

**Services Review to Identify Providers of
English Language Instruction with a Labour-
Market Component in British Columbia**

FINAL REPORT

**Funded by Settlement and Multiculturalism Branch, Ministry of
Community, Aboriginal and Women's Services**

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Submitted March 2004

Acknowledgements

Funding

The research was funded and initiated by the Settlement and Multiculturalism Branch, Ministry of Community, Aboriginal and Women's Services.

Acknowledgements

Many thanks also to all those who participated in the research, providing key information about the scope and nature of ESL programs with a labour market component and employment programs with a structured ESL component.

Thanks to the individuals whose programs did not match this project's criteria but who also provided valuable comments and insights.

This report is intended to provide a snap shot of English language programs with a labour market component and employment programs that include English language instruction in British Columbia. The information is not comprehensive and is likely to change.

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EXECUTIVE SUMMARY

Project Description

The purpose of the services review is to identify organizations providing programs for immigrants that

- focus on English language acquisition, but include a labour-market component that is more than 20% of the overall course content;
- focus on employment preparation, but include structured English language instruction component that is more than 20% of the overall course content.

Objectives of the Research

- Identification of the characteristics of these programs, e.g., entry criteria, cost of program (whether fee-based or government funded), assessment procedures, level of language instruction, proportion of content related to the labour market in an English language program, and proportion and content of language instruction in an employment program.
- Determination of whether the language levels identified in this research correspond to the Canadian Language Benchmarks (CLB).
- Identification of any tools and resources utilized in the delivery of the English language programs.
- Identification of perceived gaps in English language instruction for immigrants and refugees with a labour-market focus, and in employment programs with structured English language instruction.
- Identification of current trends in the provision of English language courses for immigrants and refugees that have a labour-market component, and of employment programs that have structured English language instruction.
- Identification of intended outcomes of programs (e.g., employment, further training).

Methodology

A cover letter was drafted that described the rationale, objectives, and funding agency for the project. The letter outlined expectations of program providers, and asked that they return the questionnaire within 10 days. Two questionnaires were developed and piloted with three program providers.

The consultants, with input from MCAWS, generated an initial list of agencies and organizations in British Columbia who provide English language programs with a labour-market component. The 2003 ESL (English as a second language) course directory for BC was reviewed, a list of public and private colleges and universities was generated, and the web sites of program providers were reviewed.

To identify agencies and organizations that provide employment programs for immigrants and refugees with a structured English language component, the consultants contacted the following organizations: Human Resources Services Canada, the Ministry of Human Resources, ASPECT, NETWERC, unions, regulatory bodies, public and private colleges and universities, parks and recreation departments, and community centres. Web sites were used to gather initial information. Contact information for all these organizations has been entered into a purpose-built database (see Appendix D).

The cover letter and the ESL with labour-market questionnaire were distributed by e-mail and fax to 167 program providers. The cover letter and employment with ESL questionnaire were distributed to 64 program providers and to all ASPECT and NETWERC member organizations. Twenty telephone calls were made to clarify contact information.

All organizations to whom e-mails had been sent received follow-up telephone calls to answer questions, and provide information. E-mails were re-sent to organizations that had deleted them because of the fear they might contain viruses.

Results

The following information was taken from the questionnaires. There were gaps and differences in how individuals understood and responded to the questions. This summary of results takes these into account. For a more detailed description of the responses, please see Appendix C.

Sixty-seven (67) questionnaires were completed and are included in the findings. Some questionnaires provided information about multiple programs on one questionnaire. Information from two on-site interviews is also included in the findings. Information from thirty-one (31) returned surveys was not included in the findings because the respondents indicated that their programs did not have the minimum 20% of dedicated to labour-market or ESL content, or because, although the respondents made comments, they did not answer the questions.

Of the employment programs with an ESL component, thirteen (13) organizations and a total of twenty-one (21) programs have been included in this report. Of the ESL programs with an employment component, a total of seven (7) organizations and twelve (12) programs from non-profit organizations, private organizations, and unions, and thirty-three (33) programs from nine (9) colleges and university colleges organizations have been included in this report.

Some respondents had difficulty determining whether or not their programs met the criterion of at least 20% of program time dedicated to either the employment or the ESL component. In most cases, a conversation with the consultants helped respondents clarify the purpose of the project and they were able to determine whether their program(s) should be included in the research or not.

Respondents were not consistent in the method of assessing level of English language competency. Some chose beginner, intermediate, and advanced as categories; others used CLB or ELSA levels; and yet others used TOEFL, IETSL, and TSE, and some had their own systems.

The amount of detail provided varied greatly; web sites provided a good deal of supplementary information.

Findings

Employment programs with ESL

Of the twenty-one (21) employment programs with an English language acquisition component, seven (7) had 20–30% ESL content, four (4) had 31–40% ESL content, three (3) had 41–50% ESL content, and one (1) had 51% or more. The remaining respondents stated that the percentage of English language content was variable or did not indicate a percentage. Eight (8) programs were federally funded, five (5) were provincially funded, and eight (8) were fee-based. Fees ranged from \$555 to \$13,200 (for a 12-month program). Only five (5) of these programs used CLB. Four (4) of the programs had students at the advanced ESL level, eleven (11) had students at the intermediate or intermediate-advanced level, and two (2) had students at the beginner-intermediate level. One (1) had students at various levels, and the remainder did not indicate level. Nineteen (19) of the programs were in the Lower Mainland, one (1) was in Mission, and one (1) in Kelowna.

