



Annual Report/ Rapport annuel 2013-2014



Centre for
Canadian Language
Benchmarks

Centre des niveaux de
compétence linguistique
canadiens

Centre for Canadian Language Benchmarks

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ISSN 1707-228X

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History

Incorporated in 1998 as a national not-for-profit organization and governed by a nationally representative, multi-stakeholder board of directors, the Centre for Canadian Language Benchmarks supports and promotes the Canadian Language Benchmarks and *Niveaux de compétence linguistique canadiens*.

Vision

The Canadian Language Benchmarks and the *Niveaux de compétence linguistique canadiens* are the national standards recognized in Canada and internationally for describing, measuring and recognizing English and French language proficiency of immigrants and prospective immigrants destined for Canada.

Mission

The Centre for Canadian Language Benchmarks/ *Centre des niveaux de compétence linguistique canadiens* leads and provides expertise in the implementation and dissemination of the Canadian Language Benchmarks and the *Niveaux de compétence linguistique canadiens* as practical, fair

and reliable national standards of English and French language proficiency, in educational, training, community and workplace settings.

Strategic Directions

1. Assume a leadership role in the development and sharing of quality resources associated with the CLB and the NCLC, both pre and post-arrival.
2. Enhance the assessment processes associated with the CLB and the NCLC.
3. Enhance implementation support for teachers and learners working with the CLB and the NCLC.
4. Support the application of the CLB and the NCLC in assisting the successful labour market integration of immigrants.
5. Refine organizational capacity and structure to **further CCLB's leadership role in the evolution** of the CLB and the NCLC.



Historique

Le Centre des niveaux de compétence linguistique canadiens est un organisme sans but lucratif fondé **en 1998 et dirigé par un conseil d'administration composé d'intervenants de divers milieux représentant l'ensemble du pays. Le Centre appuie** les Niveaux de compétence linguistique canadiens et les Canadian Language Benchmarks et encourage leur utilisation.

Vision

Les Niveaux de compétence linguistique canadiens et les Canadian Language Benchmarks servent de normes nationales et internationales pour décrire, évaluer et reconnaître la compétence langagière en français ou en anglais des immigrants et des éventuels immigrants à destination du Canada.

Mission

Le Centre des niveaux de compétence linguistique canadiens fournit un leadership et son expertise **dans la mise en œuvre et la diffusion des Niveaux de compétence linguistique canadiens et des Canadian Language Benchmarks en tant que normes nationales pratiques, justes et fiables de la maîtrise du français et de l'anglais en milieux d'enseignement, de formation, de travail et de vie communautaire.**

Orientations stratégiques

1. Faire preuve de leadership dans le développement et la diffusion de ressources de qualité liées aux NCLC/CLB avant et après **l'arrivée des immigrants.**
2. **Améliorer les processus d'évaluation liés aux NCLC/CLB.**
3. Accroître le soutien apporté aux enseignants et aux intervenants qui utilisent les NCLC/CLB.
4. **Appuyer l'application des NCLC/CLB en tant qu'outils visant à favoriser l'intégration efficace des immigrants au marché du travail.**
5. Raffiner la capacité et la structure organisationnelles du CNCLC pour affirmer son **leadership dans l'évolution des NCLC/CLB.**



It gives me great pleasure to **write the chair's annual report** for CCLB for 2014. Although I am saddened that this will be my last report as chair and board member, I am delighted as I look over the accomplishments of the

Centre for the past year and, indeed, for the 15 years I have been a board member.

The Centre continues to garner the support of government through its excellent project and training work. I note the continuing work on *Milestones* and *Portfolio-Based Language Assessment* **and the Centre's** continuing training in the *Workplace Language Assessment (WLA)* and the *CLBPT*. In addition, professional bodies such as the Canadian Alliance of Audiology and Speech-Language Pathology Regulators (CAASPR) and the transitional Council of the College of Homeopaths of Ontario have sought out the **Centre's expertise in benchmarking work.**

I extend my congratulations to Francois and his team in their excellent work in these and other projects. Details of the many activities of the Centre can be found in the excellent publication, *Inside Language*, **which can be found on the Centre's website.**

The board of the Centre has also made considerable progress this past year. It continues to refine the process of recruiting new board members and over the past three years the number of well-qualified applicants to board positions has increased considerably. I am proud that the Centre has been attracting some of the most outstanding professionals in the field to serve as board members. The evaluation grid used for the selection was enhanced once again to ensure even greater fairness and rigour and I am confident that the new board members will be strong contributors to the business of the board.

As follow-up to the training received at last year's annual meeting, the board will be conducting an evaluation of its performance in June 2014.

Congratulations to Colleen Rogan and her team on the Nominating and Board Evaluation Committee for their excellent work.

The board is ever watchful regarding Risk Management and under the leadership of Anna De Luca has refined the elements analyzed in this process. Congratulations to Anna and the entire Audit and Risk Management Committee.

Finally, as I take my leave from serving the Centre, I do not hesitate to state that my years as a board member and chair have been among the most fulfilling in my career and life. I am always energized when the board and staff are together to collaborate with the business of the Centre. I am proud to reflect on the growth in expertise and reputation of the Centre and particularly proud of the continuing confidence that government, professional associations and **practitioners have in the Centre's work. More** personally, I feel particularly blessed to have met and worked with professionals of the highest level from across the country who have always put the interests of the Centre foremost in their actions on the board. I believe I am leaving a strong and committed board and an outstanding team on staff.

Congratulations, best wishes and the best of luck to all in the Centre.

- Jim Jones



C'est avec un plaisir mêlé de tristesse que je vous présente le rapport annuel 2014 du CNCLC, **puisque'il s'agit de mon dernier message en qualité de président et de membre du conseil d'administration. Je suis toutefois ravi des réalisations du Centre**

au cours de l'année et, en fait, tout au long de mes 15 ans à titre d'administrateur.

Grâce à l'excellence de ses projets et de ses formations, le Centre continue d'obtenir l'appui du gouvernement. À titre d'exemple, citons les projets toujours en cours Milestones et Portfolio-Based Language Assessment (PBLA – Évaluation des compétences linguistiques basée sur le portfolio) ainsi que les formations continues sur les tests Workplace Language Assessment (WLA – évaluation linguistique en milieu de travail) et Canadian Language Benchmarks Placement Test (CLBPT – test de classement pour l'ALS). En outre, des associations professionnelles telles que l'Alliance canadienne des organismes de réglementation en orthophonie et en audiologie (ACOROA) et le Conseil transitoire de l'Ordre des homéopathes de l'Ontario ont sollicité l'expertise du Centre en étalonnage linguistique.

