

Annual Report 2012-2013



Centre for
Canadian Language
Benchmarks

Centre des niveaux de
compétence linguistique
canadiens

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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.



I believe it is no secret that there are many pressures on not-for-profit organizations at present. Government funding for NGOs is in many instances uncertain and unpredictable and by no means guaranteed regardless of the track record

of the organization. I am pleased that in the past year the Centre has continued to experience the confidence of government funders through the support it has received from both the federal and provincial governments to develop products valuable for practitioners and learners of the CLBs and NCLCs. I would like to thank François Bélisle and the excellent team at the Centre for their great work over the past year.

This year the Centre provided extensive training to teaching practitioners and assessors in the new Benchmarks both face-to-face and in webinar format across the country. In addition, the Centre continues its work on the Milestones assessment tools. For more details, please refer to the *Inside Language* newsletters posted on the Centre website.

In the past year the CCLB Board continued to move intentionally towards solidifying its role as defined in the 2011 by-law changes. At the June 2012 Board meeting in Ottawa the Board received training in policy governance procedures in order to move forward with confidence in carrying out its fiduciary responsibilities. The implementation of the by-law revisions and the focus on being a policy Board coupled with the training resulted in a number of areas of focus for the Board in the past year.

First, it continues to refine and strengthen its procedures regarding the selection of new Board members. This year we were pleased that the Centre received double the number of applications compared

to 2012. Under the leadership of Christina Stechishin, the chair of the Nominations and Board Evaluation Committee, procedures have been firmed up and streamlined. The application template continues to be enhanced to ensure a fair and rigorous selection process and I am confident that those individuals who are recommended to fill the four vacant positions will be strong contributors to the Board.

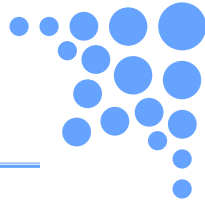
Secondly, the Board reviewed its risk management plan. All of the Board members were pleased that most of the elements of the plan were already in place: organizational and legal documents were already in place; Board management and liability issues were well in hand; employment policy and procedures were clear, appropriate and defined; and fiscal management and investment issues had already been receiving considerable attention. The Board was extremely pleased that the potential for serious risk was minimal because of the Centre's level of management in this area. I am grateful to both Anna De Luca, chair of the Audit and Risk Management Committee and François Bélisle for their work in this area.

Thirdly, the Board has developed a new strategic plan to carry the Centre forward with renewed purpose and direction.

Finally, at its June 2013 meeting, the Board will receive training in board evaluation. This will enable the Board to analyze and assess its performance in a systematic and reliable manner on an ongoing basis using appropriate practices.

- Jim Jones

Message from the Executive Director



After setting record levels of activity in 2010-2011 and 2011-2012, CCLB had a more modest year in 2012-2013 from a revenue viewpoint. Nonetheless, the list of activities that the Centre carried out is impressive, as shown in this Annual Report,

and as a result the Centre continued to build its reputation as the national centre of expertise in language benchmarking.

Among other important projects, we finalized the publication of the revised Canadian Language Benchmarks (CLB) and *Niveaux de compétence linguistique canadiens (NCLC)* and we offered a large number of training workshops on the revised standards. We also completed the *CLICenligne.ca* project, continued work on the Milestones Test and started work on its French-language counterpart.

As reported in the Chair's report, we have also been very active on the governance front: developing procedures for the successful recruitment of new Board members; reviewing our achievements over the past three years against our three-year strategic plan that was coming to an end, and developing and approving a new three-year plan for 2013, 2014 and 2015; and developing and approving a risk management plan.

This year was characterized by major staffing changes, including the departure of three long-time employees, the reintegration of one employee, and the addition of four full-time and one part-time employee. Jennifer McKay left the Centre after many years of service to join the local school board. Daphné Blouin Carboneau left to pursue graduate studies. Colette Pepin left to go on maternity leave. Marianne Kaye, our most senior employee, reintegrated the Centre after more than a year away. In the fall of 2012 we hired four new employees: Natalie Blais, Isabelle Champagne, Martina Dionne and Krista Walsh-Murray. Finally, Meng Li joined as part-time Bookkeeper.

I wish to express my deep appreciation to the Centre's staff – a great team of dedicated, resourceful and enthusiastic professionals. The growth in the Centre's influence over the past four years would not have been possible without them.

- François Bélisle

French Support Kit to Accompany the Revised NCLC

CCLB is developing a support kit for French as a Second Language (FSL) programs in Ontario to help teachers understand the NCLC standard and apply it in their classrooms. Funded by the Ontario Ministry of Citizenship and Immigration, the support kit is a complementary resource to the Ontario Curriculum Guidelines, which CCLB is developing in partnership with the Toronto Catholic District School Board (see page 8).