ESL programs with labour-market component: non-profit, private, and union

Of the nine (9) English language programs with a labour-market component offered by non-profit, private, and union organizations, four (4) had a labour-market content of 20–30%, one (1) of 41–50%, and three (3) of 50% or more. One (1) respondent stated the program had 2% labour-market content, but the program information provided suggests the percentage might be higher. Five (5) programs were provincially funded, one (1) received half its funding from the province, one (1) was funded by private donation, and three (3) were fee-based. Fees ranged from \$40 to \$7,864 (for a 16-week program). The majority of the programs were for beginner to intermediate level speakers. Four (4) programs used CLB to assess English language level. One program was in Victoria, and one was in Penticton; the remainder were in the Lower Mainland

ESL programs with labour-market component: colleges and universities

Of the thirty-one (31) English language programs with an employment component provided by colleges and universities, six (6) had labour-market content of 20–30%, two (2) of 31–40%, and twenty-two (22) of 50% or more. One (1) program was under review. Thirty (30) of these programs were fee-based, and one (1) was provincially funded. Fees ranged from \$25 to \$8,190, with most costing \$3,000 to \$4,000. Three (3) programs had students at the beginner level, twenty (20) at the intermediate level, and seven (7) at the advanced level. One (1) defined the level as Grade 12. CLB were used in six (6) programs. Two programs were in Victoria; the remainder were in the Lower Mainland.

Gaps Reported by Respondents

Additional ESL training is needed to bring students up to CLB11, so they are not disadvantaged in jobs. People are not given enough time to upgrade sufficiently so they can move into jobs with the potential to improve. They are not able to join the labour force, or they must work in a ghetto

environment, because their language skills are not up to standards needed for mainstream employment.

There is also a lack of work-based training for ESL learners with limited English language skills.

Providers also saw a lack of post-ELSA programs offering general cultural orientation and information about Canadian society, cultural orientation in area of employment and English for the workplace (workplace specific language and soft skills), Canadian work experience, and networks and employment connections.

ESL programs tend to be generic and focused on passing language tests. People need programs that offer them labour-market skills that will equip them not only to seek work, but also to function effectively in the positions they find. There are few employment programs at ESL levels 4 and 5, and government funding for these programs is limited.

There is little assessment of learning difficulties. Some students are older, and learning and retention are slow because of lack of education in their original language, and because of age. Some students also have health issues that impede their learning.

Problems and frustration arise from institutions not recognising one another's assessments and tests. Some respondents noted that benchmarking would solve the problem, and at least one said the will is there to implement CLB, which could be used by employers, for laddering, and for university entrance.

It is sometimes difficult for program providers to ensure students meet the language requirements of employers. Different testing procedures are used, and the level students are assessed at when they leave programs may not be the level they are assessed at on hiring.

There are few programs of any kind outside the Lower Mainland. A few exist on the Island, but at least one respondent noted that little or nothing is available there between June and September.

Money is a real issue: people can go only so far because they need to support families. If they were funded, they could be in school longer, and the benefits would be longer lasting. Many students need to work and go to school at the same time. Night school could improve job prospects for some.

The discontinuation of the OLA Skills Centres, which met the employment assessment, counselling, education/training, and job-placement need of immigrants in communities throughout the province, has left a gap in services. Because it was centrally administered, the program maintained high and consistent standards; because it was locally delivered, the program offered face-to-face instruction, which for many immigrants, is preferable to distance education.

Fee-based employment skills programs meet the needs of some people, but their high cost puts them out of reach for many immigrants.

Some ESL students have low-paying, menial jobs, or seasonal work, which makes it difficult for them to participate in programs to improve their employment skills.

Gaps related to internationally trained professionals

Program providers noted that immigrants are now often highly educated professionals who want at least to work in their own fields if they are not able to return to their own careers. To do this, they need programs that focus on profession- or sector-specific vocabulary and skills and allow them to become proficient in the necessary areas without requiring them to meet, for example, the broad general standards for Grade 12.

Providers also cited a lack of information for internationally trained professionals about the professional job market, and a lack of information for employers about internationally trained workers

Bridging programs are needed for professional immigrants and refugees and underemployed professionals including engineers, lawyers, doctors, other health-care professions, and social workers. These programs should include orientation and some English language upgrading. Internship and mentoring programs are also needed.

Professional associations need to clearly define criteria, to separate technical skills from non-technical skills, and to stipulate recommendations for immigrants to acquire non-technical skills.

An affordable, reliable, and efficient academic credential assessment service (ICES) is also necessary.

There are not enough of courses like Kwantlen's GNEAL, nurses' refresher course with English language skills. The employment components could include job shadowing, business English, and accent reduction (which would remove a barrier for some of those looking for jobs).

Recommendations

The following recommendations are based on the gaps identified by respondents and analysis of the data.

- Increase funding for ESL programs that include a labour-market component and for employment programs that include an ESL component.
- Provide additional ESL programs at higher language levels that include general cultural orientation and information about Canadian society, cultural orientation in area of employment and English for the workplace (workplace specific language and soft skills), Canadian work experience, and networks and employment connections. The programs would equip people to function in the Canadian labour market.
- Broaden existing assessments to include learning difficulties.
- Develop consistent criteria for assessing language level for all programs, workplaces, unions, regulatory organizations, and colleges. MCAWS should take leadership in this initiative.
- Promote use of profession-specific language assessments (e.g., CELBAN).

- Provide funding for affordable employment skills programs so that they are accessible to all who need them.
- Develop programs that can be moved from place to place (like the itinerant programs in Alberta).
- Replace the programs previously offered by OLA through the Skills Centres.
- Expand the academic credential assessment services (ICES) currently offered by OLA.
- Work with regulatory bodies to establish standards for programs for internationally trained professionals, and to ensure that internships and mentoring programs are available.
- Support funding for bridging programs for skilled immigrants.
- Address the urgent need for programs outside the Lower Mainland with programs such as the ELSA level 4–5 pilot.
- Provide more flexible programs (e.g., self-paced, distance, evening) to allow students to work and attend classes.
- Provide more programs that allow professional immigrants to shape classroom content to meet their career goals.
- Extend funding for language programs beyond ELSA 3 to help students increase their employability and mobility in the workforce.

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Methodology

Development of tools

A cover letter was drafted that described the rationale, the objectives, and the funding agency for the project. The letter outlined expectations of program providers, and asked that they return the questionnaire within 10 days (see Appendix A).