Je tiens à féliciter François Bélisle et son équipe de leur travail admirable dans le cadre des projets susmentionnés, entre autres. Pour obtenir des précisions sur les diverses activités du Centre, je vous invite à consulter l'excellente publication du Centre intitulée *La langue en coulisse*, sur le site du Centre.

Par ailleurs, le Conseil d'administration du Centre a fait des progrès marqués pendant la dernière année. Il a continué à peaufiner son processus de recrutement des administrateurs et, depuis trois ans, a vu croître considérablement le nombre de candidats hautement qualifiés. Je suis fier que le Centre ait su attirer des professionnels du domaine parmi les plus exceptionnels pour siéger au conseil. Nous avons apporté d'autres

améliorations à la grille d'évaluation servant à la sélection des candidats pour en rehausser l'équité et la rigueur, et je suis convaincu que nos recrues apporteront une contribution essentielle au travail du conseil.

Comme suite à la formation qu'ils ont reçue lors de l'assemblée annuelle de 2013, les administrateurs évalueront leur rendement en juin 2014.

Je souhaite adresser mes félicitations à Colleen Rogan et à son équipe pour le travail admirable du comité de nomination et d'évaluation du conseil d'administration.

Le conseil demeure vigilant quant à la gestion des **risques et, sous la direction d'Anna De Luca, a précisé les éléments à analyser dans ce processus. Bravo à Mme De Luca de même qu'aux membres du comité de vérification et de gestion des risques.**

Enfin, à la veille de quitter le Centre, je dirai sans hésitation que les années passées aux postes **d'administrateur et de président du conseil ont été les plus épanouissantes, non seulement de ma carrière, mais de ma vie. Le travail de collaboration entre les membres du conseil et du personnel du Centre m'a en effet toujours stimulé. Je suis heureux d'assister à l'expansion de l'expertise et de la réputation du Centre, et tout particulièrement de constater la confiance renouvelée que lui témoignent le gouvernement, les associations professionnelles et les praticiens. Sur une note plus personnelle, je me sens privilégié d'avoir fait la connaissance de professionnels de haut niveau à l'échelle du pays et d'avoir travaillé avec ces personnes, qui ont toujours veillé avant tout aux intérêts du Centre. Je sais que je laisse derrière moi un conseil d'administration fort et engagé ainsi que du personnel remarquable.**

À tous, mes sincères félicitations et mes meilleurs vœux de succès!

- Jim Jones



Relative to so many other NGOs, CCLB has been doing well since 2012, a period marked by the beginning of fiscal austerity and greater funding uncertainty at both the federal and provincial government levels. In the year under review, 2013-2014, CCLB enjoyed the third busiest year in its history – at more than \$3,500,000 this was twice the historical average of the Centre.



The range and level of activities that we carried out is impressive and as a result the Centre continued to build its reputation, with funders and users alike, as the national centre of expertise in language benchmarking. The Centre is now firmly involved in developing high-stakes tests not only in English (Milestones) but in French too (Batterie de tests de rendement – BTR). Also for the first time in the **Centre's history, the CLB/NCLC are making significant inroads** and are becoming increasingly entrenched in the Canadian fabric as specific CLB/NCLC benchmarks are now required for immigrants to obtain Canadian citizenship or access particular categories of employment.

The Centre had a very active year on the governance front also: holding its first-ever structured orientation day for new Board members last fall; continuing to refine procedures for the successful recruitment of high-caliber new Board members; continuing to implement and review our three-year plan for 2013, 2014 and 2015; reviewing and updating our risk management plan; **and embarking on the Board's first comprehensive evaluation.**

Finally, there were also significant staffing changes. Departing staff was replaced with equally experienced and knowledgeable staff, resulting in an excellent current staff complement.

I wish to thank my colleagues for their contribution, commitment and professionalism. They are the main reason the Centre is doing so well.

- François Bélisle

Comparativement à bon nombre **d'organisations non gouvernementales, le CNCLC affiche de bons résultats depuis 2012**, période pourtant marquée par le début de **l'austérité budgétaire et une incertitude grandissante** quant au financement provenant des gouvernements fédéral et provinciaux. **L'exercice 2013-2014 du Centre a été le troisième plus occupé depuis sa création**, avec des recettes supérieures à 3,5 M\$ qui représentent le double de sa moyenne historique.

S'appuyant sur un éventail et un niveau d'activités impressionnants, le Centre continue à bâtir sa **réputation d'expert national en matière d'étalonnage linguistique**, tant auprès des bailleurs de fonds que des utilisateurs. Il est maintenant résolument engagé dans la mise au point de test à enjeux élevés en français (Batterie de tests de rendements – BTR) ainsi **qu'en anglais (Milestones)**. De plus, le Centre a fait une avancée importante qui assurera son intégration croissante au tissu social canadien. En effet, les immigrants doivent dorénavant réussir des niveaux particuliers des CLB/NCLC pour obtenir la citoyenneté **canadienne ou accéder à certaines catégories d'emploi.**

L'année a également été chargée sur le plan de la gouvernance : tenue d'une toute première journée d'orientation structurée l'automne dernier pour les nouveaux administrateurs; perfectionnement du processus de recrutement d'administrateurs de haut calibre; poursuite de la mise en œuvre et de l'examen de notre plan triennal pour 2013, 2014 et 2015; révision et mise à jour de notre plan de gestion des risques; et amorce de la première évaluation complète du rendement des administrateurs.

Enfin, il y a eu des changements importants au chapitre du personnel. Les employés qui nous ont quittés ont été remplacés par des personnes avec beaucoup d'expérience et donc, notre équipe demeure excellente.

Je souhaite remercier mes collègues de leur contribution, de leur engagement et de leur **professionnalisme. Si le Centre est si florissant, c'est surtout grâce à eux.**

- François Bélisle



Trousse de soutien NCLC

Le CNCLC a terminé la Trousse de soutien qui a été créée pour accompagner la plus récente version des NCLC. Financée par le ministère des Affaires civiles et de l'Immigration de l'Ontario, l'élaboration de la trousse de soutien a commencé à l'automne 2012. Le projet d'une durée de 14 mois (de septembre 2012 à novembre 2013) comprenait l'élaboration de la Trousse, la formation aux instructeurs de FLS ainsi que la révision des *Listes "Je suis capable de..."*.

La trousse sert de toile de fond à la formation sur les NCLC destinée aux administrateurs et enseignants du programme de français langue seconde (FLS) pour adultes ne donnant pas droit à des crédits offert par le ministère des Affaires civiles et de l'Immigration de l'Ontario.

