

# Annual Report 2011-2012



Centre for  
Canadian Language  
Benchmarks

Centre des niveaux de  
compétence linguistique  
canadiens



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## Centre for Canadian Language Benchmarks

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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

Canadian Language Benchmarks and *Niveaux de compétence linguistique canadiens* will be the national standards for describing, measuring and recognizing English and French language proficiency of adult immigrants and prospective immigrants for living and working in Canada.

## Mission

The Centre for Canadian Language Benchmarks provides the leadership and expertise to preserve the integrity, promote the use and support application of the Canadian Language Benchmarks and *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 Plan

1. Preserve and enhance the integrity of the CLB and NCLC.
2. Enhance the integrity of assessment processes associated with the CLB and NCLC.
3. Enhance implementation support for teachers and other practitioners working with the CLB and NCLC.
4. Expand capacity to apply the CLB and NCLC in supporting successful labour market integration of immigrants.
5. Assume a leadership role in the development and sharing of quality resources associated with the CLB and NCLC.
6. Establish the organizational capacity and structure to further our leadership role in the evolution of the CLB and NCLC.



## Message from the Chair

At the 2011 annual meeting of the CCLB the board ratified revisions to its By-Laws reflecting the growth and maturity of the Centre as well as the anticipated changes in regulations in board governance coming from the federal government. I am pleased that a year later the Centre is well on its way to moving forward with the changes indicated in the revised By-Laws.

One of the changes is the manner in which new board members are identified and appointed to the board. The Centre sent out invitations for board applicants to all of its partner organizations as well as individual contacts in the early part of this year. These invitations were for four positions vacated by departing board members. The nomination committee will be making recommendations to the board at the June annual meeting.

The nomination committee was pleased with the range and excellence of the application pool as well as their interest in Benchmarks. It was even more greatly impressed to learn of the depth to which the Benchmarks have been put to use across the country. It is clear that innovative and useful products based on the Benchmarks are being developed in many jurisdictions, all to benefit learners in many language circumstances.

As the board moves into the 2012-2013 year, it will be strengthening its policy and governance role with the Centre.

From the perspective of the work of the Centre, during the year it completed final validation of the revised CLB/NCLC. This marked the end of a rigorous and comprehensive process involving stakeholders from across the country.

As well, the first levels of *CLIC en ligne* were completed and the first registrants are taking the first levels. At year end the process was well on its way; however, the Centre is still adding to the product.

Congratulations to the Centre for managing these two large projects, and thanks to François and the staff of the Centre for their great work over the year.

Finally, the board received with great sadness the news of the untimely death of Margaret Pidlaski in December 2011 as a result of a vehicle accident overseas. Margaret was a stalwart and long-time member of the board and her dedication to the Centre and to services in Manitoba for immigrants brought all who worked with her and knew her unforgettable inspiration. The world of immigrant services in Canada is a far lesser place without her.

- Jim Jones



## Message from the Executive Director

After setting a record level of activity in 2010-2011, the CCLB had its second busiest year ever in 2011-2012. The list of activities that the Centre carried out is impressive, as shown in this Annual Report. As a result, the Centre continued to build its reputation as the national centre of expertise in language benchmarks.

We worked on the final phase of the revision/validation of the CLB/NCLC. We also completed other important projects, such as the first year of the two-year *CLIC en ligne* project.

This year marked the departure of two long-time employees, the reintegration of one employee, and the addition of one full-time and two part-time employees. Marianne Kayed, our most senior employee, left the Centre after nine years of devoted service to pursue a new career path. Hector Gauthier left the Centre to become a consultant. Colette Pépin reintegrated the Centre after a year of maternity leave. François Zamor joined as Program Officer, and Yves Laforest joined as part-time Project Officer. Finally, Aaron Bernard 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 three years would not have been possible without them.

- François Bélisle



## CLB/NCLC Revision and Validation (April 2011-March 2012)

2011-2012 marked the final steps of the renewal of the CLB and NCLC, an extensive process during which, based on recommendations from stakeholders across the country, these standards were revised and validated to fulfill evolving user needs and to gain the rigour required for application in a broader range of contexts.

In 2010-2011, with funding from Citizenship and Immigration Canada (CIC), CCLB revised the CLB and NCLC based on the recommendations arising from the National Consultation. For the first time their revision was informed entirely by recommendations from their respective users; the revised standards now truly reflect the specific realities of the ESL and FSL contexts.