Two questionnaires (see Appendix B) were developed and piloted with three program providers.

Identification of program providers

To identify agencies and organizations in BC who provide English language programs with a labour-market component, the consultants:

- Worked in consultation with MCAWS to generate an initial list of ESL course providers.
- Reviewed the 2003 directory of ESL courses in BC to determine which ones should receive the questionnaire.
- Generated a list of public and private colleges and universities providing ESL programs.
- Generated a list of school board continuing education departments, parks and recreation departments, and community centres providing ESL programs.
- Reviewed the web sites of all the above providers to gather information about their ESL programs and to get contact information.

To identify agencies and organizations that provide employment programs for immigrants and refugees with a structured English language component, the consultants:

- Contacted Human Resources Services Canada (HRSC) and the Ministry of Human Resources (MHR) to identify organizations that are contracted to provide employment programs with a structured English language component.
- Contacted ASPECT and NETWERC to inform them about the project and to determine whether it would be appropriate to distribute the questionnaire to their member organizations.
- Developed a list of unions and regulatory bodies providing employment programs with a structured English language component.
- Generated a list of public and private colleges and universities providing employment programs with a structured English language component.
- Generated a list of parks and recreation departments and community centres providing employment programs with a structured English language component.
- Reviewed the web sites of all the above providers to gather information about employment programs with a structured English language component.

Contact information for all the organizations identified was entered into a purpose-built database (see Appendix D).

Distribution

The cover letter and the ESL with labour-market questionnaire were distributed by e-mail and fax to 167 program providers. The cover letter and employment with ESL questionnaire were distributed to 64 program providers and to all ASPECT and NETWERC member organizations. Twenty (20) telephone calls were made to clarify contact information when e-mails could not be delivered.

Follow-up

The initial plan was to send an e-mail reminder one week after the questionnaires were sent out. As the return rate was low, the consultants decided to make follow-up calls instead. This allowed the consultants to answer questions and provide more information about the project. In many

cases, those contacted had not received the e-mail or had discarded it unopened because of the fear of computer viruses.

A total of 188 telephone calls were made to ESL program providers, and 103 telephone calls were made to employment program providers. These telephone calls either prompted the programs providers to complete and return the questionnaire or established that their programs did not fit the criteria.

Results

The following information was taken from the questionnaires. There were gaps and differences in how individuals understood and responded to the questions. This summary of results takes these into account. For a more detailed description of the responses, please see Appendix C.

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The tables on the following pages provide an overview of the data.

Table 1: Employment Programs with English Acquisition Component

Organization/ Program	Emp w/ ESL	ESL 20%+	% ESL	Funding	Fee	Use of CLB	Internship	Instruction Level	Location
Clearly Speaking Speech and Language Series	yes	Yes	51%+	fee-based	\$90/hr	yes		advanced	Richmond
Educacentre: PMC1 PMC1 PMC Express	yes	Yes	41–50%	federal	no	no		beg-inter	Vancouver
Educacentre: PMC Express w/ ESL	yes	yes	41–50%	federal	no	no		adv.	Vancouver
FV Community Education Centre	yes	yes		fee-based	\$800	yes			Abbotsford
Internat. School of Nursing and Healthcare: Nurse Refresher	yes	yes	2% but interwoven	fee-based	\$12000 for 33 wks.	no		adv.	Port Coquitlam
ISS: Stepping up	yes	yes	41–50%	province	no	no		low inter— advanced	Vancouver
ISS: ESL Training for Jobs: Resident Care	yes	yes	31–40%	province	no	yes		inter-adv	Vancouver
ISS: ESL Training for Jobs: Hospitality	yes	yes	31–40%	province	no	yes		inter-adv	Vancouver
ISS: Community Assist. Program	yes	yes	31–40%	province	no	loosely used		beg-inter	Vancouver
Gerhardt Henderson Employ. Services for Women	yes	yes	20–30%	federal	no	no		varies	Kelowna
OMNI College: Live-In Caregiver Certificate Prog	yes	yes	20–30%	fee-based	\$13200 12 mos	yes	yes	moderate	Richmond
OMNI College RN Licens. Prep. Program	yes	yes	31–40%	fee-based	\$6000-6mos \$1200- IELTS	no, IELTS		advanced	

Organization/ Program	Emp w/ ESL	ESL 20%+	% ESL	Funding	Fee	Use of CLB	Internship	Instruction Level	Location
MOSAIC: Career Connect	yes	yes	20–30%	Federal	no	no		inter +	Vancouver
MOSAIC: Employ. Access	yes	yes	20–30%	federal	no	no		inter +	Vancouver
MOSAIC: New Start Program	yes	yes	20–30%	federal	no	no, ELSA		upper beg—low inter	Vancouver
Piping Industry Apprenticeship Board: Level A Welding	yes		variable	fee-based	\$2100	no, TESL		inter-adv	Delta
Piping Industry Apprenticeship Board: Level B Welding	yes		variable	fee-based	\$2100	no, TESL		inter-adv	Delta
Piping Industry Apprenticeship Board: Level C Welding	yes		variable	fee-based	\$2100	no, TESL		Inter-adv	Delta
Prog. Intercult. Comm. Services Society: Agric. Wkrs	basic orient.	yes		federal	no	no		CLB 1-4	Surrey
Prog. Intercult. Comm. Services Society: Punjabi Job Finding Club	Orient.	yes		federal	no	no		CLB 1-4	Surrey
Kwantlen: Grad. Nurse Refresh & English as an Addition. Language	yes	yes	20–30%	fee-based	\$5317 semester	no		TOEFL 540 TSE 45 sp IELTS 6.	Surrey
Ray-Cam Cooperative Centre ESL & Child Care Training ESL & Food Distribution Training	yes	yes	51%+	funded	no	yes	No	beg & int	Vancouver