CCLB's objective for this project is to support practitioners throughout Ontario in the implementation of the NCLC document, which was revised following recommendations made during the National Consultation. At that time, teachers clearly stated that they did not have sufficient training to effectively and accountably use the NCLC:

“There is a lack of NCLC training for teachers of FSL and for managers of FSL programs.”

The support kit is intended to be an NCLC primer. It will explain what the NCLC are, which other scales exist, the rationale for using the Benchmarks and NCLC-specific vocabulary. After becoming familiar with the NCLC through the support kit, teachers will be better positioned to use the curriculum guidelines.



Work on the support kit began in fall 2012. As of March 31, 2013, work had progressed in the following content areas:

- an orientation to the revised NCLC;
- speaking and writing exemplars (samples of performance) and reading and listening exemplars (sample texts and passages with associated tasks), representing a variety of NCLC levels and contexts;
- a revised and expanded version of the *Je suis capable de...* (*Can Do*) checklists. The revised checklists will reference the 2012 NCLC and will now cover all 12 levels (the previous version of the checklists covered NCLC 1–10).

Over the coming months, more content will be developed, including sections on grammar, pronunciation and pragmatics; a chapter on Francophones in a minority setting, multi-level classes and workplace preparation classes; and tools and templates for classroom use.

Workshops and a webinar will be offered to train teachers and administrators on how to use the support kit.

This project will be completed in September 2013.

Developing a Plan for Revision of the *CLB 2000: ESL for Literacy Learners* Document

This initiative was funded in the last quarter of 2012-2013 and provided an opportunity for CCLB to consult with ESL literacy practitioners and then to develop a plan for revising the *CLB 2000: ESL for Literacy Learners* document. The Government of Manitoba will receive funding from Citizenship and Immigration Canada and plans to work with CCLB to revise this document in 2013-2014. After an RFP process, Bow Valley College in Calgary was selected as the lead consultant on this project. The Bow Valley team has extensive experience in the area of ESL literacy, research and resource development. CCLB senior managers guided the work of the consulting team. CCLB supported the work of Bow Valley by:

- coordinating a list of about 135 ESL literacy practitioners from across Canada willing to volunteer on the consultation survey for the project;
- advising and giving direction on the scope of the process, key requirements and expectations and on content of the data collection tools and resulting documentation;
- coordinated a pan-Canadian advisory committee of ESL literacy specialists, government representatives and CCLB staff, including help drafting the Terms of Reference, project updates and web conferencing.

In February and March 2013, Bow Valley and CCLB were able to:

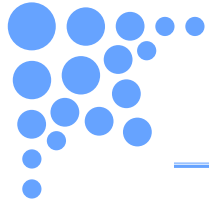
- Consult with over 150 ESL literacy stakeholders (assessors, instructors and government representatives) from across Canada in an online survey. Data that was used in the analysis came from the 109 completed survey responses. Literacy stakeholders from nine provinces and the Yukon answered the survey. Representation



by region included: Ontario (40%), Alberta (34%) and Manitoba (10%).

- Key stakeholder interviews with 23 key stakeholders over the phone. This list was identified jointly by CCLB and Bow Valley College. Each interview was almost an hour in duration and followed a scripted set of questions, customized to one of three sub-groups: ESL practitioners/administrators, ESL assessors, and government representatives. The stakeholders represented the following regions: BC, AB, MB, ON, NS, NL, NB.
- Set up a project advisory committee of CLB and ESL Literacy experts, with regional representation (West, Manitoba, Ontario, and Atlantic), and two government representatives (one provincial, one federal).

The tremendous amount of feedback in a short period of time and the quality of the responses were most helpful to Bow Valley as they analyzed the data, prepared a plan for the revision, and presented it to the Advisory Committee whose members provided thoughtful and important advice to Bow Valley and to CCLB. The final version of the plan has since been accepted by CCLB and is being used as the revision process begins.



PTCT Training: Classroom-Based Planning and Assessment Incorporating the CLB

As part of a broad-based consultation with stakeholders, researchers working on the TESL Ontario Framework for Post TESL Certificate (PTCT) project asked stakeholders to identify and prioritize topics for the training. Two topics frequently cited were the Canadian Language Benchmarks (CLB) and classroom assessment. With the increased use of CLB in both federally and provincially-funded initiatives, teachers are increasingly expected to integrate the CLB into their classroom planning. However, developing this competence may not have been included in some TESL training programs.

