

NLAB - 2014 SUMMIT COMPILATION FOR DISCUSSION PURPOSES

LANGUAGE PRIORITIES – PROVINCIAL / REGIONAL SUMMIT COMPILATION

The primary goal of the following document was to capture topic areas related to language delivery that took place in regional summits held by CIC in the fall of 2014. This document served to inform discussions at the NLAB – Newcomer Language Advisory Body that met Dec 9/10, 2014. Note that this compilation is not meant as a finalized reporting out of provincial or regional language priorities. Please refer to 2014 Integration Summit Reports by jurisdiction for more information on individual summits.

Keep in mind that comments such as the following were provided regionally to set the summit context:

- ▶ *Summit participants are from a variety of backgrounds, have a variety of core competencies, and perform a variety of functions with respect to assisting newcomers to settle and integrate into their community. Because of this range, their knowledge may be quite general and specific to their own situation, or quite specialized.*
- ▶ *Even though there were attempts to include a variety of providers, there may be underrepresentation in some areas. (For example in some regions NLAB noted a lack of representation and/or lack of access to information on contributions from Francophone groups related to settlement language provision.)*
- ▶ *Disclaimer: The information in this unofficial report reflects the recorder's best effort to express the full meaning intended by the speakers. Therefore, it is subject to clarification and correction.*

PRE-SUMMIT / CIC PROPOSED LANGUAGE PRIORITIES

- ▶ Language training and skills development services that help newcomers attain the English and French proficiency they need to function and participate in all aspects of Canadian society, including:
 1. Language placement assessments and referrals to training based on the national language framework (i.e. CLB/NCLC)
 2. Language training and resources targeted at supporting newcomers to engage in basic social interactions and acquire Canadian citizenship (from literacy to CLB/NCLC-4);
 - ❖ Sub-Category – Language Training for Special Populations
 3. Language training and resources targeted at labour market entry and pursuing education (up to CLB/NCLC-10).
 4. Newcomers with special needs (e.g. hearing or visual impairments) have access to learning opportunities and resources that can accommodate these needs.
 5. Newcomers destined to official language minority communities have access to the appropriate English and French language services and supports they need for full integration
 6. Additional categories identified through Summits:
 - ❖ Remote Communities
 - ❖ Contracting
 - ❖ Client Supports (Childcare, Transportation)
 - ❖ Provincial Involvement

<p>1. Language placement assessments and referrals to training based on the national language framework (i.e. CLB/NCLC)</p>
<ul style="list-style-type: none"> ▶ Assessment and standardization are key in the field of language development, for both teachers and students ▶ The demand for language assessment is extremely high and settlement providers are struggling to keep up with the demands across the province. ▶ Language counseling needs under met: Need to have counselors who are able to guide the clients to appropriate language services based on their requirements.
<ul style="list-style-type: none"> ▶ Northern and the south-western portions of Manitoba need faster assessments (perhaps online assessments to reduce the months of waiting they do) and more resources for services ▶ Participants reported that <i>in some locations</i>, assessment waiting lists are too long; programming should better connect to what the student is involved with (e.g., what is happening at school, at the workplace, in the community, at work, etc.). ▶ Even in Winnipeg, where WELARC provides centralized assessment/referral to newcomers, navigation of the system is problematic – need to centralize wait and class availability lists. ▶ Language assessment for specific purposes (e.g., training/post-secondary education, jobs).
<ul style="list-style-type: none"> ▶ CLARS assessment benchmarks of 6 and higher should be accepted as proof of language proficiency for the purpose of citizenship applications ▶ Adequate Background Assessment / Data Collection / Follow-Up – Access background and goals before placing students into streams
<ul style="list-style-type: none"> ▶ The New Brunswick summit identified the need for timely and affordable access to FSL assessment as a concern. ▶ Newfoundland and Labrador raised the concern about access to language assessment for citizenship purposes, as there is no CELPIP assessment centre in that province.
<p>2. Language training and resources targeted at supporting newcomers to engage in basic social interactions and acquire Canadian citizenship (from literacy to CLB/NCLC-4)</p>
<ul style="list-style-type: none"> ▶ Resources / Standards: recognized need for training / materials to support teachers new to Literacy teaching, this also applies to learners facing issues of trauma, depression, forced migration, etc. particularly as TESL training programs don't sufficiently focus on these topics. ▶ Better systems needed to share information, resources, research and information with service providers more efficiently. Very limited resources exist for language learning activities to promote community connectedness. Perhaps LIPs could assist in furthering this objective. ▶ Although the preference is always for in-person learning, use of technology identified as a means to delivery of language instruction to support access and provide options including social media, online learning, language labs, and distance education. ▶ Teach digital as well as written literacy. ▶ Broaden curriculum materials to better encompass beyond a typical middle class context.
<ul style="list-style-type: none"> ▶ In general people appreciated the language training being offered, but there is always a feeling we need more (time, options, methods, specializations) ▶ The settlement sector should collaborate with language providers to organize a hub so that newcomers can have a better understanding of services, location, costs, and availability ▶ Language programs based in public libraries are embedded in the community and are able to serve a large spectrum of clients.