Organization/ Program	Emp w/ ESL	ESL 20%+	% ESL	Funding	Fee	Use of CLB	Internship	Instruction Level	Location
School Indigenous Peace. & Security	yes	yes	20–30%	fee-based	\$555 72 hrs	no			Mission
SUCCESS, ESL Training for Jobs	yes	yes	20–30%	province	no	Yes ELSA 2			Surrey
VCC Combined Skills Program: Accounting	yes	yes	50%+	fee-based	\$3,300 16 months	no	Practicum	lower-adv	Vancouver
VCC Combined Skills Program: Baking & Pastry Arts	yes	yes	50%+	fee-based	\$3,300 12 months	no	Practicum	lower-inter	Vancouver
VCC Combined Skills Program: Culinary Arts	yes	yes	50%+	fee-based	\$3,300 12 months	no	Practicum	lower-inter	Vancouver
VCC Combined Skills Program: Hairstyling	yes	yes	50%+	fee-based	\$7,100 12 months	no		lower-inter	Vancouver
VCC Combined Skills Program: Resident Care Aide	yes	yes	50%+	fee-based	\$2,612 40 weeks	no	Practicum	upper-inter	Vancouver

Table 2a: English Language Programs with Labour-Market Component
Non Profits, Private, and Unions

Organization/ Program	ESL w/ Lab Market	Emp 20%+	% Emp	Funding	Fee	Use of CLB	Internship	Instruction Level	Location
HEU: Basic Skills Upgrading	yes	yes	41–50%	province	no	no		beg—low advanced	
Inter-cult Ass. Gr. Victoria	yes	yes	20–30%	province	no	yes		ELSA 1,2,3	Victoria
PIRS: Advanc. ESL	yes	yes	20–30%	private donation	\$40-10 weeks 2Xweek	no		upper inter	Vancouver
Penticton District Multicult. Society: Intern. ESL	yes	yes	20–30%	½ province		yes		Level 3	Penticton
Stanley Acad. Medical Intern. Program,	Yes yes	Yes yes	51% +	fee- based	\$7864-16 wks	no, TOEFL		inter	Vancouver
Stanley Academy Medical English Program	yes	yes	51%+	fee- based	\$580 wk-FT \$350 wk-PT	no, TOEFL		inter	Vancouver
Stanley Acad.: Nursing Exam. Prep	yes	yes	51%	fee- based	\$400 / week	no, TOEFL		inter	Vancouver
South Van. Neigh. House: ELSA 1 & 2	yes	no	2% maybe more	province	no	yes		Levels 1 & 2	Vancouver
Victoria READ Soc. ELSA lev.3	yes	yes	20–30%	province	no	yes		Level 3	Victoria

Table 2b: English Language Programs with Labour-Market Component
Universities and Colleges

Organization/ Program	ESL w/ Lab Market	Emp 20%+	% Emp	Funding	Fee	Use of CLB	Internship	Instruction Level	Location
Arbutus College 1.Business Certificate (C) 2.Marketing C 3.International trade C. 4.Office Admin. C 5.Bus. Mngmt. Diploma (D) 5.Bus.Mngt.Int.Trade D 6.Office Admin. D. 7.Comput Graphic C. 8.WebPage Design C. 9.Computer Graph &WebPage D. 10.Computer Net. C 11.Comput.Net.	yes	yes	51%+	fee-based	\$4620 4 mo. Certificate \$8190 8 mo. Diploma	No SLEP	.	upper inter	Vancouver
Camosun: ESL for Professional Communica- tion	yes	yes	20–30%	fee-based	TBA	Yes		CLB 6-w 8-L, 7sp,7r	Victoria
Camosun: ESL for Home Sup. /RCA	yes	yes	51%+	fee-based	\$3064	Yes		CLB 7-sp, 8-l, 7- r, 6-wr	Victoria
Canadian Provincial International College (CPI): Job Focusing	yes	yes	20–30%	fee-based	\$3100 3 mo.	No		TOEFL 700	Vancouver
CPI: Marketing	yes	yes	20–30%	fee-based	\$3100 3 mo.	No		TOEFL 700	Vancouver
CPI: Job Focusing	yes	yes	31–40%	fee-based	\$3100/ 3 mo.	No		TOEFL 700	Vancouver
Douglas, The English Connection	yes	yes	20–30%	Province	no	Yes		CLB 1-4	New West.

Organization/ Program	ESL w/ Lab Market	Emp 20%+	% Emp	Funding	Fee	Use of CLB	Internship	Instruction Level	Location
King Edward: Immersion Bus. Management	yes	yes	51%+	fee-based	\$3500 24 wks	No		beg—inter	Surrey
King Edward: Immersion Bus. Management	yes	yes	51%+	fee-based	\$3500 1 month	No		beg	Surrey
Joy Language School (JLS) Business College: Adv. ESL/Exam Prep	yes	yes	20–30%	fee-based	FT \$1980 PT \$1180	Yes		advan	Vancouver
JLS Business College: TBM&ABM Diplomas	yes	yes	31–40%	fee-based	\$3070	Yes		CLB 9	Vancouver
VCC: English for Bus. & Cust. Relations	yes	yes	under review	fee-based	Under review	no, but will		low-inter	Vancouver
VCC: Academic and Profession. English	yes	yes	51%+	fee-based	PT \$137 FT \$275 (based on number of hours)	No		low-inter	Vancouver

Gaps Reported by Respondents

Additional ESL training is needed to bring students up to CLB 11, so they are not disadvantaged in jobs. People are not given enough time to upgrade sufficiently so they can move into jobs with the potential to improve. They are not able to join the labour force, or they must work in a ghetto environment, because their language skills are not up to standards needed for mainstream employment.

There is also a lack of work-based training for ESL learners with limited English language skills.

Providers also saw a lack of post-ELSA programs offering general cultural orientation and information about Canadian society, cultural orientation in area of employment and English for the workplace (workplace specific language and soft skills), Canadian work experience, and networks and employment connections.

ESL programs tend to be generic and focused on passing language tests. People need programs that offer them labour-market skills that will equip them not only to seek work, but also to function effectively in the positions they find. There are few employment programs at ESL levels 4 and 5, and government funding for these programs is limited.