Elle contient:

- **une vue d'ensemble des NCLC, y compris une** présentation détaillée des NCLC révisés;
- **des modèles d'outils pour la planification et l'évaluation des programmes pouvant être adaptés** à un usage individuel;
- **des sections sur l'intégration de la grammaire, de la prononciation, de la prosodie et de la pragmatique** dans les programmes fondés sur les NCLC;
- **des sections sur l'utilisation des NCLC dans des contextes particuliers, y compris les cours à niveaux multiples, l'enseignement du FLS en milieu minoritaire, et la formation linguistique en milieu de travail;**
- **des copies types pour la compréhension de l'oral et de l'écrit ainsi que l'expression orale et écrite** pour chacun des 12 niveaux.

Des exemplaires de la Trousse de soutien ont été distribués aux fournisseurs de services linguistiques. La trousse peut également être téléchargée à partir du site Web du CNCLC.

À des fins de formation, le CNCLC a offert cinq ateliers sur la Trousse de soutien des NCLC, à Ottawa, Oakville et Windsor. Les principaux destinataires visés par ces ateliers sont les enseignants et les administrateurs, soit les instructeurs des programmes de FSL de



l'Ontario et les formateurs des programmes CLIC. Le Conseil des écoles catholiques du Centre-Est, le Conseil des écoles publiques de l'Est de l'Ontario, la Cité collégiale, le Conseil scolaire catholique Providence, le Halton Catholic District School Board, le Dufferin-Peel Catholic School Board et le Conseil scolaire du district du Nord-Est de l'Ontario sont les établissements d'enseignement de provenance des instructeurs de FLS qui ont participé à ces ateliers. Pour permettre aux instructeurs de FLS qui enseignent en région éloignée des centres urbains de profiter de la formation, le CNCLC a offert un webinaire sur la Trousse de soutien des NCLC, par le biais de la plate-forme du site web Tutela.

Sur ce site, il y a aussi les listes non exhaustives "Je suis capable de ...". Elles reprennent et simplifient une partie de l'information du document sur les NCLC pour donner une bonne vue d'ensemble de chacun de ces douze niveaux. Elles sont un outil pour les apprenants et les enseignants du FLS en ce qu'elles donnent des objectifs à atteindre pour chacun des niveaux et pour chacune des quatre habiletés : compréhension de l'oral, expression orale, **compréhension de l'écrit et expression écrite.**

Les listes "Je suis capable de ..." et la Trousse de soutien sont disponibles sur le site web du CNCLC.



Training on the CLB and CLB Support Kit

With funding from the Ontario Ministry of Citizenship & Immigration (MCI), CCLB wrapped up the training for Ontario ESL instructors on the revised CLB and CLB Support Kit in March 2014. This meant that by March 31st:

- A total of 152 Lead Trainers, 778 instructors in ESL programs at school boards, and 83 end users were trained at TESL conferences on the CLB and CLB Support Kit

- Overall 1,013 ESL instructors were trained
- 47 training sessions were given

The training was based on a three-tier Train-the-Trainer model where CCLB-designated Master Trainers trained the Lead Teachers, who in turn were expected to train teachers at their organizations. CCLB was able to track training results in the National Training database at the Lead Teacher and organizational level and issue appropriate certificates.



CLB Training at the TESL Ontario 2013 Conference

CCLB was able to deliver a full slate of training workshops to Ontario ESL teachers with funding support from MCI. Eight different workshops including: Introduction to PBLA, SAM, Exit Tasks, Assessing Speaking and Writing, and Orientation to the revised CLB, over three days to 279 ESL teachers at the TESL Ontario conference October 24-26, 2013.

Workshops 2013	Session Length	Number of Participants
Setting up Speaking	1 hour	62
Assessing Writing	2 hours	51
PBLA- Getting ready for implementation	1 hour	11
PBLA – Beyond basics	1 hour	41
Exit Task: CLB 5-10 Training	2.5 hours	40
Summative Assessment Manual (SAM): CLB 1-4 Training	2.5 hours	33
Orientation to the revised CLB and the CLB Support Kit (Train-the-Trainer)	Full-day	4
Orientation to the revised CLB and the CLB Support Kit (end-user information sessions)	3 hours	37
Total		279

CCLB would like to thank the team of trainers who helped make the CLB workshops a success: Tara Holmes, Joanne Pettis, Joanne Millard, Lesline Smikle, Vivienne Holditch, Anne Senior, and Angie DeCastro. Special thanks to CCLB staff who helped with preparations and support both prior to and during the conference: Martina Dionne, Krista Walsh-Murray, Rana Ashkar and Marianne Kayed.



Curriculum Guidelines

This project aims at developing an online curriculum planning resource designed to assist instructors and administrators of ESL/FSL programs in planning courses based on the Canadian Language Benchmarks (2012) and learner needs. Through a set of interactive planning tools, it offers a guided process for designing courses during the phases of program planning: assessing needs, creating course outlines, unit outlines and lesson plans, and assessing performance.

The platform will include the following components:

- The framework document which presents the guiding principles of ESL/FSL in Ontario.
- Modules of activities and resources: each module will provide examples of planning. These examples will be adapted to different contexts in accordance with basic principles and relevant topics for adults.
- Interactive planners: templates for lesson planning, units or assessments. Users will also be able to find additional resources such as CLB, the CLB Support Kit or explanations of vocabulary used.

Several activities took place in 2013-2014:

- Content development (framework document, modules, resources, etc.).
- Creation of planners (courses, units, lessons, evaluation) in collaboration with the multimedia firm Soshal.
- User testing for ergonomics of the platform.
- Consultations with School boards offering ESL and FSL for feedback on the content.

The project will continue in 2014-2015. The first version of the website should be completed by the fall of 2014 and presented to school boards.

Lignes directrices pour le programme de français langue seconde (FLS) ne donnant pas droit à des crédits.

L'outil de planification interactif est l'élément central du projet des Lignes directrices. Cet outil permettra aux instructeurs de planifier leurs cours du début à la fin.

Dans un premier temps, il est possible de créer une description générale de son cours (éléments de base, description, horaire, niveaux, etc.). **Cette description générale peut être imprimée et remise à l'apprenant. Il y trouvera toute l'information dont il aura besoin pour commencer son apprentissage du français.**

L'instructeur continue ensuite sa planification au niveau de l'unité (groupe de leçon sur un thème donné) et de la leçon (séquence d'enseignement) en utilisant toutes les ressources mises à sa disposition : listes des descripteurs des NCLC, exemples d'objectifs d'apprentissage, de tâches, d'éléments de contenu (éléments de grammaire, de vocabulaire), etc. **L'instructeur peut ainsi planifier sa formation. En tout temps l'instructeur est guidé dans sa démarche en ayant toujours accès à des onglets de formation.** Il est aussi libre de personnaliser le cours selon les besoins de ses apprenants.

La démarche de planification proposée est justifiée par des principes directeurs qui sont présentés aux instructeurs dans un document clair et convivial.

Ce projet est financé par le ministère des Affaires civiques, de l'Immigration et du Commerce international de l'Ontario.