<ul style="list-style-type: none"> ▶ Expanding services: Need options for citizenship test prep and higher levels to prepare for employment fields that require CLB scores of 8/9. ▶ Immigrants who are not computer literate are likely to find greater difficulty in reaching or accessing information if it's computer-based. ▶ Addressing immigrant issues requires a holistic strategy that also looks at the needs of the dependents of the primary applicant so as not to place the burden on the community.
<ul style="list-style-type: none"> ▶ Importance of addressing basic settlement issues due to impact on client access to services ▶ Need for a variety of delivery models ▶ Gap in service provision = the use of technology to provide language training ▶ Recognized need for pre-arrival language training and assessment ▶ Expand informal language training options (e.g. conversation circles, matching and mentorship programs) on a community-based basis ▶ Create Local Immigration Partnership (LIP) project applications with language training and delivery as the focus
<ul style="list-style-type: none"> ▶ Some newcomers need curriculum that includes trauma, discrimination, human (including women’s) rights, Workplace Health and Safety, child-rearing, and cross-cultural content
<ul style="list-style-type: none"> ▶ CIC should support creative approaches to language learning – outside of the traditional delivery model (without taking away from existing models); authority should be given to agencies to do what is best for their clients ▶ Flexibility – solution could be allowing for smaller skill-specific classes with shorter duration that can provide specific courses i.e. pronunciation, workplace English, specific skill – this would make their integration faster; more small classes could be of shorter duration ▶ Specialized classes geared toward the individuals current language skill set ▶ Flexibility – Having the ability to be more responsive to the changing needs of clients and demographics = flexible language training delivery
<ul style="list-style-type: none"> ▶ Current language programs should be maintained and expanded, especially at CLB 4 and higher ▶ A variety of delivery models necessary for better access in both urban and non-urban areas ▶ Outreach programs or one-on-one or small group instruction could also support those newcomers who cannot access programs due to childcare or transportation issues. ▶ Face-to-face language training remains the priority, but additional options such as on-line programming, video, and distance education are also required outside urban centres. ▶ Additional funding needed for LINC Home Study and/or other on-line and distance programs. ▶ Consider allowing certificates from other EAL programs aligned with the CLBs to be accepted as proof of language proficiency for citizenship.
<p>❖ Sub-Category – Language Training for Special Populations</p>
<ul style="list-style-type: none"> ▶ Youth: Seamless and successful transition - federal and provincial jurisdictions need to work together and look for smooth pathways that don’t present with significant gaps; utilize social media to connect these youth province-wide with resources and support; English language drop-in centres for children and youth having difficulty keeping up in school; programming for older youth who do not benefit from programs offered within the school system; programming for specific diverse groups such as LGBTGQ (Lesbian/Gay/Bisexual/Transgender/Queer) ▶ Seniors: Current LINC programming often doesn't meet the needs of seniors. Recommendations include offering specialized classes for seniors that focus on oral language skills; a buddy system where new seniors are partnered with those already integrated into the community; learning opportunities around special interests such as craft circles; opportunities for social interaction

