an appreciation of family members' French culture	325	407	393	556	19.3%	24.2%	23.4%	33.1%
Participate in Yukon's Francophone community	223	610	634	214	13.3%	36.3%	37.7%	12.7%

Specify other factors if not listed above.
Benefits for brain development
Up to the child
Too early, my child(ren) are still young
Able to live and work in other

French-speaking areas; acquire two official languages
Develop an appreciation of languages
Appreciation and respect for diversity and inclusion
Feel child(ren) should learn First Nations as second language
Participate in/learn about Canada's history, gain sense of nationalism

Have you ever had a child in Early French Immersion (Kindergarten or Grade 1 entry), or are you considering Early French Immersion for your child(ren)?	Frequency	Percent
Yes	629	37.5%
No	1048	62.5%

How important are the following factors in choosing or considering Early French Immersion for your child(ren)?	Very Important	Somewhat Important	Not Important	Not applicable / No opinion	Very Important	Somewhat Important	Not Important	Not applicable / No opinion
	Frequency				Percent			
Assurance that both French and English language skills are developed	488	107	25	9	77.6%	17.0%	4.0%	1.4%
Desire for my child to learn French	436	171	14	8	69.3%	27.2%	2.2%	1.3%
Living in a bilingual country	369	207	42	11	58.7%	32.9%	6.7%	1.7%
Keeping siblings together in the same school	282	87	81	179	44.8%	13.8%	12.9%	28.5%
Support for any special needs child may have	258	70	129	172	41.0%	11.1%	20.5%	27.3%
Child's interest in learning French	237	215	92	85	37.7%	34.2%	14.6%	13.5%
School location	237	194	151	47	37.7%	30.8%	24.0%	7.5%
I or someone in my family attended French Immersion	173	92	133	231	27.5%	14.6%	21.1%	36.7%
Child's use of school bus	151	125	238	115	24.0%	19.9%	37.8%	18.3%
Use of French at home	79	166	205	179	12.6%	26.4%	32.6%	28.5%

Specify other factors not listed above, if any.
Too early to tell re: child's interest.
School location - either bad or

too far  
away

Did you consider putting your child(ren) in Early French Immersion (Kindergarten or Grade 1 entry), but ultimately decide not to?	Frequency	Percent
Yes	275	26.3%
No	770	73.7%

How important were the following factors in deciding not to put your child(ren) in Early French Immersion?	Very Important	Somewhat Important	Not Important	Not applicable / No opinion	Very Important	Somewhat Important	Not Important	Not applicable / No opinion
	Frequency				Percent			
School location	116	50	82	27	42.2%	18.2%	29.8%	9.8%
Assurance that both French and English language skills are developed	115	80	56	24	41.8%	29.1%	20.4%	8.7%
My comfort level in helping my child with homework in French	80	86	81	28	29.1%	31.3%	29.5%	10.2%
French not used at home	67	78	100	30	24.4%	28.4%	36.4%	10.9%
Keeping siblings together in the same school	67	38	98	72	24.4%	13.8%	35.6%	26.2%
Support for any special needs child may have	56	33	99	87	20.4%	12.0%	36.0%	31.6%
Need for child to use school bus	44	44	144	43	16.0%	16.0%	52.4%	15.6%
Maintain child's peer group	41	54	133	47	14.9%	19.6%	48.4%	17.1%
Faith-based education	35	49	137	54	12.7%	17.8%	49.8%	19.6%
Child not interested in learning French	15	57	134	69	5.5%	20.7%	48.7%	25.1%

Specify other factors not mentioned above, if any.
No space available for my child
Did not like school/preferred other schools programs offered
School was unavailable in

our area at the  
time.