In recent years, CIC initiated a pilot implementation of Portfolio-Based Language Assessment (PBLA) with LINC teachers in Ottawa. CIC next plans to roll-out this initiative in a pan-Canadian phased-in process. CCLB has been retained by TESL Ontario as one of the training providers in the suite of TESL Ontario's PTCT offerings. As such, CCLB has received funding to begin work to set up the structure and develop some initial offerings for an online module, in collaboration with Tara Holmes (Alberta) and Joanne Pettis (Manitoba).

The online course, "Classroom-Based Planning and Assessment Incorporating the CLB" will consist of eleven units done with opportunities for facilitated discussions. Once additional funding is confirmed in 2013-2014, CCLB plans to complete and deliver the online course for ESL teachers wanting to further develop their expertise in the area of classroom assessment.

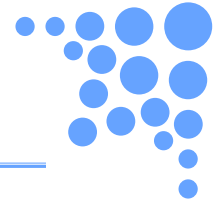


WLA Training for CLARS Assessment Centres

With funding from Ontario's Ministry of Citizenship and Immigration, CCLB began the process of preparing upcoming training sessions on the Workplace Language Tool. New training materials have been printed, contact with trainers has been re-established, and assessment centres across Ontario have been notified that up to 40 CLB Assessors in Ontario will be trained on the WLA over a two day period once the new coordinated language assessment and referral system (CLARS) has been implemented.



The WLA is a tool designed to assess English language proficiency at Canadian Language Benchmarks (CLB) 7 to 10 for placement into workplace-training programs or bridging programs. It is MCI's goal that there be at least one assessor at each CLARS centre capable of administering the WLA, knowing that in some communities there may be several CLARS assessors certified to administer the assessment. The tool measures English-language proficiency in listening, speaking, reading and writing and was developed in response to a demonstrated need for a workplace language test based on CLB. CLARS sites will be contacted in the coming months regarding upcoming training dates. This project runs until September 2014.



Language Assessment Guide

CCLB has developed a bilingual language assessment guide in partnership with the Centre for Education & Training.

The guide, titled *Language Assessment: What You Need to Know*, aims to:

- strengthen immigrants' and learners' understanding of the assessment process;
- help language assessors answer common immigrant and learner questions about the assessment process;
- assist other stakeholders in understanding the role assessments play in the training process.

CCLB's work on this project included conducting focus groups to assess the information needs of FSL learners and assessors as well as adapting and translating the guide to French.

The transadaptation of the guide was completed at the end of March. We are awaiting MCI's final approval before printing and distributing it. A limited number of copies will be sent to Francophone stakeholders. The guide will also be posted on the CCLB website.

Can Do Tool

Between September 2012 and March 2013, CCLB provided expert support to the Government of Manitoba on the revision of the popular "Can Do Checklists". Anne Hajer and Gail Stewart were contracted by CCLB to provide expert input. French versions of the Can Do based on the revised NCLC are also in development, funded by the Ontario Ministry of Citizenship and Immigration.

The project was more complex than originally anticipated. There is a significant amount of content in the revised CLB document that had to be synthesized into salient points.

There was a lot of discussion with the Manitoba team regarding the potential audience for the tool and ways to make it usable by learners at all CLB levels. The audience was defined as CLB learners and the goal is to help them identify what a learner at each Benchmark can do.

This exercise to update the Can Do also provided an opportunity for the project team and reviewers to revisit good practice for using the tool. There was concern that if the new tool retained the name "Can Do Checklist" it might be seen as an assessment which it is not; it was argued that it might be better entitled "Can Do Statements". Introductions to the "Can Do Statements" for both teachers and learners were written to clarify how they are intended to be used.

The team agreed to field-test the tool with this in mind. It was felt that the "Can Do Statements" might then better support the "How to develop Can Do checklists" good practices which are found in both the PBLA kit and the CLB Support Kit.

The Can Do Statements are currently being field tested.

Guidelines

With funding from the Ministry of Citizenship and Immigration and a partnership with the Toronto Catholic District School Board (TCDSB), the CNCLC began developing Guidelines for the French and English as a second language (FSL/ESL) non-credit adult language training program.

The principles outlined in the Guidelines are intended to ensure the quality and effectiveness of the FSL training being offered in classrooms across the province. The principles are open to interpretation, which means stakeholders can work together to adapt them to a variety of contexts. The specific needs of language learners are a key component—especially those who have been in Canada for a number of years.

The Guidelines comprise the following:

Framework document

This document presents the underlying principles of TFSL in Ontario.

4 modules

Each module will provide examples of curriculum plans that follow the basic principles but are adapted to different contexts and organized around four major themes relevant to adult clients.