Revision of the CLB Literacy Benchmarks

This initiative was funded by the Government of Manitoba with support from Citizenship & Immigration Canada. CCLB managed the project with the Government of Manitoba, and provided a pan-Canadian presence on the development and validation of the revised ESL literacy benchmarks, the *CLB 2000: ESL for Literacy Learners* document.

The Centre for Canadian Language Benchmarks (CCLB) was retained by the Government of Manitoba's Adult Language Training (ALT) branch in 2013-2014 to revise the *CLB 2000: ESL for Literacy Learners* document. Taking into account feedback gathered through a national consultation with practitioners in the winter of 2013 and a CCLB proposed plan for the revision (with input from Bow Valley College), CCLB and the Manitoba Adult Language Training (ALT) branch began work on the revision.

The main goal of the project was to update/revise the existing document to have it:

- Look and feel more like the CLB document and be more user-friendly for ESL literacy practitioners.
- Include more sample tasks.
- Include more tips and ideas on how to teach ESL literacy learners.
- Include more tasks related to workplace and employability, knowing that many ESL literacy learners work in Canada while attending classes.

This included preparing a Request for Proposals for consultants and contracting of consultants, coordinating the writing team's schedule, reviewing content, piloting content and providing access to experts to advise on content and/or to develop specific content areas or to help validate the framework. CCLB staff worked with Manitoba to ensure a quality document was produced, ready for release at the end of the fiscal year. CCLB also set up an advisory committee for the project.

The project had two advisory committees: (1) Content Advisory which was made up of ESL literacy, Essential Skills and mainstream literacy experts and (2) the Federal/Provincial/Territorial Language Group of government representatives who advised on policy and implementation. The Content Advisory group met bi-weekly between November 2013 and March 2014 by teleconference.

CCLB contracted Linda Johansson as the Lead Writer and several writers were hired from various provinces. The Alberta writers were all from Bow Valley College. Each Manitoba writer was paired with another writer from another region. The majority of the work was done remotely and by telephone/web conferencing. In addition, the writing team was supported with input from experts in CLB, CLB assessment, adult literacy, numeracy and Essential Skills.

The key deliverables approved for March 31, 2014 were:

- Working document version of the revised CLB literacy document.
- Validation work (includes an interim validation report) of the validation with ten experts and with the Content Advisory Committee. A final version to be prepared by Dr. Nick Elson is planned once further funding is obtained to validate the revised CLB literacy document with teachers.



Projects: CLB Literacy Benchmarks

- 20 sample lesson plans.
- Action plan for developing a Support Kit and scenarios for the multimedia activities.
- Online survey report with Assessors on how they assess ESL Literacy learners.
- Logo, cover design and printing of covers once document is finalized.
- Draft communications plan for a Phase II: Implementation Phase where CCLB proposes developing a Support Kit for ESL practitioners and related training supports (funding still pending).

Plans for the next fiscal are to finish validation of the document with ESL practitioners and to finalize and print the revised document, pending the availability of additional funding. CCLB has also proposed a Phase II which includes development of a Support Kit for ESL literacy practitioners and training.



Occupational Language Analyses

CCLB worked this year on finalizing and enhancing an Occupational Language Analysis for the Transitional Council of the College of Homeopaths of Ontario (TC-CHO) in collaboration with HRSG, a consulting firm in Ottawa. The College of Homeopaths of Ontario will be the first regulatory body for homeopaths in North America. As part of the work, CCLB

performed site visits to seven practitioners in the Greater Toronto and Ottawa areas and created an Additional Task Inventory. CCLB staff also advised the TC-CHO on appropriate use of CLB and testing options as TC-CHO prepares to accept registrants into the regulatory framework. CCLB thanks the TC-CHO, HRSG and the homeopathy site participants for their help and support on this project.

Review of Guidelines for Deaf and Hard-of-Hearing Clients

From April to August 2014, CCLB was asked by the Ottawa Catholic School Board (OCSB) to review a set of materials to support ESL teachers working with Deaf and Hard-of-Hearing clients. CCLB staff worked with two members of the CLB Registry of Experts, one with experience with the deaf and hard-of-hearing community. CCLB provided feedback on the two versions of the materials. CCLB reviewed the documents to assess (a) if there was enough content to become a set of CLB descriptors for deaf and hard-of-hearing learners, and (b) if the materials would be helpful to aid ESL instructors who may have ESL learners with hearing impairments. In the end, the CCLB recommendation was that the guidelines would be suitable for ESL teachers to use and to help them to deal better with the needs of deaf and hard-of-hearing learners in their programs. Further work, beyond the scope of the OCSB project, could be done to further develop an initial draft of CLB descriptors for those with hearing challenges. The Ontario Ministry of Citizenship & Immigration funded the OCSB on this initiative.



NCLC-AEL

Le Centre des niveaux de compétence linguistique canadiens a poursuivi ses efforts de diffusion et de **promotion de l'auto-évaluation** gratuite en ligne NCLC-AEL. Cet outil, basé sur les niveaux de compétence **linguistique canadiens**, permet d'auto-évaluer ses habiletés en compréhension du français langue seconde à l'oral et à l'écrit.

Une compilation récente du sondage disponible sur le site internet de l'outil a permis de constater quelques faits intéressants :

➔ **56% des utilisateurs sont des femmes; 42% des répondants se situent dans la tranche d'âge des 25 à 34 ans.**

➔ Les utilisateurs sont principalement originaires des pays suivants :

- Canada : 21%
- Algérie : 10%
- France : 7%
- Colombie : 4%
- Haïti : 4%

➔ Les utilisateurs habitent présentement dans les pays suivants :

- Canada : 60%
- Algérie : 6%
- France : 6%
- Maroc : 3%
- Tunisie : 2%

Le Centre continuera à se faire l'ambassadeur de l'outil en le présentant dans différentes conférences et en répondant aux questions des utilisateurs.

Pour plus d'informations ou pour compléter l'autoévaluation : www.nclc-ael.ca.



BTR-NCLC

Le Centre des niveaux de compétence linguistique canadiens a été mandaté par Citoyenneté et Immigration Canada pour développer un test à enjeux élevés. Le projet, appelé Batterie de tests de rendement, a débuté en octobre 2012 et se poursuivra jusqu'en janvier 2015.

L'année 2013-2014 a été consacrée au peaufinage des tâches d'évaluation et à une mise à l'essai progressive auprès d'apprenants de la région d'Ottawa. L'objectif de cette phase est de vérifier de façon empirique la démarche, les directives et le contenu du test sur une clientèle cible la plus semblable possible à celle à laquelle le test est destiné.