Since the initial development of these standards, their use has expanded beyond government-funded language training programs. This wider usage has created a need to strengthen the robustness of these standards and to increase their recognition for multiple purposes. These goals informed the final stages of the revision process, when CCLB carried out a rigorous validation process.

In 2010-2011, with funding from CIC, CCLB undertook the first steps of the validation by developing a common theoretical framework for the CLB and NCLC. The theoretical framework underwent extensive independent review and validation at each stage of its development. The CLB and NCLC were then validated against the theoretical framework to determine whether they accurately reflected the underlying theory. The documents were further fine-tuned and are accepted both as accurate reflections of the theoretical framework and as consistent with widely accepted research.

The next step in the process, carried out in 2011-2012 with funding from the governments of Alberta, British Columbia, Ontario and Saskatchewan and in-kind contributions from the government of Manitoba, was an extensive field validation by the documents' end users.



A key component of this step was the development of exemplars to test the validity, clarity, and reliability of descriptors. Content experts developed reading and listening texts and tasks for the 12 levels, as well as prompts which were used to collect exemplars of learner performance in speaking and writing. The tasks and exemplars were independently benchmarked by six experts, with inter-rater agreement confirming the validity and reliability of the descriptors.

Then, along with the revised CLB and NCLC, they were field tested with more than 100 practitioners across Canada. These practitioners fulfilled two key roles: firstly, to confirm the level of the exemplars based on their experience with learners at specific levels, and secondly, to provide feedback on the clarity, completeness, and accuracy of the representation of these levels. This informed the final fine-tuning of the standards.

A key feature of the revision process was that CCLB continuously consulted end users to ensure that the final products met their needs. Since the development of the first CLB Working Document began, practitioners in federally and provincially funded language programs have been key drivers of the national standards. Their recommendations were therefore a critical component of the revisions and informed decisions made throughout the project.



## Support Kit and Orientation on the Revised CLB (April 2011-March 2012)



With funding from CIC Ontario, the CCLB has completed the first part of a two-year project on the implementation of the revised CLB. A kit of CLB resources has been developed and will be distributed to CIC-funded programs at train-the-trainer sessions throughout Ontario in the fall of 2012.

The National Consultation heard from over 1,300 CLB and NCLC stakeholders across Canada. In all of the multi-stakeholder and practitioner-specific forums, the need for supports for instructors involved in language training was raised. Many of the recommendations concerning training and resources have been incorporated into the *CLB Support Kit* resource and training package.

Comments from consultation participants:

“The lack of training results in people not understanding and they don’t buy in and don’t use the CLB.”

“I work with a lot of instructors not trained in ESL. CLB provides strong guidance. CLB requires that instructors have a deep understanding of learners’ competencies.”

Consultation and survey participants identified the following resources as priorities for development to support CLB:

- Sample tasks/print exemplars (92%)
- Sample tasks/audio video exemplars (91%)

The *CLB Support Kit* includes:

- An Orientation to the CLB guide with information on how the new document differs from the CLB 2000, along with explanations of the revised theoretical framework, and information on classroom planning and assessment using the CLB. It also includes Speaking and Writing exemplars (samples of performance), and Listening and Reading exemplars (sample texts and passages with associated tasks), representing a variety of CLB levels and contexts.
- Three additional guides: *Incorporating Grammar into a CLB-Based Program*, *Incorporating Pragmatics into a CLB-Based Program*, and *Incorporating Pronunciation into a CLB-Based Program*.
- Best practices and tips on the following topics: teaching in an academic context, teaching in a workplace context, teaching multilevel classes, and working with special needs learners in a CLB based classroom.

A training package on the kit has also been developed. This package will be used for hands-on training that will be rolled out throughout Ontario beginning in fall 2012. A train-the-trainer model will be used so that all programs can receive the training as soon as possible. The CCLB will offer similar training to instructors from other publicly funded organizations throughout Canada following the rollout in CIC-funded programs in Ontario.