Interactive planner

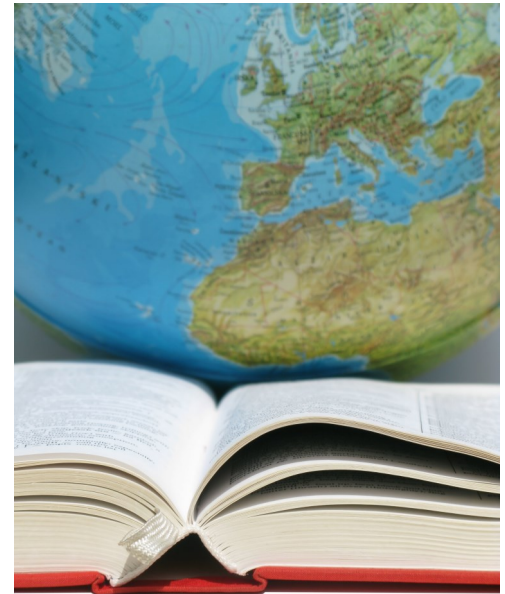
An interactive course or lesson planning tool. In addition to planning templates, it will contain module content, the guiding principles, the NCLCs/CLBs, and many other documents drafted by the NCLCs/CLBs. Trainers will also be able to add their own materials.

Web portal

The Guidelines' host portal will provide planning tools and links to other resources, best practices, and studies.

This will be a two-year project ending in March 2014. During the first year, the CNCLC wrote the framework document and content of the first two modules and began working with the multimedia agency to design the interactive planner.

Throughout the project, the TCDSB and the CNCLC will work closely with the school boards that offer FSL and ESL to get feedback on the content and user-friendliness of the platform.





The Canadian Language Benchmark Placement Test is used in assessment centres throughout Canada to assess the language levels of ESL clients for the purpose of placement into publicly funded language training programs in Canada. With funding from Citizenship and Immigration Canada and Ontario's Ministry of Citizenship and Immigration, training sessions for LINC assessors were organized throughout Canada, and conducted by our national team of regional trainers.

To date, sessions have been held in Calgary (AB), Edmonton (AB), Oakville (ON), Ottawa (ON), Moncton (NB), and St. John's (NL) reaching a total of 43 new assessors.

As two regional trainers stepped down due to other commitments, in December 2012 CCLB welcomed two new CLBPT regional trainers - Biljana Tratnik (Alberta) and Debra Schwyer (Manitoba) to the team replacing Tara Holmes and Heather Plaizier in Alberta and Anna Bird in Manitoba. In January 2014, they joined the rest

of the CLBPT trainers at the annual Regional Trainer meeting held in Ottawa. During this meeting, trainers were introduced to the new CLB and CLB Support Kit, the new trainers were trained on delivering the CLBPT and all the trainers were able to discuss CLBPT training questions.

Finally, in addition to assessor training, the "Understanding your CLBPT results" flyer, available at www.language.ca (under Assessment/CLBPT), has been translated into the following ten languages: Chinese (Mandarin), Spanish, Filipino/Tagalog, Tamil, Urdu, Arabic, Persian/Farsi, Russian, Punjabi and Korean. These ten languages were chosen to reflect common first languages of newcomer residents based on an analysis of current data from a variety of sources. The new versions of the flyer are in the process of being printed. Copies of the flyer in each language will be distributed to assessment centres in Ontario in the coming months. As well, it will be made available on our website: at www.language.ca. This initiative was funded by the Ontario Ministry of Citizenship and Immigration.

Orientation for the Revised CLB and CLB Support Kit for Assessors

With support by Citizenship and Immigration Canada (CIC) and the province of Ontario's Ministry of Citizenship and Immigration (MCI), a professional development workshop was developed for assessors working in publicly funded assessment centres to ensure they became knowledgeable of the revisions that occurred with the CLB document and be supported to learn how the CLB had changed.

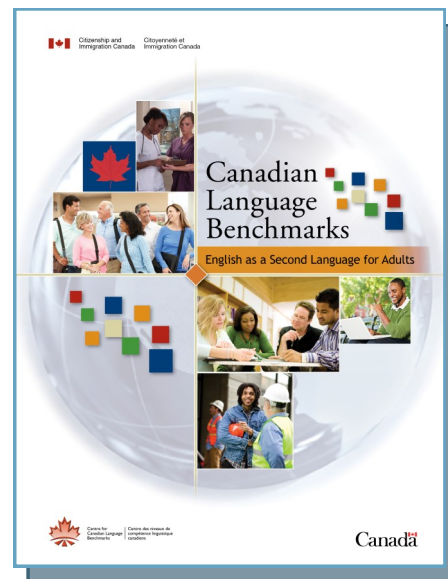
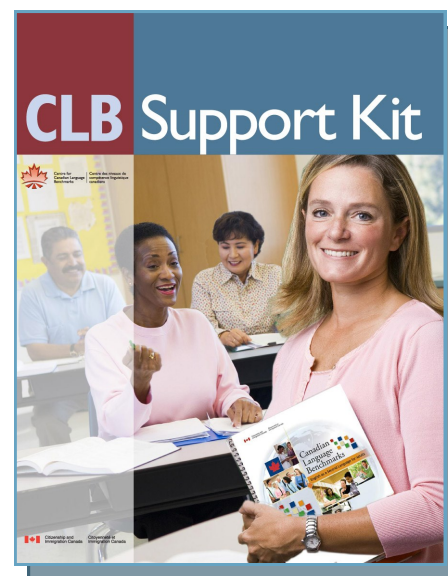
As part of the national roll-out, LINC assessors were given the opportunity to participate in a three-hour workshop that introduced the revised CLB and the CLB Support Kit through hands-on activities and discussion with a focus on the assessment of speaking and writing. As well, each participant received a copy of the revised CLB and CLB Support Kit.