À partir des données de la pré-expérimentation et de la rétroaction de plusieurs intervenants, notamment les recommandations d'un comité **d'experts et d'expertes en matière d'équité, nous avons ajusté le contenu du test à enjeux élevés à partir des NCLC. Pour déterminer de façon empirique la validité et la fidélité du test, les dernières améliorations ont été apportées et une expérimentation à plus grande échelle a été amorcée. En plus des données statistiques, des données qualitatives sont recueillies à partir de la rétroaction de divers intervenants, ce qui aide à améliorer, s'il y a lieu, le protocole d'administration du test, les mesures de sécurité, la notation du test et les processus qui assurent l'intégrité des données.** L'analyse des données recueillies à partir des tests

d'expression écrite et de compréhension de l'écrit qu'on a fait passer, cet automne, à une centaine d'apprenants et d'apprenantes des niveaux trois à neuf de la région d'Ottawa permettra de raffiner les processus liés aux séances de notations et de dégager les meilleures pratiques afin d'assurer le succès des prochaines étapes de validation.

Au dernier trimestre, l'équipe de la Batterie de tests de rendement s'est concentré sur les activités de validation en expression orale. Après avoir mis au point les instruments de mesure en expression orale et avoir formé à l'interne une équipe d'évaluatrices pour administrer cette composante du test, l'équipe a recueilli des productions orales d'une centaine d'apprenants en décembre. L'analyse des résultats en expression orale, de même que ceux obtenus à l'automne en expression écrite et en compréhension de l'écrit a permis une révision des instruments de mesure et, ainsi, un ajustement des procédures d'administration et de sécurité pour chacune de ces habiletés.

En vue de la prochaine étape, l'équipe prépare présentement les instruments de mesure en compréhension de l'oral. Pour ce faire, il y a eu une révision profonde du tableau des spécifications en communication orale. On veille à ce qu'il y ait un lien étroit entre les items du test et les descripteurs NCLC et à ce que les caractéristiques des tâches de communication orales soient précises afin de faciliter **la rédaction d'items. Nous en sommes à l'étape de la production audiovisuelle.**



CLICenLigne.ca

En avril 2013, le Centre des niveaux de compétence linguistique canadiens a reçu le mandat de de CIC, région de l'Ontario de poursuivre la livraison des cours en ligne aux nouveaux arrivants de la province. Ce mandat fut ensuite renouvelé à partir du mois d'octobre 2013 jusqu'au mois de mars 2014. Durant la dernière année, l'accent a été mis sur l'administration du programme (inscriptions, évaluations avec la BTC, suivis, etc.) ainsi que sur l'encadrement et la formation des participants.



Suite à un sondage réalisé en mars dernier, les participants ont eu la chance d'exprimer leur satisfaction tant sur le plan du contenu des exercices que sur la qualité des classes virtuelles et de l'administration du programme par le Centre. Quelques commentaires ont été recueillis :

"J'ai les trouve très utiles (les classes virtuelles) et c'est à cause de ces classes que je suis plus confiante avec le français."

"Ca me fait un grand plaisir d'apprendre le français avec CLICenLigne! Les expressions sont très, très utiles!"

"J'ai bien aimé le Blog que vous avez, et j'ai l'intention d'y écrire et de communiquer avec les autres étudiants une fois par semaine. Les classes virtuelles avec Handy sont excellentes, et suite à chaque cours, je suis bien motivée d'aller plus loin dans la démarche d'apprentissage. En plus, CLICenLigne m'encourage à lire, parler et écrire en Français à tout moment durant la journée quand je trouve du temps libre, ce qui me convient bien."

Le nombre d'utilisateurs a doublé en quelques mois et un système d'évaluation itinérante a été mis en place pour permettre aux participants en région éloignée des grands centres d'Ottawa et de Toronto de pouvoir intégrer le programme.

Le programme de formation étant bien implanté, le flambeau de l'administration de la plateforme et des cours virtuels a été transmis à La Cité collégiale le 1^{er} avril 2014. La Cité collégiale détient une solide expertise en prestation de cours à distance et nous sommes convaincus qu'elle saura répondre efficacement aux besoins des utilisateurs du CLICenLigne.

Au Centre des niveaux de compétence linguistique canadiens nous sommes très heureux d'avoir participé pendant trois ans à la création, au développement et à l'implantation du CLICenLigne. Nous sommes aussi très fiers d'avoir contribué, à travers cette plateforme, à l'intégration des nouveaux arrivants en situation minoritaire au Canada.



Post TESL Certificate Training (PTCT) - Classroom-Based Planning and Assessment Incorporating the CLB

In January 2014 a new online course, *Classroom-Based Planning and Assessment Incorporating the CLB* was launched on CCLB's e-learning site. This course is designed for ESL teachers who want to increase their classroom planning and assessment skills in programs using the CLB. It is a fee-for-service, facilitated course. Development of the course was funded by TESL Ontario as part of their funding from Citizenship and Immigration Canada (Ontario region). It is one of several courses offered by TESL Ontario as part of the PTCT program. This program offers ESL instructors an opportunity to further their knowledge and skills in specialized content areas if they are already TESL Ontario certified.

CCLB's ten-week online course consists of a three-part assignment designed to pilot a module plan and **two assessment tasks, customized to the participant's classroom context. The course also provides a strong foundation for those preparing to use Portfolio-Based Language Assessment (PBLA).** CCLB has been approved by TESL Ontario to offer the course again in the fall of 2014 and then at regular intervals throughout the year after that. The course is open to any teacher who meets the pre-requisites for entry, with priority given to instructors from Ontario. For more information on pre-requisites or to get your name on the waiting list for the next session, please see: http://www.language.ca/index.cfm?Voir=sections&Id=18461&M=4032&Repertoire_No=2137991327.



Audiology and Speech-Language Pathology

The board of the Canadian Alliance of Audiology and Speech-Language Pathology Regulators (CAASPR) has **unanimously accepted CCLB's report describing the type, scope and composition of language use in the audiology and speech-language pathology workplaces.** The report had two purposes: to inform the identification of existing language tools that can be used to determine the likelihood that internationally educated professionals will be able to handle the communication requirements associated with safe and effective practice in their chosen profession; and to inform a discussion regarding the need to develop a profession-specific language assessment tool.

CCLB's research team gathered qualitative and quantitative data about authentic English language use through observations and interviews at 20 audiology and 20 speech-language pathology sites and about authentic French language use at five audiology and five speech-language pathology sites. Data was also collected through telephone interviews, focus groups, surveys and analysis of a selection of workplace materials that audiologists and speech-language pathologists read and write. Interviews and observations took place in a wide variety of employment settings in regions throughout Canada.

A comprehensive list of language tasks that audiologists and speech-language pathologists perform as part of their jobs was compiled for both professions in English and French. Benchmarks were then assigned to the tasks. The number of tasks at specific benchmarks was tabulated and the level where most tasks fell was determined as the required Canadian Language Benchmark Level, understanding that audiologists and speech-language pathologists also do many tasks at a lower and higher benchmark levels.