## CLIC en ligne (April 2011-March 2012)

Throughout the 2011-2012 fiscal year the CCLB continued developing the *CLIC en ligne* program. Thanks to funding from CIC, we were able to meet our goals of updating program activities and optimizing our use of Web 2.0 tools. The new activities are much more interactive and encourage learners to take an active role in their learning. The program provides access to language training for all newcomers eligible for federally funded FSL programs, especially in francophone communities in language-minority settings and French-language communities outside of metropolitan areas, as well as for people who cannot attend class because of family, professional, or other obligations.

The CCLB is now a front-line provider of services for newcomers. The online program offers five learning levels, CLIC 3 through CLIC 7. It has received very positive reviews from the community.

Under the supervision of the program manager an entire team of educational consultants, writers, NCLC experts, ICT experts, graphic designers, and editors completed their work over the course of the year.

The program will continue to be developed during the coming fiscal year with the addition of interactive learning objects and activities with an increased focus on the work environment.



### Classroom learning activities

The *CLIC en ligne* program also includes an *Activités d'apprentissage* (learning activities) component for the classroom. It is designed to provide CLIC trainers access to a database of activities aligned to the NCLC. This classroom activity kit covers CLIC levels 1 through 5. Activities related to basic themes from housing, transportation, health, and employment to Canadian culture and francophone communities. They therefore provide newcomers with theme-based learning to help them settle and integrate their new communities.

The advisory board made its recommendations in March 2012, and the learning activities were piloted in various CLIC classes in the Ottawa area.





## Resources for Trucking Sector (April 2011-July 2011)

The CCLB completed a project for the Canadian Trucking Human Resources Council (CTHRC) which continued into the fall of 2011 to develop components of the CTHRC's ESL program area. Following the development of nine Occupational Language Analyses (OLAs) for the trucking sector the previous year, the CCLB developed the following in 2011:

- **English for the Trucking Industry** curriculum was developed and loaded onto the CTHRC's Learning Management System (LMS). The curriculum, which is based on the OLA findings and industry feedback, was designed for internationally trained individuals (ITIs) working in the trucking industry who require English language development, as well as those entering or hoping to enter the sector. The online course covers the primary language skill areas of Listening, Speaking, Reading and Writing, as well as vocabulary, grammar and workplace culture.
- An **online self-assessment tool** was developed to help potential workers in the trucking industry reflect on their abilities as they relate to the language demands of trucking occupations. The resulting tool, which was also loaded onto the CTHRC's LMS, is intended for information purposes only, and does not provide definitive results regarding potential workers' language abilities.

The CCLB worked with the CTHRC to conduct field tests with users from the sector on both the online curriculum and the online self-assessment tool.





## **CLBPT Remote Access: Exploring the Feasibility of delivering the Canadian Language Benchmarks Placement Test (CLBPT) in Isolated Areas (September 2011-February 2012)**

The CCLB, with funding from the Ontario Ministry of Citizenship and Immigration (MCI), has completed a feasibility study of delivering the CLBPT remotely using video-conferencing technology.

The CLBPT is a task-based, streamlined assessment used by certified language assessors across Canada as an adaptable, efficient means to place adult learners in ESL programs and is aligned with the CLB at levels 1 to 8.

Current assessment practices involving itinerant assessors travelling to remote regions to assess clients are becoming increasingly expensive due to the growing demand for assessments in remote regions.

Three pilots were conducted during the study. First, a limited pre-pilot was conducted with three experienced CLBPT assessors. The two subsequent pilots were carried out with the participation of assessors and clients from the Thunder Bay Multicultural Association and the YMCA Sudbury. A test expert, a CLBPT trainer and an IT professional have also reported on the feasibility of using the test remotely. The CLBPT remote pilots allowed the CCLB to determine:

- appropriate technology required to deliver CLBPT assessments remotely; and
- test protocols for assessors and proctors for CLBPT licensed sites.

The CCLB also consulted with representatives for the Canadian Language Benchmark Assessment (CLBA) and the *Batterie de tests de classement aux Niveaux de compétence linguistique canadiens* (BTC-NCLC) to discuss the findings, and their feedback was incorporated into the final report to MCI.



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## **CLBPT Training (June 2011-March 2012)**

The CCLB continues to provide training to assessors throughout Canada on the Canadian Language Benchmarks Placement Test (CLBPT). In 2011-2012, 9 training sessions were held for 32 assessors from Alberta, British Columbia, Ontario, Saskatchewan and Yukon.