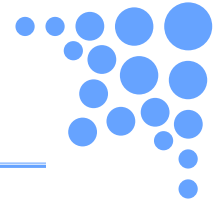
In order to offer these sessions, a call was put out and lead trainers were hired through an RFP process to deliver these sessions across Canada. In November, lead trainers from Alberta, Atlantic Region, Ontario and Saskatchewan participated in master training sessions in Ontario. With funding from the province of Ontario's Ministry of Citizenship and Immigration (MCI), November 2012 was also the month that four sessions were conducted in Ontario which resulted in 96 assessors being trained in a short period of time.

Following the four training sessions that were held for Ontario assessors in November 2012, January 2013 marked the beginning of the national roll-out of this session for assessors working in publicly funded assessment centres across Canada. With support from Citizenship and Immigration Canada (CIC) and Alberta Human Services, sessions were held in Alberta, Saskatchewan, New Brunswick, Nova Scotia and Newfoundland throughout the months of January 2013 and February 2013 which resulted in an additional 77 assessors being trained.

In March 2013, training made its way to both British Columbia and Manitoba. Through separate contracts with ELSA Net and the Government of Manitoba, 23 assessors in BC and 28 assessors in Manitoba were added to the list of those trained on the new documents. This brings the total number of assessors across Canada trained in a seven-month period on these new documents to 224.

CCLB would like to extend a warm thank you to each of the trainers – Gail Stewart, Dima Nasr, Andrea Strachan, Wes Schroeder, Linda Lam, Liliana Dominguez, Rebecca Hiebert and Myra Thorkelson – for their successful delivery of these sessions across Canada over the past few months.





Achievement test battery: BTR-NCLC

With funding from CIC, the CNCLC formed a workgroup to develop a high-stakes test. The *Batterie de tests de rendement aux Niveaux de compétence linguistique canadiens* (BTR-NCLC) evaluates written and oral comprehension and expression for NCLC levels 3 through 9.

Depending on CIC's needs, this new assessment tool can be used in a variety of contexts—for example, to evaluate programs or assess individuals' language skills.

The first FSL test developed by the CNCLC, called the BTC-NCLC, was used as the baseline in developing the test. However, the continuums were updated to comply with the 2012 NCLCs and strict security standards were implemented to ensure confidentiality. The team also wrote enough new content to create two forms (versions) of the new test.

In March the team conducted a pilot project with approximately 100 FSL learners. The results were very encouraging. Although minor corrections will need to be made to certain questions, the test appears to be highly accurate.

During Phase II of the project, we will make all necessary changes and move on to large-scale validation with approximately 600 learners.

CLICenLigne.ca

The Centre received a final request from CIC, Ontario region, to finish drafting learning activities for *CLICenLigne.ca* and offer the course to newcomers to Ontario.

In late March 2013, we submitted our final product—the course portal covering levels 3 to 7 of the *CLICenLigne.ca* program on the Moodle platform.

The *CLICenLigne.ca* program is based on a blended learning strategies approach combining various strategies and learning tools, including self-directed online training, collaborative learning, the virtual classroom, an individual orientation session, and online learning tools.

The program is designed for self-paced training, meaning learners can start at any time without having to wait for a session to begin.

All participants are assessed using the *Batterie de tests de classement aux Niveaux de compétence linguistique canadiens* (BTC-NCLC) to ensure they enroll in the appropriate course level.

We continue to receive enrollment requests. The project will continue at the national level in 2013–2014.