<ul style="list-style-type: none"> ▶ TFWs have difficulty accessing services and would benefit from language classes. Large demand for workplace language comes from ineligible clients such as TFWs and naturalized citizens.
<ul style="list-style-type: none"> ▶ TFWs: This group may be overlooked because of their visa status even though they may have a job and need language training or skills. ▶ Women: Certain immigrant cultures may restrict the ability of women to reach outside the home and seek services. Home study in such cases may be a great option but can be isolating for some. ▶ Youth: Older teens and young adults do not access language services as much as they should; many students fall behind in their education and find it hard to overcome the gap. ▶ Seniors: There is a need to improve language programming for seniors, in ways that reflects their life experience and their current needs. ▶ Refugees: Language needs are a lot more complex both in terms of content and mode of delivery. Stakeholders shared that often refugees may also need literacy support and language training at the same time. Residual trauma or other issues can also impinge on their learning.
<ul style="list-style-type: none"> ▶ Specific programs to meet the needs of the vulnerable sectors in the newcomer population (refugees, women, mothers with young children, young adults (age 18-24), seniors and newcomers with complex issues) ▶ Mobile language training services which would be able to respond on a focus group basis depending on clients' needs and availability; this might best serve the women and mothers who cannot access childcare. ▶ Recognized need for Temporary Foreign Worker and International student language training programs.
<ul style="list-style-type: none"> ▶ Seniors: Older newcomers need more specialized programming ▶ Families of TFWs need access to language training.
<ul style="list-style-type: none"> ▶ Specialized programs such as conversation groups or social activities for seniors ▶ Students who receive their Canadian citizenship are forced to stop their language training; TFWs unable to access language training and support - may lead to isolation / increased vulnerability
<p>3. Language training and resources targeted at labour market entry and pursuing education (up to CLB/NCLC-10)</p>
<ul style="list-style-type: none"> ▶ Clarity on CIC logic model: Workplace LINC is currently not represented ▶ Better understanding of the 'what' of Workplace LINC (foundational language and skill-based training such as essential skills, digital literacy, intercultural communication / soft skills, etc.) ▶ Smoother access to post-secondary programs and qualifications upgrading (Ministry of AvEd) ▶ Some successful examples of workplace language training programs in BC/Yukon discontinued due to funding cuts. ▶ More engagement/partnerships/collaboration with industry associations and employers needed such as workplace language programs delivered on site. Employers encouraged to invest in newcomers through integration of language training with safety / industry-specific courses. ▶ Employers would benefit from a centralized information source regarding workplace language programs available for newcomers in different communities.
<ul style="list-style-type: none"> ▶ There is a desire for more workplace related training and employer involvement ▶ More incentive for employers to invest in the language training of immigrant workers. Large corporations in particular have the resources and access to individuals and organizations that can provide effective training (growth of private-public sector partnerships) ▶ Supporting specialized language needs based on different professions such as doctors,