## Expanded Use of the Workplace Language Assessment (WLA) Pre-Screening Tool in Ontario (September 2011-February 2012)

The *WLA Pre-Screening Tool* was developed to serve the needs of ITIs who have some post-secondary education and some work experience (not necessarily in Canada) and who are seeking entry into workplace-related training, language training or employment. The *WLA Pre-Screening Tool* is a 30-minute tool intended to assist job counsellors, job developers and HR professionals working with ITIs in identifying next steps or pathways requiring levels of English higher than CLB 6. Next steps for ITIs may include full language assessment, bridge-to-work programs, post-secondary education, and support to pass accreditation tests.



In 2011, the CCLB was funded by MCI to review and update the *WLA Pre-Screening Tool* trainer and participant manuals and to offer more train-the-trainer sessions to HR professionals, employment advisors and job developers from Employment Ontario offices throughout Ontario.

In earlier projects funded by MCI, the CCLB offered train-the-trainer sessions in Peel, Toronto, Ottawa, Sudbury, Barrie, Kitchener, Burlington and Kingston.

This most recent *WLA Pre-Screening Tool* project included seven training sessions for 116 participants throughout Ontario, which took place from October to February in Mississauga, North Bay, Oshawa, Scarborough, St. Catharines, Toronto and Windsor. Those trained now have the capability to train others in their respective organizations, thus supporting the continued use of the tool.

## Online Self-Assessment (June 2011-March 2012)

In 2011-2012, the CCLB continued, in partnership with the Centre for Education and Training (CET), to provide development and user support for the *Autoévaluation en ligne – Niveaux de compétence linguistique canadiens* (NCLC-AEL) tool. This tool makes it possible for prospective immigrants and other speakers of French as a second language to

assess their Listening and Reading level in French, which can inform their educational and professional plans. This project is funded by CIC.

In addition to the ongoing maintenance and promotion of the site, CCLB has developed supports for users of the tool. These include enhanced audio supports for the Listening test, as well as updated links to resources relevant to newcomers, prospective immigrants and other users.

This tool can be accessed at [www.nclc-ael.ca](http://www.nclc-ael.ca). A similar tool is available in English.





## Expansion of Work Ready (September 2011-February 2012)

*Work Ready* is a resource kit for employment counsellors and human resources professionals to support them in their work with adult immigrants, specifically to help them address second language related difficulties immigrants may have. It was first made available in English online in 2007 and was later published in 2009. The success of *Work Ready* 2009 led to funding by MCI in 2011 for the expansion of *Work Ready*. Expanding the *Work Ready* resource meant creating two additional components. The two components were:

1. online tools in English for professionals working with two specific groups of immigrants:
  - ◇ professionals working with immigrants in (or preparing to work in) non-regulated skilled and semi-skilled occupations;
  - ◇ professionals working with mature immigrants (over age 50); and
2. a French version of *Work Ready*, called *Au boulot!* (available for free, online and in print, to colleges, counselling and settlement organizations and employers until supplies last).

### Development

The two components of the expansion of *Work Ready* were researched and developed separately. The French version of *Work Ready* was not translated from the English version. Rather, it reflects the specific needs of the Francophone community in Ontario. To create the online tools and French version, the CCLB hired two teams of experts to survey each group of potential users of the resources, allowing them to relate their needs so that the CCLB could develop tools based on that input.

### Promotion and Distribution

This project also included a re-print of *Work Ready* (2009). 500 copies were reprinted in September, 100 of which were distributed at TESL Ontario. The remaining 400 are available to meet the demand from colleges, counselling organizations and employers free of charge while supplies last. Relevant organizations were also contacted via email to be notified of the new online and print resources available.



CLB RESOURCE KIT FOR COUNSELLING AND HIRING IMMIGRANTS



Au boulot!  
Une approche stratégique



## Benchmarking Red Seal Examinations (April 2011-March 2012)

CCLB has been working with Human Resources and Skills Development Canada (HRSDC) since 2006 to benchmark the language demands of Red Seal Trades. CCLB has also benchmarked some of the Red Seal exams following a rigorous methodology.

In February 2012, HRSDC requested that the CCLB benchmark questions for the Refrigeration and Air Conditioning Mechanic and Sheet Metal Worker exams.