Milestones Test Development / Trial Administration

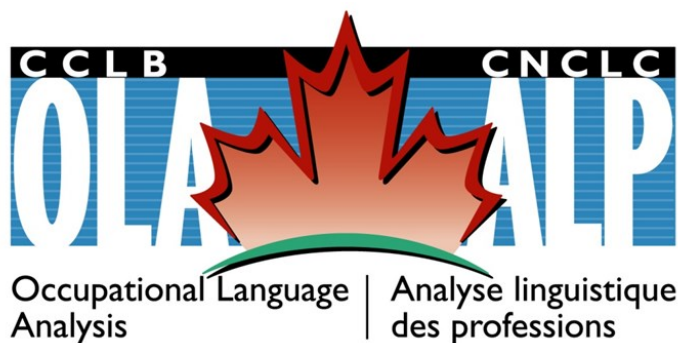
Milestones is an assessment of English as a Second Language (ESL) developed by the Centre for Canadian Language Benchmarks (CCLB) for each language skill - listening, speaking, reading and writing. It is owned by Citizenship and Immigration Canada (CIC).

As future plans for Milestones are shaping up, CIC has determined that additional content should be developed to support the test material already in existence. As a result, 2012-13 focused on developing additional reading texts and items, listening scripts, and writing prompts. The additional material has been developed with a focus for piloting of new material slated to begin spring 2013.

Furthermore, in an effort to try out the procedures of administering the test, including site and client selection, administrative aspects, scoring and

reporting, a trial administration was planned for March 2013. To prepare for this trial CCLB established an advisory committee comprised of test administrators to bring forward ideas to consider for best practices when conducting an administration. This committee proved to be instrumental in helping CCLB conduct a successful trial administration.

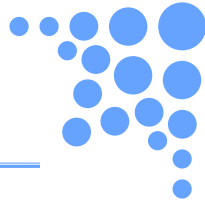
In March 2013, a trial administration was conducted. During this trial, all four test components were administered on a single day to a group of 30 clients at a range of Benchmarks 4 to 9. The reading, writing and listening tests were administered in the morning by trained invigilators in one large room. The speaking test was administered one-to-one by trained assessors in smaller rooms in the afternoon. Following the trial, CCLB reconvened with the advisory committee to discuss lessons learned from the trial and best practices to consider for future administrations.



Occupational Language Analyses - Homeopathy

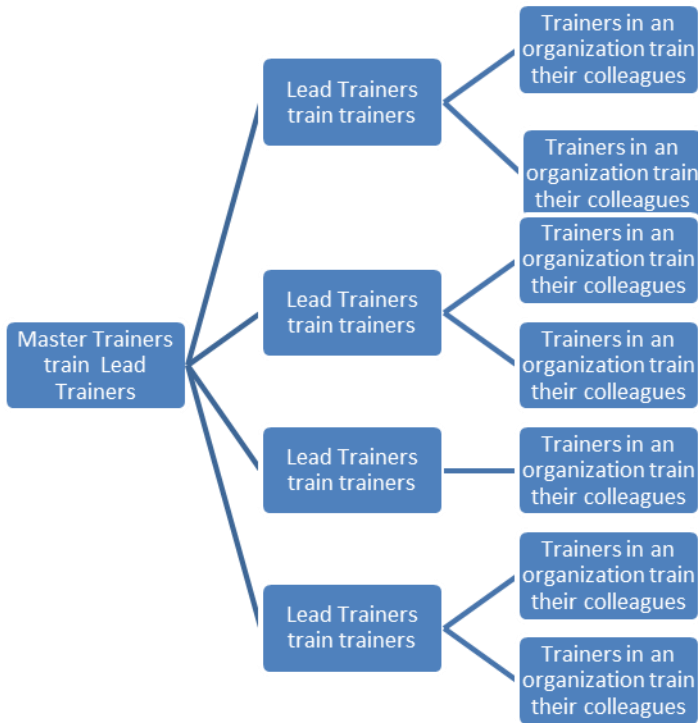
In 2012-2013, CCLB completed a quality review of a new Occupational Language Analysis (OLA) for the Homeopathy profession. CCLB staff and consultants are working with the client to develop the OLA for this recently regulated profession. This brings the number of

sectors that have developed OLAs to six: Tourism, Trucking, Child Care, Food Sector, Biotalent, and Allied Healthcare. CCLB hopes to update its repository of the OLAs, including ones developed that have not been available to the public, in 2013-2014.



ONTARIO

Building upon Year 1 of the Support Kit for Revised CLB project, Year 2 focused on training LINC, ELT and OSLT instructors across the province of Ontario on the revised CLB and the CLB Support Kit. The model approved for this project had three delivery levels: (1) Master trainers trained the Lead Trainers on the revised CLB document and use of the CLB Support Kit; (2) Lead Trainers then trained trainers from Service Provider Organizations in Ontario; and (3) the Trainers from each organization train their colleagues on the revised CLB using the CLB Support Kit. Overall, 23 sessions were held across Ontario and 232 teachers were trained to be lead teachers and are qualified to deliver the workshop at their own school to colleagues.