Have you ever had a child in Late French Immersion (Grade 6 entry), or are you considering Late French Immersion for your child(ren)?	Frequency	Percent
Yes	336	20.1%
No	1335	79.9%

*How important are the following factors in choosing or considering Late French Immersion for your child(ren)?	Very Important	Somewhat Important	Not Important	Not applicable / No opinion	Very Important	Somewhat Important	Not Important	Not applicable / No opinion
	Frequency				Percent			
Assurance that both French and English language skills are developed	225	85	14	12	67.0%	25.3%	4.2%	3.6%
Desire for my child to learn French	184	126	17	9	54.8%	37.5%	5.1%	2.7%
Living in a bilingual country	165	125	32	14	49.1%	37.2%	9.5%	4.2%
Child's interest in learning French	163	120	23	30	48.5%	35.7%	6.8%	8.9%
Keeping siblings together in the same school	122	73	64	77	36.3%	21.7%	19.0%	22.9%
School location	121	116	75	24	36.0%	34.5%	22.3%	7.1%
Support for any special needs child may have	116	47	78	95	34.5%	14.0%	23.2%	28.3%
Maintain child's peer group	108	119	66	43	32.1%	35.4%	19.6%	12.8%
Child's use of school bus	90	78	115	53	26.8%	23.2%	34.2%	15.8%
I or someone in my family attended French Immersion	46	62	94	134	13.7%	18.5%	28.0%	39.9%

Specify other factors not listed above, if any.
Too soon to tell/not enough information

Did you consider putting your child(ren) in Late French Immersion (Grade 6 entry), but ultimately decide not to?	Frequency	Percent
Yes	100	7.5%
No	1234	92.5%

*How important were the following factors in deciding not to put your child(ren) in Late French Immersion?	Very Important	Somewhat Important	Not Important	Not applicable / No opinion	Very Important	Somewhat Important	Not Important	Not applicable / No opinion
	Frequency				Percent			
Assurance that both French and English language skills are developed	41	21	26	12	41.0%	21.0%	26.0%	12.0%
Maintain child's peer group	32	29	24	15	32.0%	29.0%	24.0%	15.0%
School location	29	21	33	17	29.0%	21.0%	33.0%	17.0%
My comfort level in helping my child with homework in French	28	18	40	14	28.0%	18.0%	40.0%	14.0%
Child not interested in learning French	23	26	30	21	23.0%	26.0%	30.0%	21.0%
Support for any special needs child may have	23	8	36	33	23.0%	8.0%	36.0%	33.0%
French not used at home	22	23	41	14	22.0%	23.0%	41.0%	14.0%
Keeping siblings together in the same school	20	16	39	25	20.0%	16.0%	39.0%	25.0%
Need for child to use school bus	13	21	49	17	13.0%	21.0%	49.0%	17.0%
Faith-based education	13	12	50	25	13.0%	12.0%	50.0%	25.0%

Did your child(ren) leave the French Immersion program before the end of Grade 12?	Frequency	Percent
Yes	126	7.5%
No	394	23.6%
I don't have a child in French Immersion	1149	68.8%

What is the highest level of French Immersion your child(ren) has (have) completed?	Frequency	Percent
Kindergarten	4	3.2%
Grade 1	11	8.7%
Grade 2	9	7.1%
Grade 3	20	15.9%
Grade 4	9	7.1%
Grade 5	12	9.5%
Grade 6	10	7.9%
Grade 7	17	13.5%
Grade 8	8	6.3%
Grade 9	9	7.1%
Grade 10	8	6.3%
Grade 11	5	4.0%
Grade 12	4	3.2%

Why did your child(ren) leave the program?	Frequency	Percent
My child(ren) didn't want to stay in the program.	43	25.9%
My child(ren) found the program too demanding.	26	15.7%
I couldn't help my child(ren) with homework.	17	10.2%
My child's special needs were not being supported.	15	9.0%
I preferred that my child(ren) attend our local school.	5	3.0%
The high school FI program did not accommodate student's preferences	8	4.8%
Other	52	31.3%

Please specify why your child(ren) did not want to stay in the program:
Too difficult, not enough support
Not interested in French. Preferred different second language/program
Please specify other reasons why your child(ren) left the program:
Too difficult
Bullied/not welcome at school
Not enough support
Relocated
Missed deadline/moved too late

Staff conflict

	Frequency (n=1712)	Percent
Please add any additional comments you may have.	1194	69.7%
If you would like us to contact you, please provide your: Name, Telephone number and/or email address	1062	62.0%
	372	21.7%