The tests were benchmarked using the CLB and NCLC standards, which are currently documented in the CLB 2000 and NCLC 2006. As revised versions of the CLB and NCLC were expected shortly, CCLB ensured its benchmarking methodology included both the current and the revised standards. The intent was to ensure consistency between tests benchmarked in the past and those that may be benchmarked in the future.

The benchmarkers began by benchmarking the English versions of the tests and recording the findings in a table. They supposed that the questions might lie between CLB/NCLC 5 and CLB/NCLC 8 and used these levels as a starting point. They worked independently on each question, constantly referring to the CLB 2000, the revised CLB document, the Unit of Instruction and the Editing Rules supplied by HRSDC. They then compared results and reached consensus. Any problematic areas were highlighted. Once the English version of the first exam was benchmarked, the French version was done the same way. The French version of the questions was cross-referenced with the English version to ensure that they were both at the same level of difficulty and that they were testing the same things.

The second occupational exam was then benchmarked using the same process. The two benchmarkers then took time to review their draft benchmarks before returning to the HRSDC site for a final review. The final review consisted of the English and French versions being compared side by side, problematic questions discussed, final benchmarks determined and comments and recommendations made.

The benchmarkers were very impressed with the clarity of the questions and the excellence of the translation. They found a great consistency between the English and French versions of both tests. Almost all the questions fell in the expected range - between CLB/NCLC 5 and CLB/NCLC 8.





## National Online Repository – Tutela.ca (April 2011-December 2011)

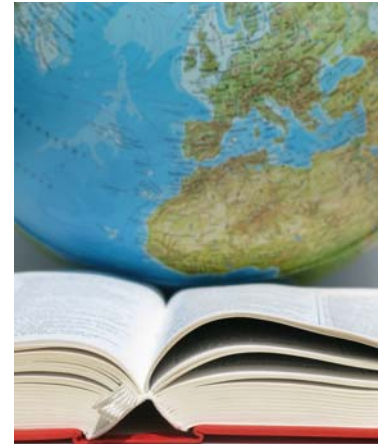
The CCLB was contracted by Citadel Rock Online Communities Inc. to help develop a bilingual online resource for ESL/FSL teachers. A shared Federal-Provincial initiative funded by CIC, the resource is both a repository of tools and resources and a community of practice. The national online repository is called Tutela.ca.

Tutela.ca contains thousands of content items in both English and French. The content, which was extracted from websites containing existing ESL/FSL and LINC/CLIC material and contributed by organizations, focuses on Canadian content. Resources include lesson plans, learning objects, exemplars, teacher training material and much more.

The CCLB and Citadel Rock tested the site among practitioners across Canada in the fall of 2011 and presented Tutela.ca at conferences in Alberta and Ontario to obtain valuable user feedback on site features and content.

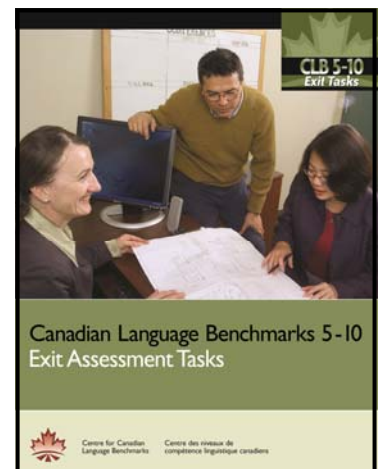
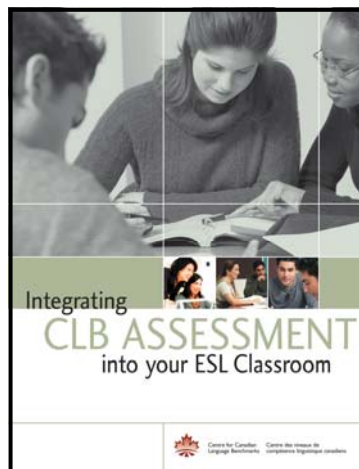
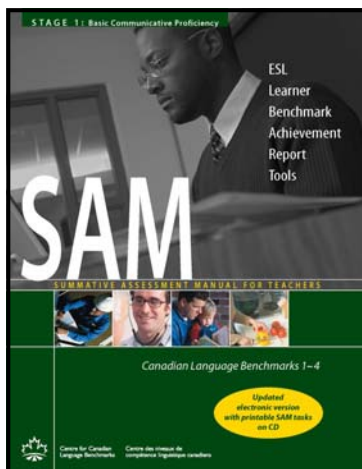
The CCLB's role in the project ended December 31<sup>st</sup>, 2011. However, Citadel Rock continues to work with CIC to populate and enhance the site.