In addition to the one-day workshops, the project reached out to communities and organizations that are sometimes overlooked by providing three web-based training presentations on Tutela.ca to support

isolated programs. CCLB also developed an online bookshelf to host the revised CLB, the CLB Support kit and exemplars.

Overall, teachers were very satisfied with the training with an overwhelming positive response in all evaluations. This project was funded by Citizenship and Immigration Canada (Ontario Region).

For teachers not in LINC, ELT or OSLT programs, one-day training sessions for ESL teachers in school boards across Ontario on the revised CLB continues with funding from the Ontario Ministry of Citizenship and Immigration (MCI). To date 323 ESL teachers have been trained and they are in turn training colleagues at their schools. Information sessions on the revised CLB and CLB Support Kit with support from MCI were conducted at the annual TESL Ontario conference and also at smaller regional TESL Conferences in London, Hamilton, Ottawa and Toronto.

To ensure that all ESL teachers have access to the revised CLB document, the Theoretical Framework, and the CLB Support Kit, including the speaking and listening exemplars, MCI funded the development of a digital bookshelf to house the resources. Now all teachers may download the documents or listen/view the exemplars on their own time from anywhere in Canada on this site: <http://bookshelf.language.ca/>. This is an example of how CCLB is using technology to reach out to ESL practitioners in all parts of Canada with accessible resources.

ALBERTA, SASKATCHEWAN AND MARITIMES

Using the same train-the-trainer model used in Ontario, CCLB was able to offer one-day workshops to LINC instructors on the revised CLB and the CLB Support Kit in Alberta, Saskatchewan and the Atlantic Provinces who will then, in turn, train their own colleagues. CCLB appreciates the support of Citizenship and Immigration Canada for this activity.

Project Highlights:

- 3 lead trainers were trained by master trainers Anne Hajer and Gail Stewart;
- 165 instructors became trainers;
- 182 instructors trained in the third level of the train-the-trainer as of March 31, 2013 and more third-level training sessions are still being conducted in some organizations;
- overall instructors in federally-funded programs are more familiar with the renewed CLB and were supported as they learned how to use the CLB in their teaching.

Alberta Human Services provided additional funding to CCLB to offer two one-day train-the-trainer sessions on the revised CLB to Alberta ESL instructors. In some communities, instructors participated in workshops with their LINC colleagues. 39 participants from Alberta non-LINC service provider organizations were trained.

BRITISH COLUMBIA

Training sessions for British Columbia ELSA Net instructors on the revised CLB and CLB Support Kit started in March with funding from the BC Government. Feedback is very positive as teachers gain more information about the revisions and how to use the CLB Support Kit for classroom planning and assessment. CCLB is supporting ELSA Net's delivery of the training by selecting qualified trainers and shipping the materials for each workshop.

MANITOBA

Funded by the province, training sessions on the revised CLB and CLB Support Kit were held in Winnipeg and Brandon. The train-the-trainer roll-out was successfully implemented for ESL teachers. Comments on the training included: "It was great to practice finding our way around the new document. There are some great features in the two documents. Thank you!"



Organizations that collaborated with CCLB

Assemblée de la francophonie de l'Ontario

Centre franco-ontarien de ressources pédagogiques

Coalition ontarienne de formation des adultes

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

National Capital Region YMCA-YWCA Language Assessment and Referral Centre

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

Canadian Immigrant Integration Program (CIIP) Board

Comité consultatif pour le Cadre de référence de la compétence bilingue, La Cité collégiale

Coordinated Language Assessment and Referral System (CLARS) Advisory Committee

Newcomer Language Advisory Body (NLAB)

Ontario Association of Adult and Continuing Education School Board Administrators (CESBA) ESL/FSL Advisory Committee

Ontario Centre of Excellence for Communication Competency Assessment (OCECCA) Advisory Committee

Settlement and Integration Joint Policy and Program (SIJPPC)

Teachers of English as a Second Language (TESL) Ontario PTCT Steering Committee

CCLB Conference Presentations/Participation

Association canadienne de linguistique appliquée

Canadian Network of National Associations of Regulators (CNNAR)

Language Instructions for Newcomers to Canada (LINC)

Metropolis Conference

Ontario Association of Adult and Continuing Education School Board Administrators (CESBA)

Ottawa Local Immigration Partnership

Teachers of English as a Second Language (TESL) Canada

Teachers of English as a Second Language (TESL) Ontario



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:

Government of Canada

Integration Branch, Citizenship and Immigration

Ontario Region, Citizenship and Immigration

Foreign Credential Recognition Program, Human Resources and Skills Development

Trades and Apprenticeship Division, Human Resources and Skills Development

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

Saskatchewan

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

Canadian Alliance of Audiology and Speech-Language Pathology Regulators

Canadian Society of Respiratory Therapists

Canadian Trucking Human Resources Council

Centre for Education and Training

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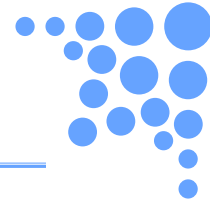
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Bookkeeper

JENNIFER MCKAY*
Senior Program Manager

YVES LAFOREST*
Project Officer

NATALIE BLAIS
Project Manager

* These members ceased employment with the Centre between April 2012 and March 2013.