**APPENDIX B – RESPONSE RATES**

<b>Checkbox( Email respondents)</b>		
Original Email List		<b>2242</b>
<b>A. Completed surveys</b>		<b>718</b>
Received from Checkbox	1135	
Duplicates	62	
Incomplete	- 355	
	<u>718</u>	
<b>B. Did not complete a survey</b>		<b>1524</b>
No phone number	127	
To call (Voxco)	+ 1397	
	<u>1524</u>	
<b>VOXCO (Phone respondents)</b>		
Left to phone		1397
Original Phone List		+ 2191
Total to call		<b>3588</b>
<b>A. Completed surveys</b>		<b>995</b>
<b>B. Did not complete a survey</b>		
<b>Not included in sample total</b>		
Invalid contact	752	
No contact / no answer	138	
Regular busy signal	22	
Duplicate form	129	
No contact with respondent	157	
Out of scope	95	
	<u>1293</u>	
<b>No contact:</b>		
Answering machine or service: No message left	783	
Answering machine or service: Message left	362	
	<u>1145</u>	
<b>Contact Made - Non-interview</b>		
Information unavailable for duration of survey	31	
Interview requested in French	1	
Language barrier	18	
Household member hangs up	9	
Unusual/special circumstances	3	
Partial interview	3	
Refusals	90	
	<u>155</u>	
		<b>2593</b>

<b>Checkbox( Email respondents)</b>		
Original Email List		<b>2242</b>
<b>A. Completed surveys</b>		<b>718</b>
Received from Checkbox	1135	
Duplicates	62	
Incomplete	- 355	
	<u>718</u>	
<b>B. Did not complete a survey</b>		<b>1524</b>
No phone number	127	
To call (Voxco)	+ 1397	
	<u>1524</u>	
<b>VOXCO (Phone respondents)</b>		
Left to phone		1397
Original Phone List		+ 2191
Total to call		<b>3588</b>
<b>A. Completed surveys</b>		<b>995</b>
<b>B. Did not complete a survey</b>		
<b>Not included in sample total</b>		
Invalid contact	752	
No contact / no answer	138	
Regular busy signal	22	
Duplicate form	129	
No contact with respondent	157	
Out of scope	95	
	<u>1293</u>	
<b>No contact:</b>		
Answering machine or service: No message left	783	
Answering machine or service: Message left	362	
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<b>Contact Made - Non-interview</b>		
Information unavailable for duration of survey	31	
Interview requested in French	1	
Language barrier	18	
Household member hangs up	9	
Unusual/special circumstances	3	
Partial interview	3	
Refusals	90	
	<u>155</u>	
		<b>2593</b>

## APPENDIX C – FRENCH SECOND LANGUAGE PROGRAMS SURVEY

### French Second Language Programs Survey

The French Programs unit in the Department of Education is seeking input on the future direction of French Second Language programs in Whitehorse schools. French Second Language options currently include:

- Core French
- Intensive French
- French Immersion

This survey is for parents of school-aged and pre-school-aged children in Whitehorse. We hope to find out how aware parents are about the different French Second Language options offered in our schools. We want to know more about how parents decide whether or not to enrol their children in the French Immersion program. The results of this survey will also help us plan the future expansion of the French Immersion program.

The survey should take no more than 10 minutes to complete.

The Yukon Bureau of Statistics is conducting this survey on behalf of the Department of Education. Responses will be shared with the Department for internal use. Your responses will be anonymous because we will compile and summarize your comments with those of other parents completing the survey before we analyze and report on what we have heard. Individual responses will not be identified in any reports or associated materials.

Information collected through this survey is protected in accordance with the *Statistics Act* and the *Access to Information and Protection of Privacy Act*. If you have any concerns about the confidentiality of your responses, please call the Yukon Bureau of Statistics at 867-667-5383.

If you have any questions about this survey, please contact Maxine White, Bilingual Support Services Officer, Department of Education, at 667-8237 or [Maxine.White@gov.yk.ca](mailto:Maxine.White@gov.yk.ca).