To view the site and to register an account, please go to <http://dev2.tutela.ca/test/Tutela>.



## Classroom Assessment Resources Training (April 2011-March 2012)

The CCLB continues to offer training on a variety of classroom assessment resources including the *Summative Assessment Manual (SAM)*, *Integrating CLB into your ESL Classroom* and *CLB 5-10 Exit Assessment Tasks*. Thirteen sessions were conducted in 2011-2012 for 179 instructors in Alberta, British Columbia and Ontario.



## Occupational Language Analyses (April 2011-March 2012)

The CCLB collaborated on OLA development and quality assurance for the following sector councils and professional bodies:

1. Canadian Society of Respiratory Therapists
2. Biotalent Canada
3. Canadian Tourism Human Resource Council



## Benchmarking Pharmacy (April 2011-November 2012)

The CCLB, in consultation with the National Association of Pharmacy Regulatory Authorities (NAPRA) and with funding from HRSDC'S Foreign Credential Recognition Program, has completed benchmarking the language demands in English and French of pharmacy in Canada.

The CCLB worked closely with a national advisory committee that provided guidance throughout the project. A benchmarking team was contracted to collect qualitative data through job shadowing and on-site workplace observations of authentic language use at 26 sites across Canada, including hospital and community pharmacy settings. Data collection and analysis were completed in the fall of 2011.

The final report was submitted to HRSDC in November 2011 and identified the observed language benchmarks of Listening, Speaking, Reading, and Writing tasks for pharmacists as ranging between CLB/NCLC levels 7 and 11.





## Equivalency study (January 2012-March 2012)

In January 2012 CIC and Quebec's *ministère de l'Immigration et des Communautés culturelles* (MICC) funded a study of the equivalency between the NCLC standard and its Quebec counterpart, *Échelle québécoise* (ÉQ). The goal of the study was to produce a detailed report demonstrating the correlation between the two scales and to determine how new and existing resources are shared by CIC and MICC programs.



The team that conducted the study consisted of one NCLC expert, one ÉQ expert, and one independent second language acquisition expert. The two scales were examined first at a general level, and then in depth. In their report, the experts:

- explain the similarities and differences between the two scales;
- present a table comparing the two scales level by level; and
- make recommendations on resource sharing.

The report has not yet been made public.

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## CIC Web Pages (March 2012)

The CCLB was contracted by CIC's Integration Branch to edit 12 pages of the CIC provincial pages for newcomers to Canada to CLB 5. The CCLB edited the text to CLB 5 using principles of plain writing.

## Survey for Immigrants in Alberta (March 2012)

The CCLB benchmarked and edited a survey for immigrants, prepared by the University of Western Ontario for the Government of Alberta, to ensure that the questions were easy to understand. The survey was approximately 30 pages long and was to be administered over the phone. The CCLB made recommendations on CLB levels, length and complexity and also provided alternative phrasing for some questions.





## Articles

**D. Blouin Carbonneau**, *Canadian Language Benchmarks Validation: Contact, Newsletter for Teachers of English as a Second Language Association of Ontario* (Volume 38, Number 1, March, 2012)

This article provides an in-depth look at the validation of the CLB, which wrapped up in March 2012.

**J. McKay**, *Support Kit and Orientation on the Revised CLB: Contact, Newsletter for Teachers of English as a Second Language Association of Ontario* (Volume 38, Number 1, March, 2012)

This article provides a summary of a two-part project funded by CIC Ontario Region. The first part was to develop a kit of resources in support of the revised CLB standard document, and the second part was to develop and implement training on the kit and on the revised CLB throughout Ontario.

**M. Kayed**, *Canadian Language Benchmarks and Niveaux de compétence linguistique canadiens: Supporting the Second Language Needs of Adult Immigrants – An Evolving Role: OLBI Working Papers* (Fall, 2011)

This paper outlines the history and evolution of Canadian Language Benchmarks / *Niveaux de compétence linguistique canadiens* in the context of their expanding roles as key components of Canada's second language policy for immigrants as CIC and the CCLB prepare to release extensively revised and validated versions of the standards following a Pan-Canadian National Consultation.