There is little assessment of learning difficulties. Some students are older, and learning and retention are slow because of lack of education in their original language, and because of age. Some students also have health issues that impede their learning.

Problems and frustration arise from institutions not recognising one another's assessments and tests. Some respondents noted that benchmarking would solve the problem, and at least one said the will is there to implement CLB, which could be used by employers, for laddering, and for university entrance.

It is sometimes difficult for program providers to ensure students meet the language requirements of employers. Different testing procedures are used, and the level students are assessed at when they leave programs may not be the level they are assessed at on hiring.

There are few programs of any kind outside the Lower Mainland. A few exist on the Island, but at least one respondent noted that little or nothing is available there between June and September.

Money is a real issue: people can go only so far because they need to support families. If they were funded, they could be in school longer, and the benefits would be longer lasting. Many students need to work and go to school at the same time. Night school could improve job prospects for some.

The discontinuation of the OLA Skills Centres, which met the employment assessment, counselling, education/training, and job-placement need of immigrants in communities throughout the province, has left a gap in services. Because it was centrally administered, the program maintained high and consistent standards; because it was locally delivered, the program offered face-to-face instruction, which for many immigrants, is preferable to distance education.

Fee-based employment skills programs meet the needs of some people, but their high cost puts them out of reach for many immigrants.

Some ESL students have low-paying, menial jobs, or seasonal work, which makes it difficult for them to participate in programs to improve their employment skills.

Gaps related to internationally trained professionals

Program providers noted that immigrants are now often highly educated professionals who want at least to work in their own fields if they are not able to return to their own careers. To do this, they need programs that focus on profession- or sector-specific vocabulary and skills and allow them to become proficient in the necessary areas without requiring them to meet, for example, the broad general standards for Grade 12.

Providers also cited a lack of information for internationally trained professionals about the professional job market, and a lack of information for employers about internationally trained workers.

Bridging programs are needed for professional immigrants and refugees and underemployed professionals including engineers, lawyers, doctors, other health-care professions, and social workers. These programs should include orientation and some English language upgrading. Internship and mentoring programs are also needed.

Professional associations need to clearly define criteria, to separate technical skills from non-technical skills, and to stipulate recommendations for immigrants to acquire non-technical skills.

An affordable, reliable, and efficient academic credential assessment service (ICES) is also necessary.

There are not enough of courses like Kwantlen's GNEAL, nurses' refresher course with English language skills. The employment components could include job shadowing, business English, and accent reduction (which would remove a barrier for some of those looking for jobs).

New Developments

The new CELBAN test (specific to nursing) is being tested by VCC. Those working with internationally trained nurses see the use of this sector-specific assessment tool as positive.

The introduction of the ELSA level 4–5 pilot initiative throughout the province has been cited as a positive development. This program fills a gap for clients who have been turned away from other training programs because their language levels are too low. These clients have mostly taken ELSA programs, but they lack reading and writing skills, as well as information about how to find a job, where to look, and what kinds of training and certification they need to get a job.

VCC is in the preliminary stages of creating a program using the ELSA level 4–5 curriculum. The program would initially be offered as a three-month full-time or six-month part-time course. The fee for a full-time program would be \$825. Although students would not be eligible for student loans, they would be eligible for ABESAP. The target group would be second language

speakers at CLB 4 or 5 and. In addition to language, the program would concentrate on essential employment skills, communication skills, telephone skills, and the computer skills needed for almost all workplaces today.

BCIT is currently researching ways to bridge the gap between English 12 equivalency and first-year post-secondary language needs.

Canadian Midwives of BC (CMBC) is developing an Advanced English for Midwives course; it has been piloted, and will be advertised and offered once interest is shown.

Recommendations

The following recommendations are based on the gaps identified by respondents and analysis of the data.

- Increase funding for ESL programs that include a labour-market component and for employment programs that include an ESL component.
- Provide additional ESL programs at higher language levels that include general cultural orientation and information about Canadian society, cultural orientation in area of employment and English for the workplace (workplace specific language and soft skills), Canadian work experience, and networks and employment connections. The programs would equip people to function in the Canadian labour market.
- Broaden existing assessments to include learning difficulties.
- Develop consistent criteria for assessing language level for all programs, workplaces, unions, regulatory organizations, and colleges. MCAWS should take leadership in this initiative.
- Promote use of profession-specific language assessments (e.g., CELBAN).
- Provide funding for affordable employment skills programs so that they are accessible to all who need them.
- Develop programs that can be moved from place to place (like the itinerant programs in Alberta).
- Replace the programs previously offered by OLA through the Skills Centres.
- Expand the academic credential assessment services (ICES) currently offered by OLA.
- Work with regulatory bodies to establish standards for programs for internationally trained professionals, and to ensure that internships and mentoring programs are available.
- Support funding for bridging programs for skilled immigrants.
- Address the urgent need for programs outside the Lower Mainland with programs such as the ELSA level 4–5 pilot.
- Provide more flexible programs (e.g., self-paced, distance, evening) to allow students to work and attend classes.
- Provide more programs that allow professional immigrants to shape classroom content to meet their career goals.
- Extend funding for language programs beyond ELSA 3 to help students increase their employability and mobility in the workforce.

Appendix A: Cover Letter

Ministry of Community, Aboriginal and Women's Services (MCAWS) and Circa Enterprises

MCAWS has contracted with Circa Enterprises to identify organizations providing programs for immigrants that

- focus on English language acquisition, but include a labour-market component that is more than 20% of the overall course content;
- focus on employment preparation, but include structured English language instruction that is more than 20% of the overall course content.

If your organization offers programs that meet these criteria, we would like you to complete the attached questionnaire. This will help identify the following characteristics of programs provided in British Columbia: entry criteria, student fees, eligibility requirements, assessment procedures, English language competencies, learning outcomes, and tools and resources used.