engineers and scientists.
<ul style="list-style-type: none"> ▶ Employer-driven ESL classes; ▶ Enhance technology-driven and independent stay-at-home delivery models
<ul style="list-style-type: none"> ▶ Those at work need more evening and weekend opportunities and occupation-specific / professional content. ▶ For employers, there is a significant need for a greater understanding of newcomers in the workplace (e.g., transitional differences and needs of hiring a TFW and a war-affected refugee) including customizing new employee training to the newcomer’s specific needs, cultural differences, and language issues training (e.g., flexibility/support for job-related terminology). ▶ Encouraging employers to offer in-house ESL training (e.g., English at Work) and mentorship in the workplace will improve the newcomer’s performance on the job and will provide them with better opportunities for promotion. ▶ Lack of Basic English language skills prevent newcomers from getting appropriate work and progressing in that work; lack of occupation-specific ESL programs also impeding success. ▶ <i>Employer voice:</i> Promoting newcomers is sometimes difficult because of English language (i.e., reading, writing, listening, and comprehension) skills and because newcomers are frequently dissatisfied with an entry-level position and think they should be promoted before employers believe they are ready. Not having adequate English language skills concerns employers, especially when newcomers are presented with workplace policies (health and safety, etc.).
<ul style="list-style-type: none"> ▶ Creative solutions – i.e. workshops on pronunciation, etc. Challenge – maintaining numbers, filling up specialized classes, some orgs using volunteers vs certified instructors ▶ More employer involvement ex. Work placements / co-op program.
<ul style="list-style-type: none"> ▶ Focused sector-specific workplace and business language options which could lead to better job-seeking and employment outcomes; include literacy and lower CLBs. ▶ Bridges to Work type training which blend language training, essential skill development, etc. ▶ Supported integration into the workplace = volunteer opportunities ▶ Consider Express Entry principal applications with higher skilled / higher language levels - need more specialized courses
<p>4. Newcomers with special needs (e.g. hearing or visual impairments) have access to learning opportunities and resources that can accommodate these needs</p>
<ul style="list-style-type: none"> ▶ Mental health, post-traumatic stress and other health issues – how can we better support multi-barriered immigrants and refugee? Particular need for research and best practices to support lower level language learners who may present with these additional challenges. ▶ Support to children and youth who have a learning disability or psychological challenges.
<ul style="list-style-type: none"> ▶ There is a critical need to support clients with disabilities and special needs both in terms of testing (learning disabilities) and in terms of modality of instruction.
<ul style="list-style-type: none"> ▶ Special needs newcomers (including those with mental health issues) need better programming
<ul style="list-style-type: none"> ▶ Growing need to support clients with visual and hearing issues, learning disabilities and cognitive impairment, and mental illnesses. ▶ For those requiring literacy support, as well as clients requiring support for other special needs, program adaptations are needed
<p>5. Newcomers destined to official language minority communities have access to the appropriate English and French language services and supports they need for full integration</p>

▶ Need to build more awareness of the Francophone community
▶ Several pilot projects were described to link Francophone speakers with existing community resources, programs and services. Similar challenges for French language provision and training as there are for English language training: assessment, resources and programs for all levels of language competency, qualified instructors and teachers, and the need for more informal services to complement the formal ones. More discussion on this topic needed.
▶ Summit participants who work directly with newcomers with stronger French (than English) language skills spoke of the barriers involved with speaking French in a community which predominantly uses English as the language of business. Generally speaking, a lack of French language services for all supports/programs outside of Winnipeg is problematic.
▶ Language minority communities recognized as a priority, some discussion around the role municipalities could play and of the need to use technology. It was felt that there needed to be further discussion on meeting language and Francophone needs generally.
▶ The ability to communicate in English <i>or French</i> allows newcomers to become full members of Canadian society. Important to support participation in everyday activities.
▶ Les initiatives d'établissement d'immigrants d'expression française devraient favoriser, et financer, l'évaluation des compétences, l'apprentissage et le perfectionnement des deux langues officielles afin de faciliter l'intégration des clients au marché du travail et leur intégration au sein des communautés acadiennes et francophones du Canada atlantique.
▶ Continuer d'offrir et accroître l'offre/le nombre de places offertes dans les cercles de conversation. Voir à du financement additionnel pour répondre à la grande demande de participation et pour élargir la participation à tous les niveaux de langue (de débutant à avancé).
❖ Other – Remote Communities
▶ Continued operation in smaller / remote communities – sometimes informal training may be an alternative, but couple with access to LINC Home Study to support recognized language acquisition including citizenship goals.
▶ Language training in rural areas and smaller centers is a priority
▶ Literacy needs are increasing in rural areas
▶ Shortage of instructors and limits of computer-assisted teaching: Smaller centers are facing continuing challenges of staffing and retention of staff for their programs.
▶ Need for targeted, specific programs appropriate for small, rural communities with low numbers of newcomers. Challenge: “finding pockets of newcomers with enough numbers to be able to offer a program, and then retaining them because attendance is an issue and criteria for offering the program”.
▶ Addressing basic settlement needs for newcomers, particularly in remote locations, so that “the need to make a living does not mean that they cannot learn English; it is a cycle because they cannot learn English to get a job but if they get a job they do not have the time or energy to learn English”.
▶ Gap in service delivery = the use, training and retention of volunteers – especially in rural communities – to offer language training on an informal basis;
▶ Accessibility of language services is more challenging in smaller communities, in the North, and in Nunavut where newcomer numbers are relatively low (compared to other locations in