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## Committees

- *Comité consultatif du projet CRCB-BPF de la Cité collégiale*
- Coordinated Language Assessment and Referral System (CLARS) Advisory Committee
- *Groupe d'intervenants francophone YMCA-YWCA de la région de la capitale nationale*
- Ontario Association of Adult and Continuing Education School Board Administrators (CESBA) ESL/FSL Committee
- Ottawa Local Immigration Partnership Language Sector Table
- Teachers of English as a Second Language (TESL) Ontario Post TESL Certificate Training Steering Committee
- Toronto Catholic District School Board (TCDSB) Job Embedded Professional Development Project Advisory Committee



## Organizations that collaborated with the CCLB

Abbotsford Community Services Society

Adult Language and Learning

British Columbia Institute of Technology

Burnaby English Language Centre

Burnaby School District 41

Collège Boréal

Collège communautaire du Nouveau-Brunswick

Conseil des écoles publiques de l'Est de l'Ontario

Coquitlam School Division

Delta School District

DiverseCity Community Resources Society

ELSA Net

Excel Educational Centre

Immigrant and Multicultural Services Society

Immigrant Services Society of BC

Inter-Cultural Association of Greater Victoria

La Cité collégiale

Mosaic BC

National Association of Pharmacy Regulatory Authorities

National Capital Region YMCA-YWCA Language  
Assessment and Referral Centre

Norquest College

Northwest Community College

Ottawa Carleton District School Board

Red River College

Saskatchewan Institute of Applied Science and Technology

Sheridan College

Skills for Change

Success BC

Surrey Learning Centre

Thunder Bay Multicultural Association

Toronto Catholic District School Board

Winnipeg School Division

YMCA of Niagara

YMCA of Sudbury

## The CCLB participated in the following conferences

Canadian Association of Applied Linguistics

ELSA Net

*Forum de soutien à l'immigration francophone du Nord de l'Ontario*

Metropolis Canada

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

*Réseau de soutien à l'immigration francophone de l'Est de l'Ontario*

Teachers of English as a Second Language (TESL) Canada

Teachers of English as a Second Language (TESL) Ontario



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## **Government of Canada**

Integration Branch, Citizenship and Immigration

Ontario Region, Citizenship and Immigration

Foreign Credential Recognition Program, Human Resources and Skills Development

Office of Literacy and Essential Skills, Human Resources and Skills Development

## **Alberta**

Immigration Policy and Programs Branch, Alberta Employment and Immigration

## **British Columbia**

Immigration and Welcome BC Branch, Ministry of Advanced Education and Labour Market Development

## **Manitoba**

Adult Language Training Branch, Manitoba Labour and Immigration

## **Ontario**

Ministry of Citizenship and Immigration

## **Quebec**

Ministère de l'Immigration et des Communautés culturelles

## **Saskatchewan**

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

## **Biotalent Canada**

**Canadian Society of Respiratory Therapists**

**Canadian Tourism Human Resource Council**

**Canadian Trucking Human Resources Council**

**Centre for Education and Training**

**Citadel Rock Online Communities Inc.**

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## CCLB Staff

**ÉLISSA BEAULIEU**  
NCLC Program Manager

**DAPHNÉ BLOUIN  
CARBONNEAU**  
Project Manager

**YVES LAFOREST**  
Project Officer

**ANNE SENIOR**  
Specialist Consultant

**FRANÇOIS BÉLISLE**  
Executive Director

**HECTOR GAUTHIER\***  
Project Officer

**JENNIFER MCKAY**  
Senior Program Manager

**PAULA TRAINOR\***  
Project Administrator

**PATRICIA BENOIT**  
Operations Manager

**MARIE GAUTHIER**  
Senior Administrative Assistant

**STEPHANIE PAGÉ**  
Project Officer

**FRANÇOIS ZAMOR**  
Program Officer

**AARON BERNARD**  
Bookkeeper

**LINDA HU**  
Finance and Budget Manager

**COLETTE PÉPIN**  
Project Manager

\* These members ceased employment with the Centre between April 2011 and March 2012.



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](mailto:info@language.ca).