The information provided will assist the Ministry and stakeholder communities to better understand current trends, resources, and perceived gaps in labour-market and / or language training. This research can assist in planning and developing the future direction of English language and labour-market programs.

Please return the completed questionnaire to sberman@vcn.bc.ca
by **March 12th 2004**

If you have any questions, please contact Sandy Berman at (604) 873-8545 or fax at (604) 874 - 8676

As we are distributing this questionnaire through several networks, you may receive more than one copy: we apologize for the inconvenience.

Norah Cameron
Program Design and
Evaluation Analyst

Sandy Berman
Circa Enterprises

Appendix B: Questionnaires

Ministry of Community, Aboriginal and Women's Services (MCAWS) and Circa Enterprises

Questionnaire for Organizations who Provide Employment Programs for Immigrants and Refugees with Structured English Language Acquisition

Organization Name

Address

Postal Code

Web Site Address (or URL)

Name of Executive Director/CEO

Name of Respondent/Contact Person

Position of Respondent

E-mail Address

Telephone ()

Fax ()

1. Does your organization provide employment programs for immigrants and refugees that include structured English language acquisition? (Put an **X** next your answer)

Yes

No

If no, you need not complete the remaining questions. Thank you for your time.

2. Does English language acquisition make up more than 20% of any of your employment programs? (Put an **X** next your answer)

Yes

No

If no, you need not complete the remaining questions. Thank you for your time.

3. How many of these programs does your organization provide during a one year period?

If your organization provides more than one program, please fill in a separate questionnaire for each program.

4. What is the name of the program?

5. What percentage of the program is specifically focussed on English language acquisition?
(Put an **X** next your answer)

20–30%

31–40%

41–50%

51% or more

6. What is the target group for this program?

7. How do students find out about this program/how are they referred to the program?

8. What are the entry criteria for the program?

9. What are the learning outcomes for the

- Employment component of this program?

- English language acquisition component of this program?

10. Describe the English language acquisition content of the program.

11. Are the programs: (Put an **X** next your answer)

Fee-based?

Provincially funded?

Federally funded?

Other?

Please specify: _____

12. If fee-based, what do you charge for the program?

13. What kind of assessment do you use when students enter the program?

14. What kind of assessment do you use when people have completed the program?

15. What is the level of language instruction in the program?

16. Do you use the Canadian Language Benchmarks (CLB) to define language level or progression? (Put an **X** next your answer)

Yes

No

If no, please describe the criteria you use for the program.

17. What tools and resources do you use in the delivery of the English language acquisition content?

18. What gaps are you aware of in programs offered for immigrants and refugees in BC that provide employment programs with English language instruction?

Please e-mail the completed questionnaire to sberman@vcn.bc.ca by March 12th, 2004

Thank you for completing the questionnaire; your participation is greatly appreciated.

Ministry of Community, Aboriginal and Women's Services (MCAWS) and Circa Enterprises

Questionnaire for organizations who provide English language programs for immigrants and refugees with a labour-market component

Organization Name

Address

Postal Code

Telephone ()

Fax ()

E-mail Address

Web Site Address (or URL)

Name of Respondent/Contact Person

Position of Respondent

Telephone Local

Name of Executive Director/CEO

1. Does your organization provide English language programs that include a labour-market component for immigrants and refugees? (Put and **X** next your answer)

Yes No

If no, you need not complete the remaining questions. Thank you for your time.

2. Does the labour-market component make up more than 20% of any of your English language programs? (Put and **X** next your answer)

Yes No

If no, you need not complete the remaining questions. Thank you for your time.

3. How many of these programs does your organization provide during a one year period?

IF YOUR ORGANIZATION PROVIDES MORE THAN ONE PROGRAM, PLEASE FILL IN A SEPARATE QUESTIONNAIRE FOR EACH PROGRAM.

4. What is the name of the program?

5. What percentage of the program is specifically focussed on the labour-market component? (Put and **X** next your answer)

20–30%

31–40%

41–50%

51% or more

6. What is the target group for this program?

7. How do students find out about this program/how are they referred to the program?

8. What are the entry criteria for the program?

9. What are the learning outcomes for the

- English language acquisition component of this program?

- Labour-market component of this program?

10. Describe the content of the labour-market component of the program.

11. Is the program: (Put and **X** next your answer)

Fee-based?

Provincially funded?

Federally funded?

Other?

Please specify:

12. If fee-based, what do you charge for the program?

13. What kind of assessment do you use when students enter the program?

14. What kind of assessment do you use when people have completed the program?

15. Do you use the Canadian Language Benchmarks (CLB) to define language level or progression? (Put and **X** next your answer)

Yes No

If yes, what is the CLB level(s) of language instruction in the program?

16. **If you do not use CLB**, what tool(s) do you use to define language level or progression?

What is the level(s) of language instruction in the program?

17. What tools and resources do you use in the delivery of the labour-market component?

18. What gaps are you aware of in programs offered for immigrants and refugees in BC that provide English language instruction and that have a labour-market component?

Please e-mail the completed questionnaire to sberman@vcn.bc.ca by March 12th, 2004

Thank you for completing the questionnaire; your participation is greatly appreciated.

Appendix C: Program Profiles

The following information is presented as it was submitted by the respondents. Changes have been made only to eliminate repetition and to aid comprehension. Differences in how individuals understood and responded to the questions such as learning outcomes and language levels are therefore apparent.

1. Organizations providing employment programs with structured English language acquisition for immigrants and refugees

In a few cases, English language constitutes less than 20% of the programs below, but because language instruction is interwoven throughout the program, the percentage was difficult to ascertain. Information about these programs is included because the learning outcomes were clearly defined.

Clearly Speaking Speech and Language Services

This organization provides offers **Accent Improvement Services** to individual clients. They target mostly new Canadians whose first language is not English and who want to polish their language skills. Students learn about the program through word of mouth, through referrals from employers, and through the Yellow Pages. It is a fee-based program and the charge is \$90 per hour.

The entry criterion is an advanced level of English. CLB are used.

