



## Application for Education Grant

Please return signed copies to:

### Northern Ontario Grant Assistance Program

680 Kirkwood Dr.

Sudbury ON P3E 1X3

Tel: (705) 675-9193 ext. 8411

Fax: (705) 670-3152

Toll Free: 1-866-989-9299

Email: [info@nogap.on.ca](mailto:info@nogap.on.ca)

Personal Information				
Surname		Given name		<input type="checkbox"/> I am legally entitled to live and work in Canada
Permanent Address		City/Town		Telephone Number ( ) -
		Province	Postal Code	Email
Mailing Address (if different)		City/Town		Date of Birth (mm / dd / yy)
		Province	Postal Code	Bilingual <input type="checkbox"/> Yes <input type="checkbox"/> No
French Language Proficiency (If bilingual, use Table 1 to determine skill level)				
	Elementary	Intermediate	Advanced	Superior
Verbal Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education Information				
University			Program	
Value of Other Grants and/or Awards			Distance Education <input type="checkbox"/> Yes <input type="checkbox"/> No	
Course Name	Course Code	Start Date	Half Credit	Full Credit
1.			<input type="checkbox"/>	<input type="checkbox"/>
2.			<input type="checkbox"/>	<input type="checkbox"/>
3.			<input type="checkbox"/>	<input type="checkbox"/>
*Attach a separate sheet if additional space is required.				
<b>Notice with Respect to the Collection of Personal Information</b> (Freedom of Information and Protection of Privacy Act)				
The information is collected under the legal authority of the Child and Family Services Act, R.S.O. 1990, c. C.11, for the purpose of assessing, verifying and monitoring eligibility for payment of a grant. For further information contact Lorraine Potvin, MCSS/MCYS FIPPA Representative at 199 Larch St, Suite 601, Sudbury ON P3E 5P9, (705) 564-8153.				
<b>Consent</b>				
I agree to cooperate fully with the program administrator, or its agents, in any evaluation of the program by the Ministry of Community and Social Services/Ministry of Children and Youth Services. Furthermore, I consent to the disclosure of my personal information, contained in any program files pertaining to this initiative and the former Northern Bursary Program, to the Ministry or its agents for the purpose of evaluating the initiative.				
<b>Please Note:</b> The program administrator retains the right to accept or refuse the application of any applicant under this program. For the applicant to be eligible to receive the education grant, the program administrator must approve this application before the applicant commences the course.				
I, _____, undersigned do hereby apply to the program administrator for an Education Grant to cover tuition fees up to \$500 per half-credit course and \$1,000 per full-credit course to a maximum of \$5,000 annually.				
The following documents are also required:				
• Copy of two documents confirming Northern Ontario residency;		• Two letters of reference; and		
• Copy of the letter confirming admission into an approved course of study;		• Résumé.		
Signature			Date	

**Table 1 - French Language Proficiency Levels**

Please use the following descriptions to help you determine which level best describes your French language skills.

**Verbal Skills**

<p><b>Elementary Level</b></p>	<p>At this level, one has no real autonomy of expression. The ability to speak is limited to some memorized material on familiar topics related to work. One is able to verbalize isolated words, use expressions of two or three words, and express simple, unconnected sentences. The range of vocabulary is limited and the delivery is slow and awkward. One can handle greetings, leave-taking, and other expressions of courtesy. The limited vocabulary, the frequent errors, and the slow delivery inhibit communication.</p>
<p><b>Intermediate Level</b></p>	<p>At this level one possesses some ability to work in French. One shows some spontaneity in language production but the fluency is very uneven resulting in halting speech. One is able to participate in simple conversation on a one-to-one basis. The vocabulary is limited to that used in simple, non-technical, daily conversational usage. One can make and answer requests for information or directions, give simple instructions, and discuss simple needs. When addressing this person the speaker may have to slow down and repeat if he/she wants to be understood.</p>
<p><b>Advanced Level</b></p>	<p>At this level one has the ability to participate in conversation and satisfy many work requirements. One can discuss work related matters with some ease and facility, expressing opinions and offering views. One is able to take part in a variety of verbal exchanges and to participate in meetings and discussion groups. However, one still needs help with handling complications and difficulties. One is generally good in either grammar or vocabulary but not in both.</p>
<p><b>Superior Level</b></p>	<p>At this level, one has the ability to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. One is able to give verbal presentations in both formal and informal settings. One masters some idioms and specific vocabulary relevant to a variety of contexts.</p>

**Written Skills**

<p><b>Elementary Level</b></p>	<p>At this level one is able to write a few words, maybe sentence on topics related to work, maybe with the help of a dictionary. One can fill out forms, give general information such as time and location of meetings and notices of cancellation using a standard format. Vocabulary is limited to daily use with no mastery of idiomatic expressions. One has no practical communicative writing skills. One cannot produce French text.</p>
<p><b>Intermediate Level</b></p>	<p>At this level one is able to write words, and simple sentences. One can make and answer simple requests for information. The vocabulary is limited to that of daily general use. One often experiences problems with grammar and spelling. One is able to meet some practical elementary writing needs but cannot produce acceptable French text.</p>
<p><b>Advanced Level</b></p>	<p>At this level one is able to use a variety of sentence types to express general ideas and opinions on non-specialized topics. One can write simple letters and reports. Although still hesitant, one experiences few problems with either grammar or spelling. However, the writing may resemble literal translations. Nevertheless, a sense of organization is emerging and one is beginning to sense what is stylistically and grammatically correct in French.</p>
<p><b>Superior Level</b></p>	<p>At this level one is able to express oneself effectively in most formal and informal writing on practical, social and professional topics. One is able to recognize awkwardness in sentence structure and paragraphs. Errors in grammar and spelling are infrequent.</p>