## Statement of Financial Position as of March 31, 2012

<u>ASSETS</u>	<u>2012</u>	<u>2011</u>	<u>ACTIF</u>
<b>CURRENT ASSETS</b>			<b>ACTIF À COURT TERME</b>
Cash	\$ 1,514,663	\$ 1,203,127	Encaisse
Contributions receivable	456,722	2,547,574	Contributions à recevoir
Other receivables	100,794	426,305	Autres débiteurs
Inventory	8,744	19,405	Stocks
Prepaid expenses	18,713	21,197	Dépenses payées d'avance
HST/GST recoverable	<u>81,931</u>	<u>47,245</u>	TVH/TPS à récupérer
	<u>2,181,567</u>	<u>4,264,853</u>	
<b>EQUIPMENT</b>			<b>ÉQUIPEMENT</b>
Computer equipment	10,618	10,618	Matériel informatique
Office equipment	<u>822</u>	<u>822</u>	Matériel de bureau
	11,440	11,440	
Less accumulated amortization	<u>(11,440)</u>	<u>(11,440)</u>	Moins amortissement cumulé
	<u>-</u>	<u>-</u>	
	<u>\$ 2,181,567</u>	<u>\$ 4,264,853</u>	
<b>LIABILITIES AND NET ASSETS</b>			<b>PASSIF ET ACTIF NET</b>
<b>CURRENT LIABILITIES</b>			<b>PASSIF À COURT TERME</b>
Accounts payable and accrued liabilities	\$ 336,701	\$ 1,319,315	Créditeurs et frais courus
Deferred contributions - note 5	<u>847,797</u>	<u>1,843,601</u>	Contributions reportées - note 5
	<u>1,184,498</u>	<u>3,162,916</u>	
<b>NET ASSETS</b>			<b>ACTIF NET</b>
Unrestricted	<u>997,069</u>	<u>1,101,937</u>	Non affecté
	<u>\$ 2,181,567</u>	<u>\$ 4,264,853</u>	

## Statement of Operations and Changes in Net Assets Year Ended March 31, 2012

	<u>2012</u>	<u>2011</u>	
<b>Revenue</b>			<b>Revenus</b>
Citizenship and Immigration Canada (CIC)	\$ 43,704	\$ 1,131,678	Citoyenneté et immigration Canada (CIC)
Human Resources and Social Development Canada	111,845	165,737	Ressources humaines et développement social Canada
CIC - Ontario	2,852,334	1,346,061	CIC - Ontario
Government of Ontario	330,652	29,593	Gouvernement de l'Ontario
Government of Alberta	44,682	119,595	Gouvernement de l'Alberta
Government of Saskatchewan	24,278	5,000	Gouvernement de la Saskatchewan
Government of British Columbia	53,867	-	Gouvernement de la Colombie-Britannique
Government of Nova Scotia	-	5,000	Gouvernement de la Nouvelle-Écosse
Resource and Training Unit	361,312	1,479,005	Service des ressources et de la formation
Miscellaneous	<u>1,699</u>	<u>96,286</u>	Divers
	<u>3,824,373</u>	<u>4,377,955</u>	
<b>Expenses</b>			<b>Dépenses</b>
Office (schedule)	289,002	251,008	Bureau (annexe)
Personnel (schedule)	661,660	658,240	Personnel (annexe)
Board (schedule)	20,482	39,410	Conseil d'administration (annexe)
Conference and memberships (schedule)	6,800	4,578	Conférences et frais de membres (annexe)
			Service des ressources et de la formation - note 6
Resource and Training Unit - note 6	467,880	1,090,389	Services contractuels
Contract services	2,379,640	1,712,429	Frais professionnels
Professional fees	30,820	14,250	Frais de déplacement du personnel et des contracteurs et frais associés
Staff and contractors' travel costs and associated fees	72,957	211,839	Amortissement
Amortization	<u>-</u>	<u>1,841</u>	
	<u>3,929,241</u>	<u>3,983,984</u>	
<b>Net revenue (expense)</b>	(104,868)	393,971	<b>Revenu net (dépense nette)</b>
<b>Net assets at beginning of year</b>	<u>1,101,937</u>	<u>707,966</u>	<b>Actif net au début de l'exercice</b>
<b>Net assets at end of year</b>	<u>\$ 997,069</u>	<u>\$ 1,101,937</u>	<b>Actif net à la fin de l'exercice</b>

Language  
*is the key.*



*La langue,  
c'est la clé.*

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