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.

Statement of Financial Position as of March 31, 2013

	<u>2013</u>	<u>2012</u>	
Revenue			Revenus
Citizenship and Immigration Canada (CIC)	\$ 668,762	\$ 43,704	Citoyenneté et immigration Canada (CIC)
Human Resources and Social Development Canada	-	111,845	Ressources humaines et développement social Canada
CIC - Ontario	735,264	2,852,334	CIC - Ontario
Government of Ontario	789,148	330,652	Gouvernement de l'Ontario
Government of Alberta	34,379	44,682	Gouvernement de l'Alberta
Government of Saskatchewan	-	24,278	Gouvernement de la Saskatchewan
Government of British Columbia	-	53,867	Gouvernement de la Colombie-Britannique
Government of Manitoba	32,633	-	Gouvernement de la Manitoba
Resource and Training Unit	295,907	361,312	Service des ressources et de la formation
Miscellaneous	<u>3,755</u>	<u>1,699</u>	Divers
	<u>2,559,848</u>	<u>3,824,373</u>	
Expenses			Dépenses
Office (schedule)	248,387	289,002	Bureau (annexe)
Personnel (schedule)	719,782	661,660	Personnel (annexe)
Board (schedule)	19,261	20,482	Conseil d'administration (annexe)
Conference and memberships (schedule)	4,795	6,800	Conférences et frais de membres (annexe)
			Service des ressources et de la formation - note 6
Resource and Training Unit - note 6	320,991	467,880	Services contractuels
Contract services	1,139,878	2,379,640	Frais professionnels
Professional fees	20,086	30,820	Frais de déplacement du personnel et des contracteurs et frais associés
Staff and contractors' travel costs and associated fees	<u>107,998</u>	<u>72,957</u>	
	<u>2,581,178</u>	<u>3,929,241</u>	
Net expense	(21,330)	(104,868)	Dépense nette
Net assets at beginning of year	<u>997,069</u>	<u>1,101,937</u>	Actif net au début de l'exercice
Net assets at end of year	\$ <u>975,739</u>	\$ <u>997,069</u>	Actif net à la fin de l'exercice

Statement of Operations and Changes in Net Assets Year Ended March 31, 2013

	<u>2013</u>	<u>2012</u>	
OFFICE			BUREAU
HST/GST	\$ 41,923	\$ 94,475	TVH/TPS
Telephone and internet	11,533	8,873	Téléphone et internet
Rent and insurance	70,380	90,323	Loyer et assurances
Office supplies and postage	50,018	37,674	Fournitures de bureau et frais postaux
Printing	62,709	45,616	Impression
Miscellaneous	7,805	9,363	Divers
Promotion materials	<u>4,019</u>	<u>2,678</u>	Matériel de promotion
	<u>\$ 248,387</u>	<u>\$ 289,002</u>	
PERSONNEL			PERSONNEL
Salaries, fees and benefits	\$ 713,904	\$ 658,433	Salaires, honoraires et bénéfices
Staff development	5,621	3,227	Formation du personnel
Recruitment	<u>257</u>	<u>-</u>	Recrutement
	<u>\$ 719,782</u>	<u>\$ 661,660</u>	
BOARD			CONSEIL D'ADMINISTRATION
Travel	\$ 10,544	\$ 14,360	Frais de déplacement
Insurance	1,136	439	Assurances
Logistics	3,879	4,191	Logistique
Conference calls	<u>3,702</u>	<u>1,492</u>	Appels conférences
	<u>\$ 19,261</u>	<u>\$ 20,482</u>	
CONFERENCE AND MEMBERSHIPS			CONFÉRENCES ET FRAIS DE MEMBRES
Association memberships and government fees	\$ -	\$ 166	Frais de membres aux associations et services gouvernementaux
Conference fees	<u>4,795</u>	<u>6,634</u>	Frais de conférences
	<u>\$ 4,795</u>	<u>\$ 6,800</u>	

Language
is the key.



La langue,
c'est la clé.

www.language.ca

Centre for Canadian Language Benchmarks

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