## Questionnaire

**1. Do you have at least one child attending school in Whitehorse?**

1. Yes (**Go to Q2**)
2. No (**Go to Q4**)

**2. Check a current grade level for each child.**

1. Kindergarten
2. Grade 1
3. Grade 2
4. Grade 3
5. Grade 4
6. Grade 5
7. Grade 6
8. Grade 7
9. Grade 8
10. Grade 9
11. Grade 10
12. Grade 11
13. Grade 12

**3. Check a currently attended school for each child.**

1. Christ the King Elementary School
2. École Whitehorse Elementary School
3. Elijah Smith Elementary School
4. Golden Horn Elementary School
5. Grey Mountain Primary School
6. Hidden Valley Elementary School
7. Holy Family Elementary School
8. Jack Hulland Elementary School
9. Selkirk Elementary School
10. Takhini Elementary School
11. F.H. Collins Secondary School
12. Porter Creek Secondary School
13. Vanier Catholic Secondary School
14. Other (please specify):



**4. The Department of Education offers several different French Second Language programs in Whitehorse. Some programs:**

- begin in earlier grades than others
- involve more use of French during the school day than others,
- are mandatory in schools where they are offered, and
- are optional.

**Do you feel you have enough knowledge to make an informed decision about putting your child(ren) in the following French Second Language programs?**

	<b>I have enough knowledge to feel comfortable making an informed decision</b>	<b>I do not have enough knowledge to feel comfortable making an informed decision</b>	<b>I know nothing about this program.</b>
<b>1. Core French</b> (mandatory in Grade 4 to 8; may start earlier in some schools)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2. Intensive French</b> (starts in Grade 4 or 5 where offered)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3. Early French Immersion</b> (starts in Kindergarten or Grade 1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Late French Immersion</b> (starts in Grade 6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5. How did you learn about French Second Language programs offered in Whitehorse schools? (Check all that apply.)**

- a. I don't know anything about French Second Language programs in Whitehorse schools.
- b. Department of Education website
- c. My child's school (website, newsletters, etc.)
- d. Other parents
- e. Canadian Parents for French
- f. Information session/meeting
- g. Newspaper
- h. Radio
- i. Television
- j. Social media (Facebook, Twitter, etc.)
- k. Other (Please specify.) \_\_\_\_\_

**6. Do you feel you need more information about French Second Language programs offered in Whitehorse schools?**

- a. Yes (**Go to Question 7**)
- b. No (**Go to Question 8**)

**7. How would you prefer to get information about French Second Language programs offered in Whitehorse schools? (Check all that apply.)**

1. Department of Education website
2. My child's school (website, newsletters, etc.)
3. Canadian Parents for French
4. Information session/meeting
5. Newspaper
6. Radio
7. Television
8. Social media (Facebook, Twitter, etc.)
9. Other (Please specify): \_\_\_\_\_
10. Not interested in getting FSL program information

**8. What are your expectations for your child(ren)'s French language proficiency after high school graduation?**

1. I expect my child to have basic French conversation skills.
2. I expect my child to be able to understand and use French effectively.
3. I expect my child to be able to work and study in both French and English.
4. I have no opinion about this.
5. I do not expect my child to have any basic French conversation skills.

**9. How important to you are the following factors for your child(ren) to learn French?**

	Very Important	Somewhat Important	Not Important	No Opinion
a. Improve ability to learn other languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Learn about different French cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Communicate with French-speaking family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Gain an appreciation of family members' French culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Participate in Yukon's Francophone community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Travel to French-speaking locations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Study post-secondary-level French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Gain a competitive edge in the Canadian job market	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Specify other factors if not listed above, if any.**

The remaining questions in this survey are about French Immersion. Please complete this part of the survey even if you have never had a child in French Immersion.