<p>Manitoba) and service providers are not able to have the range of programs available in larger communities. No language services in The Pas and no ESL past level 6 in Thompson.</p> <ul style="list-style-type: none"> ▶ In remote areas such as northern/south-western Manitoba and Nunavut, the services most frequently mentioned as lacking include language assessments, support for language training (including child care/transportation), and mental health care (PTSD/grief support).
<ul style="list-style-type: none"> ▶ Provide funding and supports for more programming options in rural areas and other areas that don't currently have them ▶ The need of each area should dictate the programs that are available e.g. in aboriginal areas
<ul style="list-style-type: none"> ▶ Rural accessibility through a variety of delivery models. Outreach programs for those in non-urban areas who cannot otherwise access Community Language programs.
<p style="text-align: center;">❖ Other – Contracting</p>
<p>Incorporating BC Model Best Practices</p> <ul style="list-style-type: none"> ▶ Wide range of LINC providers valued ▶ LISTN Sectoral Support: provides representation / voice, supports including info dissemination, community of practice and training, etc. ▶ On-going consideration of policy and procedures (i.e. BC-LINC Operational Guidelines) taking into account flexibility in the regions <p>Instructional Concerns</p> <ul style="list-style-type: none"> ▶ Instructor challenges continue with little prep / training time and increasingly higher expectations for the classroom (PBLA, technology). There should be more recognition of and compensation for instructor time demands over and above classroom delivery. ▶ Training and awareness should be provided for instructors on how to identify issues of isolation, feelings of disconnectedness and stress to assist the student in addressing those issues.
<p>Instructional Concerns</p> <ul style="list-style-type: none"> ▶ CIC expects LINC Instructors to have full knowledge of the Canadian Language Benchmarks (CLB) and to support students in improving proficiency. However, stakeholders argued that there is currently a gap in this area. They highlighted that LINC trainers require additional training in CLB, introducing standardized measures of progress and focus on improving proficiency by utilizing CLB indicators. ▶ More investment is needed in training teachers and instructors to provide language instruction in a culturally appropriate and community-focused manner.
<p>Instructional Concerns</p> <ul style="list-style-type: none"> ▶ Concern raised about the qualifications of teachers and support for ongoing upgrading and training professional development using the Canadian Language Benchmark (CLB) and the Niveau de Competence Linguistique Canadien (NCLC). Participants see a need for the further implementation and understanding of Language Instruction for Newcomers to Canada (LINC), and better understanding of both the National Language Placement and Progression Guidelines (NLPPG) and the Portfolio-Based Language Assessment (PBLA) for teachers.
<ul style="list-style-type: none"> ▶ Need to have more of a variety of funded delivery models ▶ Organizations and courses need to complement each other (holistic planning vs competition) ▶ Improved coordination of services in a community (to reduce/avoid duplication). ▶ More of a CIC Presence – Funders need to be present at their programs to gauge and understand programs better ▶ More reliable funding; better coordination between the 3 levels of government. Increased funding to accompany increased expectations. No clawbacks. Multiple-year funding (more