Learning outcomes for the employment component:

- To enable advancement in employment
- To speak to be understood in the workplace
- To develop professionally
- To find employment

Learning outcomes for the English language component:

- Improved oral language skills
- Improved accent

The English language component concentrates on pronunciation and intonation. The tools used in the delivery of the English language content are audio tapes and an accompanying workbook.

At the beginning of the program, students are given a comprehensive assessment, “Proficiency in Oral English Communication: An Assessment of Accented Speech,” by Lorna Sikorski. A videotaped analysis is shared with the client.

Assessments upon completion are self-assessments and clinician observations.

Éducacentre: PCM (Prendre Sa Carrière en Main)

This organization runs three programs of **PCM 1 and PCM Express** with computer skills, which is a three-day session. The programs target people whose first language is French, and 51% of the curriculum is English-language focused. **PCM 1** is for beginner and intermediate level students, and **PCM Express** is for those at advanced level. CLB are not used. Students find out about this program or are referred to the program by friends, through international advertising, television advertising, French newspapers, flyers sent to 20 job finding clubs, and postings at community centres and hospitals. The program is federally funded, and no fee is charged.

Program participants must

- be 19 years of age or older
- be French speaking
- have a valid social insurance number
- be residents of BC
- be unemployed or working less than 20 hours per week
- fulfil the admission requirements set by various institutions (welfare, employment insurance), if applicable

Learning outcomes for the employment component:

- Improving self-knowledge (values, experience, skills)
- Learning about labour-market conditions (available jobs, local trends, statistics)
- Using job-search strategies (developing an action plan)
- Learning computer basics
- Writing a resume and cover letter, using the Internet in a job search, producing a business card, and setting up an e-mail account
- Visiting the Vancouver Public Library
- Practising interview techniques
- Discussing the social environment (cultural adaptation, stress management)

Learning outcomes for the English language acquisition component:

- Ability to do job search and interview in English
- Improved grammar and vocabulary, pronunciation, and listening

English language acquisition content consists of

- Telephone techniques
- French and English
- English communication skills
- Preparation for job interview in English
- Grammar and vocabulary, pronunciation, and listening

The tools and resources used in the delivery of the English language acquisition content are *Black Azar* and *Work in the 21st Century*.

When students enter the program, they take a grammar test and a listening test, and have an interview. On completion of the program, students are assessed on a final project, a final grammar test, and are evaluated on a videotaped interview.

Fraser Valley Community Education Centre Society, Abbotsford, BC

English and Employment Training (EET)

The program is intended for speakers of English as an additional language who

- do not have the language competency to secure employment, and who are on Employment Insurance, WCB, or other benefits; or
- who are experiencing cultural and settlement adjustments resulting from their immigration experience, and who lack Canadian work experience.

Tuition is \$800.00 and textbooks and other materials are \$125.00

The program's goals are to

- increase the clients' likelihood of success in gaining and maintaining employment;
- improve clients' written and oral English skills for employment.

Specific objectives are to increase clients'

- insight into aspects of employability
- knowledge of job search activities and ability to develop strategies for seeking employment
- job readiness (by placing them in work experience)
- English abilities related to searching for, securing, and maintaining employment.

Eligibility

Individuals who are

- in receipt of Employment and Insurance or other benefits, such as WCB
- ESL individuals who do not possess the language competency required to secure employment, or
- who are experiencing cultural and settlement adjustments resulting from their immigration experience
- lack Canadian work experience
- Benchmark 2 assessment for ESL
- self-referred
- willing to undergo a criminal record check

Learning outcomes

- training and employment plan developed
- Internet labour market research
- employer contact list
- basic computer orientation
- resume and cover letter (in MS Word)
- employability skills training
- improved oral and written English

Gerhardt Henderson Inc., Kelowna, BC

Employment Service for Women (ESW)

This is for women age 19 and over who want to work. The students are referred to the program. The criteria for the program entry are to be unemployed or underemployed (fewer than 20 hrs per week). The program is funded by the federal government, and no fee is charged. Twenty to thirty percent of the program English language focused; CLB are not used, and the students are at various levels of English language ability.

The learning outcomes for the employment component are resume writing, cover letter preparation, telephone and interview skills, labour-market information.

Learning outcomes for the English language component:

- Increased confidence in ability to communicate in English
- Knowledge of community resources
- Increased understanding of labour-market information through researching, reading, and discussion

Techniques used for the English language component:

- Practice group discussions
- Practice writing and grammar
- Practice speaking and enunciation

The tools are workbooks provided in other languages and translation dictionaries.

The assessment upon entry and completion of the program is the Employment Readiness Scale (ERS).

Gaps identified by the respondent:

- Services are non-existent in the Okanagan Valley
- ESL classes for advanced participants are not held in evenings

Immigrant Services Society (ISS): Vancouver

ISS provides four types of employment programs with ESL: ***Stepping Up***, which has two intakes a year, two programs under the title, ***ESL Training for Jobs***, which has eight intakes a year, and ***Community Assistance Program (CAP)***, which is a seven-week program.

Stepping Up

Forty-one to fifty percent of this program is dedicated to English language acquisition. The target group is immigrant and refugee women. Students find out about the program through service workers and brochures left at MHR (Ministry of Human Resources) offices, transition houses, ESL classes, multicultural agencies, mental-health teams, and through word of mouth from past graduates and friends. The program is provincially funded; therefore, there is no charge to the participant.

The level of language instruction is low intermediate to low advanced English. Canadian Language Benchmarks (CLB) are not used to define language level or progression. Instead, an English test that focuses on grammar, reading comprehension, free writing and interviewing are used.