The findings showed that audiologists and speech-language pathologists carry out language tasks at a range of levels that are almost identical for both professions. The findings for French were also similar to those found in English.

Data analysis determined that the following benchmarks appropriately reflect the language tasks associated with the typical job tasks for full working capacity in English and French in both professions:

Speaking	CLB 9
Listening	CLB 9
Reading	CLB 9
Writing	CLB 9

CCLB was also able to map CLB/NCLC competencies onto CAASPR's competency profiles for both professions which confirmed that the language experts had seen a full range of tasks.



Orientation for the Revised CLB and CLB Support Kit for Assessors

With most assessors trained on the revised CLB and CLB Support Kit in 2012-13, the Centre used 2013-14 to create a database outlining all the assessors trained across Canada and review participant feedback. With funding from the Ontario Ministry of Citizenship & Immigration (MCI), additional sessions were originally proposed. However, there was a re-prioritization of training in other tools for assessors based on needs identified in CLARS Centres to ensure their timely implementation across Ontario, therefore additional sessions were not held.

CLBPT

Due to changes in federal government policy, this past year, most parts of Canada saw CLBPT assessor training and calibration offered as fee-for-service activity. Only Ontario and Manitoba provided funding this fiscal year for CLBPT training to CCLB. This means that assessor training and professional development were scheduled on an as-needed basis and charged a fee for delivery. Charging a fee for delivery of CLBPT training and support allows assessors a consistent level of service delivery to support their use of the placement test. Cutbacks meant that the annual CLBPT Regional Trainer meeting did not occur, which provides an opportunity for trainers to stay current in both CLBPT testing protocols and be aware of regional/national trends.

CCLB used 2013-14 as an opportunity to review, verify and update its National Registry of CLBPT Assessors by connecting with assessment sites across Canada.

CCLB continues to collaborate with The Centre for Education and Training (TCET) on protocols and guidelines for assessors to use with administering CLB and NCLC-based tests.



CLBPT - Ontario

With the introduction of CLARS (Coordinated Language Assessment and Referral System), CCLB spent 2013-14 working with both the Ontario Ministry of Citizenship and Immigration (MCI) and assessment centres in Ontario regarding training and calibration needs for CLBPT assessors in the Ontario region. CLBPT is one of the two tests and the priority was to train as many new assessors on the test so that CLARS assessors can assess equally with both the Canadian Language Benchmarks Assessment (CLBA) and the CLBPT. CCLB provided each CLARS site with its translated document

“Understanding your CLBPT results” in ten different languages. To download any of the translated documents, please visit:

http://www.language.ca/index.cfm?Vair=sections&Id=17882&M=4032&Repertoire_No=2137991327.

As part of the work to prepare assessors for CLARS implementation, CCLB worked on revising, updating and, in some cases, harmonizing CLBPT administration documentation and processes to reflect the changing world of language assessment. More information will be shared with CLBPT licensed sites in Canada over the coming fiscal year to allow for organizations to plan for the new changes. Stay tuned to the future issues of the CCLB newsletter for more information in coming months.

November was an especially busy month for CCLB and its MCI-funded projects as the Ontario LINC **Assessors’ Conference held on November 28-29** in Toronto delivered three training workshops:

- a one-day CLBPT Training Session for nine CLBA certified assessors;
- two Literacy Placement Tool (LPT) training sessions; and
- two CLBPT Refresher sessions for those already trained on the CLBPT. (CCLB developed and delivered this new, half-day CLBPT refresher training workshop at this event).

The conference resulted in over 200 assessors taking part in these CCLB sessions at the Assessors’ Conference. Additional CLBPT sessions throughout the year resulted in an additional ten assessors becoming trained and certified on the CLBPT in the Ontario region. Calibration sessions were also originally proposed to take place during this year; however, a re-prioritization of training in other tools for assessors based on needs identified in CLARS Centres, to ensure their timely implementation across Ontario, resulted in a hold being placed on calibration training sessions until further notice.



CLBPT – other regions

Through funding from the Government of Manitoba, two CLBPT training sessions and two calibration sessions were held in the province. These sessions resulted in nine new assessors being trained and certified on the CLBPT and 19 current assessors being re-calibrated.

Fee-for-service sessions were requested and set up in British Columbia, Alberta and Saskatchewan. This resulted in six new people from BC, two new people from Yellowknife, three new people from Alberta and 13 new people from Saskatchewan being trained and certified on the CLBPT. In addition, a calibration session was held for six current CLBPT assessors in Halifax, Nova Scotia.

This year also saw some changes to language delivery in Saskatchewan due to restructuring of assessment delivery in the province. As a result, CCLB worked with the province and CIC regional staff to ensure the transfer of CLBPT licenses to individual centres went as smooth as possible. In addition, it licensed eight new sites in the province to provide CLBPT training.

CCLB would like to thank our Regional Trainer team – Alice Foley-Keats, Andrea Strachan, Anne Senior, Biljana Tratnik, Bruce Russell, Debra Schwyer, Sue McKay and Wes Schroeder for all of their work and dedication that they have shown as CLBPT regional trainers this past year.

WLA Training for CLARS Assessment Centres

The Workplace Language Assessment (WLA) training has been on hold this past year as a result of waiting until the Coordinated Language Assessment and Referral System (CLARS) has been implemented across Ontario. The priority for the previous year was to train all new assessors on CLBPT before training selected assessors on the WLA. As Assessment Centres move into hard or soft launch of the modified protocols, CCLB held discussions with the Ministry of Citizenship and Immigration (MCI), who will fund this training, to clarify the criteria for WLA assessors, how many assessors will be trained at each location, and potential dates for holding training sessions.

The WLA tool is designed to assess English language proficiency at Canadian Language Benchmarks (CLB) 7 to 10 for placement into workplace-training programs or bridging programs.



Milestones Test Development

Milestones is an assessment of English as a Second Language (ESL) developed by the Centre for Canadian Language Benchmarks (CCLB) for each language skill – Listening, Speaking, Reading and Writing – for Citizenship and Immigration Canada (CIC).

The Milestones Test Development Project proved to be very busy in the 2013-14 fiscal year as it focused heavily on the completion of the Listening and Speaking content as well as the piloting and validation of the newly developed Reading and Writing content. CCLB staff attended both the TESL Ontario Conference in Toronto and the ESLANet Conference in Vancouver which provided valuable opportunities for meeting contacts interested in hosting pilot sessions.

In terms of the Listening and Speaking content, this past year CCLB worked extensively with various consulting firms to complete the video, audio and photography production. As a result, the first listening pilot was administered to 113 participants at Algonquin College (Ottawa, ON) in February 2014 with much success.