**10. Have you ever had a child in *Early* French Immersion (Kindergarten or Grade 1 entry), or are you considering *Early* French Immersion for your child(ren)?**

- a. Yes (Go to Question 11)
- b. No (Go to Question 12)

**11. How important are the following factors in choosing or considering *Early* French Immersion for your child(ren)?**

	Very Important	Somewhat Important	Not Important	Not applicable/ No Opinion
a. Living in a bilingual country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Desire for my child to learn French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Child's interest in learning French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Use of French at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I or someone in my family attended French Immersion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Keeping siblings together in the same school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Child's use of school bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Support for any special needs child may have	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Assurance that both French and English language skills are developed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. School location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**IF Q10 = 1 SKIP TO Q14**

**12. Did you consider putting your child(ren) in *Early* French Immersion (Kindergarten or Grade 1 entry), but ultimately decide not to?**

- a. Yes (**Go to Question 13**)
- b. No (**Go to Question 14**)

**13. How important were the following factors in deciding not to put your child(ren) in *Early* French Immersion?**

	Very Important	Somewhat Important	Not Important	Not applicable/ No Opinion
a. Child not interested in learning French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. French not used at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Keeping siblings together in the same school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Maintain child's peer group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Need for child to use school bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My comfort level in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

helping my child with homework in French				
g. Assurance that both French and English language skills are developed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Support for any special needs child may have	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. School location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Faith-based education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Specify other factors if not listed above, if any.**

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**14. Have you ever had a child in *Late* French Immersion (Grade 6 entry), or are you considering *Late* French Immersion for your child(ren)?**

- a. Yes (**Go to Question 15**)
- b. No (**Go to Question 16**)

**15. How important are the following factors in choosing or considering *Late* French Immersion for your child(ren)?**

**Very          Somewhat          Not          Not**  
**Important   Important   Important   applicable/No**  
**Opinion**

a. Living in a bilingual country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Desire for my child to learn French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Child's interest in learning French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I or someone in my family attended French Immersion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Keeping siblings together in the same school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Maintain child's peer group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Child's use of school bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Support for any special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

child may have				
i. Assurance that both French and English language skills are developed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. School location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Specify other factors not listed above, if any.**

**IF Q14 = 1 SKIP TO Q14**

**16. Did you consider putting your child(ren) in Late French Immersion (Grade 6 entry), but ultimately decide not to?**

- a. Yes (Go to Question 17)
- b. No (Go to Question 18)

**17. How important were the following factors in deciding not to put your child(ren) in *Late* French Immersion?**

	Very Important	Somewhat Important	Not Important	Not applicable/No Opinion
a. Child not interested in learning French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. French not used at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Keeping siblings together in the same school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Maintain child's peer group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Need for child to use school bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My comfort level in helping my child with homework in French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Assurance that both French and English language skills are developed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Support for any special needs child may have	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. School location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Faith-based education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Specify other factors not listed above, if any.**

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**18. Did your child(ren) leave the French Immersion program before the end of Grade 12?**

1. Yes (**Go to Question 19**)
2. No (**Go to Question 21**)
3. I don't have a child in French Immersion (**Go to Question 21**)

**19. What is the highest level of French Immersion your child(ren) has (have) completed? If you have more than one child in French Immersion, choose the highest grade completed.**

13. Kindergarten
  1. Grade 1
  2. Grade 2
  3. Grade 3
  4. Grade 4
  5. Grade 5
  6. Grade 6
  7. Grade 7
  8. Grade 8
  9. Grade 9
  10. Grade 10
  11. Grade 11
  12. Grade 12
14. Do not know
- 15.

**20. Why did your child(ren) leave the program? (Check all that apply.)**

1. My child(ren) didn't want to stay in the program.
  - Please specify why your child(ren) did not want to stay in the program: \_\_\_\_\_
2. My child(ren) found the program too demanding.
3. I couldn't help my child(ren) with homework.
4. My child's special needs were not being supported.
5. I preferred that my child(ren) attend our local school.
6. The high school French Immersion program was not flexible enough to accommodate my child(ren)'s course or program preferences.
7. Other
  - Please specify other reasons why your child(ren) left the program: \_\_\_\_\_

**21. Please add any additional comments you may have.**

**22. If you would like us to contact you, please provide your:**

**Name**

**Telephone number and/or email address:**

**Thank you for taking this survey!**