reliability, better long-term planning, less administrative burden of annually writing funding proposals). New funding to match new demands.
<p>Instructional Concerns</p> <ul style="list-style-type: none"> ▶ On-going professional development for community language teachers, including cultural competency training. Require PD funding plus coverage for substitutes.
<p>❖ Other – Client Supports (Childcare, Transportation)</p>
<ul style="list-style-type: none"> ▶ The 20% caveat on support services such as childminding and transportation mean that there are now gaps in the system. Class seats may be available, but parents are unable to attend due to high childminding waitlists, or providers with childminding may not have any dollars leftover to dedicate to transportation supports. Ensure barriers to access are not being unnecessarily placed on clients that present with these needs.
<ul style="list-style-type: none"> ▶ Contextual considerations: greater support for childcare services while adults are accessing language classes/seeking linguistic support; increasing the availability of classes especially at night and weekends to help immigrants with jobs access these resources; and transportation support for clients who are coming for language training. ▶ If language services do not provide child-care options, immigrant women, in many instances, are not able to access these resources; immigrant women are often the primary caregivers and this places certain limits on their ability to use services in the community. Some programs do home visits for the women but not all programs have this capacity.
<ul style="list-style-type: none"> ▶ Women and mothers with children are particularly affected because of the lack of childcare facilities which meant they are likely not to attend language training programs.
<ul style="list-style-type: none"> ▶ Children need better skills prior to attending school. ▶ Women need more opportunities with child care and/or opportunities later (i.e., once their children are in school). ▶ Care for Newcomer Children (CNC) model calls for the separation of newcomer and Canadian children which could mean reduced availability and flexibility of Early Childhood Educator II (ECE II) employees. ▶ Transportation (especially in communities with no public transportation), child care and blended or online classes would increase participation.
<ul style="list-style-type: none"> ▶ Accessibility / Availability: increasing access to transportation, increasing access to childcare in order to increase regular attendance to language classes, ▶ Short term investment in resources, transportation etc. Providing adequate client supports in the short term means better results in the long term – removes barriers to access
<ul style="list-style-type: none"> ▶ All four Atlantic provinces require need more seats for Care for Newcomer Children program; parents sometimes unable to participate in programs even when the classroom has space. ▶ Support for transportation is a need, especially in Newfoundland and Labrador when the public transit system is not always accessible or reliable.
<p>❖ Other – Provincial Involvement</p>
<ul style="list-style-type: none"> ▶ CIC is not enough here – the province needs to step in as supports to BC’s newcomers is related to civic engagement, participation in society & contributions to the economy ▶ Provincial Ministries include Ministry of Advanced Education = access for all to public post-secondary ESL; Ministry of Ed = upcoming changes to citizenship language requirements;

<p>Ministry of Social Development and Social Innovation = coordination - how can CIC funded programs, including options for workplace language, be better tapped in?</p>
<ul style="list-style-type: none">▶ There is a positive attitude toward federal/provincial responsiveness to language training needs and issues▶ Human Services funded by Alberta Works is successful to help train clients to gain employment; Adult Basic Literacy Education (ABLE) is working using a client-focused model to meet multiple needs of clients.▶ Better linkage between Language Instruction for Newcomers to Canada (LINC) and English as a Second Language (ESL) classes: There is a gap in the level of language proficiency between LINC and ESL. It is important to coordinate these two services in such a manner that students are able to smoothly transition between the two services.
<ul style="list-style-type: none">▶ MB: Important role for Department of Education (K-12) in terms of the continuation of ESL and blended learning to help newcomer youth to better learn to speak, listen, and understand English in a context and with content that they can relate to. Some suggested that teachers should be trained to understand language tools and assessments.▶ Nunavut: Support from the territorial government: With many competing priorities, settlement services in Nunavut are not included in the core priorities of the current government.
<ul style="list-style-type: none">▶ Better Coordination between three levels of government; new funding to match new demands.