For Reading and Writing pilots, language learners from various types of programs across Canada including LINC, Enhanced Language Training (ELT), bridging programs, occupation-specific and academic programs at several universities and colleges participated in the piloting of the newly developed content. As a result, over 2,160 language learners took part in the Reading pilot and over 500 language learners took part in the Writing field test. The completion of both the Reading pilot and Writing field test allowed for the scoring and validation of content to take place. The process of assembling tasks and items to create the final versions will begin next year based on the findings from the validation.

Other activities related to this project resulted in the discussion and development of three working documents to aid the Milestones test team and CIC, including advising on Accommodations and Accessibility **protocols. Several CCLB staff also attended a full week's training on automated test administration processes** which will be instrumental for ongoing piloting of the test in the future.



CCLB would like to extend a warm thank you to the following sites for welcoming us in and allowing us to pilot new reading and/or writing content at their location during the 2013-14 year:

Algonquin College – Ottawa, ON
Association for New Canadians – St. John's, NL
Bow Valley College – Calgary, AB
Bredin Centre for Learning – Calgary, AB
Bredin Centre for Learning – Edmonton, AB
Conestoga College – Kitchener, ON
Fanshawe College – London, ON
George Brown College – Toronto, ON
Graybridge Malkam – Ottawa, ON
LASI World Skills – Ottawa, ON
Mohawk College – Hamilton, ON
Muslim Community Services Centre – Brampton, ON
Newcomer Centre of Peel – Mississauga, ON
NorQuest College – Edmonton, AB
Ottawa Carleton District School Board – Ottawa, ON
Toronto Catholic District School Board – Toronto, ON
Toronto District School Board – various site in the GTA, ON
Vancouver Community College – Vancouver, BC

In addition, CCLB would like to thank all sites who showed interest in participating in the pilot even if we were unable to schedule a session.



PBLA Training and Support

With funding from Citizenship and Immigration Canada (CIC), CCLB has started setting up the first phase of a three-year project intended to introduce Portfolio-Based Language Assessment (PBLA) as a standard feature of LINC and, eventually, CLIC programming. The project will build on the insights and effective strategies of the recent model of training and support field-tested with PBLA lead teachers in Ottawa, Edmonton and New Brunswick. Project Leads on this project are Tara Holmes and Joanne Pettis, who initiated and launched the PBLA pilots with CIC and the Ministry of Citizenship & Immigration (MCI) of Ontario. They will be Lead Coaches and provide oversight of the day-to-day implementation with CCLB staff. The model being used for the national implementation is a four-tiered model of training, mentoring and support: (1) CCLB Regional Coaches train, mentor and support a number of lead teachers from Service Provider Organizations; (2) Lead Teachers will then train, mentor and support Classroom Teachers within their program; (3) Classroom teachers who develop the knowledge and skills in task-based teaching and assessment instruct and support students; and (4) Students will become engaged autonomous learners.

CCLB is working with CIC to coordinate a phased-in rollout of PBLA in most parts of Canada by 2016. In the fall CCLB recruited PBLA Regional Coaches who have a proven expertise in CLB, TESL and mentoring to support the PBLA initiative. They familiarized themselves and field-tested the online e-learning course. In December CCLB hosted a three-day face-to-face orientation with the Project Leads and Regional Coaches to prepare and finalize the lead teacher course content that they had field-tested in preparations for the lead teacher start-up course in January 2014. In December Service Provider Organizations were identified for the first cohort and were contacted by CCLB to identify lead teachers from their programs. CCLB organized webinars that were held on Tutela.ca to support and help administrators from Cohort 1 to implement the PBLA initiative.

In January the ten-week online course for PBLA Lead Teachers was launched on the CCLB e-learning site. Approximately 120 Lead Teachers from Alberta, Saskatchewan, Ontario and the Atlantic region started the first phase of their training. Lead Teachers and Regional Coaches from Calgary, Saskatoon, London and Ontario met face-to-face in late February for mid-course meetings, to provide an opportunity for Lead Teachers to get support, feedback and clarification on the topics they had covered to date in the online course. Some groups of Lead Teachers met online with their Regional Coach as well. In March the CCLB was invited to present at the LINC PD Day in Ottawa. The workshop focused on the core principles that support successful PBLA practice. The PBLA Guide has been revised by Joanne Pettis. Printed copies reserved for Lead Teachers in training will be sent to provide added support while they begin to implement PBLA in their own classrooms. Successful lead teachers are expected to complete their training and become certified by the end of June 2014. Please contact Rana Ashkar at rashkar@language.ca if you have any questions about PBLA Training and Support.



Organization that collaborated with CCLB/Organismes qui ont collaboré avec le CNCLC

- Collège Boréal
- Collège communautaire du Nouveau-Brunswick
- **Conseil des écoles publiques de l'Est de l'Ontario**
- ELSA Net
- La Cité collégiale
- **Les Réseaux de soutien à l'immigration francophone**
- National Association of Pharmacy Regulatory Authorities/Association nationale des organismes de réglementation de la pharmacie
- National Capital Region YMCA-YWCA Language Assessment and Referral Centre/YMCA-YWCA de la région de la capitale nationale
- Ottawa Carleton District School Board
- Red River College
- Toronto Catholic District School Board
- Université de Moncton
- Vancouver Community College

CCLB Participation on External Committees/Boards/Participation du CNCLC à des comités

externes/conseils d'administration

- Ottawa Local Immigration Partnership /**Le Partenariat local pour l'immigration d'Ottawa** – Language sector table and sub-groups on (1) ESL Literacy in Ottawa and (2) Promoting CLBs among employers/ Table du secteur de la langue et sous-groupes sur (1) FLS et alphabétisation à Ottawa et (2) Promouvoir les NCLC auprès des employeurs
- **Language Advisory Committee (Ottawa)/Groupe d'intervenants francophones d'Ottawa**
- Canadian National Network of Associations of Regulators (CNNAR) Communities of Interest – Language Proficiency in the Regulatory Context (LPRC)/Le Réseau canadien des associations nationales d'organismes de réglementation - Communautés d'intérêt : La maîtrise de la langue dans le contexte réglementaire
- Project Advisory Committee on the successful integration and the retention of internationally educated nurses into the Canadian healthcare system



- CAPLA QA Project Advisory Committee/**Comité consultatif du projet de CAPLA sur l'Assurance de la Qualité**
- Ontario Centre for Excellence in Communicative Competency Assessments (OCECCA) Advisory Committee
- TESL Ontario Post-TESL Certificate Training (PTCT) Advisory Committee
- **“On Target” Phase I Advisory Committee**
- Newcomer Language Advisory Body (NLAB)/Groupe consultative sur la formation linguistique (GCFLI)

CCLB Conference Presentations/Exhibits/ Présentations

- Meeting of English Language Teaching (MELT) of Montreal
- TESL Ontario
- TESL Canada – Literacy symposium, PBLA Symposium, NLAB symposium
- **CESBA spring and fall Conferences and the “Language is Key” Symposium**
- **Ontario Assessors’ Conference**
- ElsaNet Conference
- CAPLA – The Revised CLB: Communicative Competencies to Meet the Needs of Adult English and French Second Language Learners
- Ottawa LINC PD workshop – Can Do checklists
- Forums de recherche: Institut des langues officielles et du bilinguisme (ILOB)

Conference Participation/ Participation aux conférences

- National Settlement Conference
- Metropolis
- The Centre for Literacy Spring Institute
- The Centre for Literacy Fall Institute
- P2P



The Centre for Canadian Language Benchmarks gratefully acknowledges the financial and in-kind contributions of the following funders in support of its projects and activities:

Le Centre des niveaux de compétence linguistique canadiens remercie chaleureusement les bailleurs de fonds suivants pour leurs contributions financières et autres, qui ont rendu possibles ses initiatives et activités :

Government of Canada/Gouvernement du Canada

Integration Program Management, Citizenship and Immigration/**Direction générale du programme d'intégration, Citoyenneté et Immigration Canada**

Ontario Region, Citizenship and Immigration/**Région de l'Ontario, Citoyenneté et Immigration**

Alberta

Immigration Policy and Programs Branch, Alberta Human Services

British Columbia

Immigration and Welcome BC Branch, Ministry of Jobs, Tourism and Skills Training

Manitoba

Adult Language Training Branch, Manitoba Labour and Immigration

Ontario

Ministry of Citizenship and Immigration/**Ministère des Affaires civiques et de l'Immigration**

Saskatchewan

Immigration Services Division, Ministry of Advanced Education, Employment and Immigration

Canadian Alliance of Audiology and Speech-Language Pathology Regulators/**Alliance canadienne des organismes de réglementation en orthophonie et en audiologie**

Canadian Society of Respiratory Therapists/**Société canadienne des thérapeutes respiratoires**

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Project Manager /Gestionnaire de
projet

* These staff members ceased employment with the Centre between April 2013 and March 2014.

* Ces membres du personnel ont quitté le CNCLC entre avril 2013 et mars 2014.



The condensed financial information below has been extracted from CCLB audited financial statements. The report of Welch LLP, the auditors, and complete audited financial statements, which include notes and more detailed supplementary financial information, are available for examination by contacting CCLB at info@language.ca.

L'information financière condensée présentée ci-dessous est tirée des états financiers vérifiés du CNCLC. On peut obtenir le rapport des vérificateurs, Welch LLP, et les états financiers vérifiés complets, comprenant les notes et l'information financière supplémentaire détaillée, auprès du CNCLC. Il suffit d'écrire à l'adresse suivante pour les consulter : info@language.ca.

Statement of Financial Position as of March 31, 2014/ État de la situation financière au 31 mars 2014

	<u>2014</u>	<u>2013</u>	
Revenue			Revenus
Citizenship and Immigration Canada (CIC)	\$ 1,422,131	\$ 668,762	Citoyenneté et immigration Canada (CIC)
CIC - Ontario	62,184	735,264	CIC - Ontario
Government of Ontario	1,261,081	789,148	Gouvernement de l'Ontario
Government of Alberta	-	34,379	Gouvernement de l'Alberta
Government of Manitoba	370,541	32,633	Gouvernement du Manitoba
Resource and Training Unit	366,695	295,907	Service des ressources et de la formation
Interest	10,835	-	Intérêts
Amortization of deferred contributions related to capital assets	5,856	-	Amortissement des apports reportés liés aux immobilisations
Miscellaneous	4,757	3,755	Divers
	<u>3,504,080</u>	<u>2,559,848</u>	
Expenses			Dépenses
Office (schedule)	277,683	252,089	Bureau (annexe)
Personnel (schedule)	883,724	719,782	Personnel (annexe)
Board (schedule)	1,289	5,225	Conseil d'administration (annexe)
Conference and memberships (schedule)	5,405	4,795	Conférences et frais de membres (annexe)
Resource and Training Unit - note 5	324,418	320,991	Service des ressources et de la formation - note 5
Contract services	1,852,831	1,150,212	Services contractuels
Professional fees	14,744	20,086	Frais professionnels
Staff and contractors' travel costs and associated fees	80,261	107,998	Frais de déplacement du personnel et des contracteurs et frais associés
Amortization	5,856	-	Amortissement
	<u>3,446,211</u>	<u>2,581,178</u>	
Net revenue (expense)	57,869	(21,330)	Revenu net (dépense nette)
Net assets at beginning of year	<u>975,739</u>	<u>997,069</u>	Actif net au début de l'exercice
Net assets at end of year	<u>\$ 1,033,608</u>	<u>\$ 975,739</u>	Actif net à la fin de l'exercice



Statement of Operations and Changes in Net Assets Year Ended March 31, 2014/

Déclaration des opérations et des variations de l'actif net Exercice terminé le 31 mars 2014

	<u>2014</u>	<u>2013</u>	
OFFICE			BUREAU
HST/GST	\$ 58,114	\$ 41,923	TVH/TPS
Telephone and internet	8,245	11,533	Téléphone et internet
Rent and insurance	68,663	70,380	Loyer et assurances
Office supplies and postage	54,022	50,018	Fournitures de bureau et frais postaux
Printing	54,423	62,709	Impression
Conference calls	7,195	3,702	Conférences téléphoniques
Miscellaneous	27,021	7,805	Divers
Promotion materials	<u>-</u>	<u>4,019</u>	Matériel de promotion
	<u>\$ 277,683</u>	<u>\$ 252,089</u>	
PERSONNEL			PERSONNEL
Salaries, fees and benefits	\$ 869,575	\$ 713,904	Salaires, honoraires et bénéfices
Staff development	13,635	5,621	Formation du personnel
Recruitment	<u>514</u>	<u>257</u>	Recrutement
	<u>\$ 883,724</u>	<u>\$ 719,782</u>	
BOARD			CONSEIL D'ADMINISTRATION
Travel	\$ 199	\$ 4,089	Frais de déplacement
Insurance	<u>1,090</u>	<u>1,136</u>	Assurances
	<u>\$ 1,289</u>	<u>\$ 5,225</u>	
CONFERENCE AND MEMBERSHIPS			CONFÉRENCES ET FRAIS DE MEMBRES
Association memberships and government fees	\$ 614	\$ -	Frais de membres aux associations et services gouvernementaux
Conference fees	<u>4,791</u>	<u>4,795</u>	Frais de conférences
	<u>\$ 5,405</u>	<u>\$ 4,795</u>	



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