Entry criteria:

- Be on welfare
- Be landed immigrants or Canadian citizens
- Be survivor of abuse or have witnessed violence in war
- Have difficulty in finding work or re-entering the workplace
- Have intermediate-level English

Learning outcomes of the employment component:

- Develop a resume
- Conduct informational and job interviews
- Write cover letters
- Identify short-term and long-term goals
- Develop networking skills
- Understand the labour market in BC

Learning outcomes of the English language acquisition component:

- Develop grammar skills: verb tense, modals, questions, pronouns, conjunctions, phrasal verbs, prepositions, etc.
- Understand and use idioms in conversations
- Develop writing skills (cover letters, journals, etc.)
- Improve pronunciation (focus on rhythm, stress, etc.)
- Build vocabulary
- Provide language support for First Aid Training, Food Safe, Cashiering, and various workshops
- Understand language and culture in the workplace

The English language acquisition component consists of functional communication with a focus on appropriate grammar structures used with various themes such as orientation, settlement and adaptation, cross-cultural communication, career exploration, etc

The resources used in the language component are grammar books, ESL curriculum, videos, field trips, volunteer work, job shadowing and work experience, journal writing, and newspaper articles.

The assessment upon entry is through the use of the Employment Readiness Scale (ERS), an English test, and an interview. When students complete the program they are again given the ERS and English test to compare outcomes. There is consultation with the life skills facilitator and counsellor, and an action plan is made with the project manager/career exploration facilitator.

Gaps identified by the respondent:

- Lack of ESL/EAL literacy

ESL Training for Jobs for Resident Care Attendant (RCA) and Hospitality

The target groups are immigrants, refugees, and recipients of social assistance who need ESL upgrading. Thirty-one to forty percent of the program focuses on English language acquisition. Students find out about the program through posters, advertisements, and word of mouth from former graduates. This is a provincially funded program; the student pays no fee.

Canadian Language Benchmarks are used. In the hospitality program, students work at level 4/level 5 for speaking, listening, writing, comprehension, and reading. In the RCA program, students work at level 4/level 5 for speaking, listening, and writing, and at level 5/level 6 for comprehension and reading.

Entry criteria:

- Hospitality: CLB L4, L5
- RCA: CLB L4, L5, L6 (reading & comprehension)
- A desire to join or re-join the labour market
- An assessment of attitude, communication, and motivation through a one-to-one interview

Learning outcomes for the employment component:

- Employment in a resident care facility, geriatric hospital, home support services (RCA students)
- Employment as a short order cook, line-prep cook, kitchen helper, hotel room attendant, or laundry worker (Hospitality students)

The learning outcome for the English language acquisition component is increased English proficiency and enhanced communications skills on the job.

English language acquisition content and resources:

- Normal ESL delivery instruction through lectures, small group interactions, videos, class projects and presentations, and field trips
- First Aid, WHMIS, Food Safe, Super Host and specific vocational English related to their occupation(s)

Resources used for the program include:

- Video recording
- Written materials, including several different textbooks, articles and current events material
- Practicums
- Local college instruction
- Local hotel or room-attendant training
- Vancouver Public Library system

The initial assessment includes a benchmark assessment test and a motivational interview. Once accepted, students complete an ERS. The assessment upon completion includes:

- A series of tests in English
- An assessment of specific vocational skills related either to the RCA program (a final RCA exam), or to the hospitality program (Vancouver Community College cooking assessment)
- Employer and work practicum assessments
- Participation in WHIMIS, first aid, Food Safe, Super Host programs
- A final ERS assessment

Gaps identified by the respondent:

- There is a lack of ‘labour market’ programs at 4 and 5 level.
- It is difficult to get RCA students up to the language level required for some hospitals, e.g., Mt. St. Joseph, and their testing procedures are not known, whether they are using benchmarks.
- In the hospitality program, we sometimes take individuals who test lower because they demonstrate a very strong desire to secure employment.
- The new CELBAN test is being tried at KEC; the results will be interesting for “foreign trained nurses.”

Community Assistance Program (CAP)

This seven-week program targets immigrants, refugees who are recipients of social assistance, and who need ESL upgrading. Thirty-one to forty percent of the program is focused on English language acquisition. Students find out about the program through posters, advertisements, MHR worker referrals, and former graduates. Participants in this program are at the upper beginner to lower intermediate level of English, and have a focus on career. This program is provincially funded, so there is no cost to the students.

Language instruction is mostly at the beginner and intermediate levels, with some instruction at the advanced level. Canadian Language Benchmarks are used.

The learning outcome for the employment component is employment after graduation.

Learning outcomes for the English language component:

- Increased proficiency and enhanced communication skills
- ESL training for job-related outcomes.

The English language component includes:

- Job-related language skills, e.g., Food Safe
- Communication skills improvement

The resources used are: videos, printed materials, reference books, cassettes, card readers, whiteboards, overhead projectors, video, video recorders, group and individual activities, field trips, and the Vancouver Public Library system.

Assessment of students entering the program consists of completion of an application form and a personal interview. There is no specific assessment upon completion; however, there is an English review test.

Gaps identified by the respondent:

Additional ESL training is needed. Most students are not able to join the labour force, and if they do, it's normally in a 'ghetto environment' because their language skills are not up to standards needed for mainstream employment.

The introduction of the new ELSA levels 4 and 5 program will be a welcome addition in helping to overcome barriers.

International School of Nursing

The Nurse Refresher Program For Nurses Educated Outside Canada

This program targets foreign-trained nurses who are at an advanced level of English language. Students learn about the program through RNABC. CLB are not used; instead, TOEFL, IELTS, and TSE are used. Although language acquisition officially constitutes only 2% of the program, language acquisition is threaded through the program. The program is fee-based and costs \$12,000 for 33 weeks of course work.

Entry criteria for the program:

- To be RNs from another country
- To submit an officially verified criminal record check from their country of origin and/or Canada
- To pay all fees by the due date and demonstrate the ability to cover the financial costs of studying in the program and staying in Canada
- To submit medical verification of their health status and fitness to practise nursing
- To provide their student visa, immigration or citizenship papers as issued by Immigration Canada, to The International School of Nursing and Health Studies
- To submit an updated copy of their resume and employment records
- To provide three professional references with active contact information (e-mail or telephone) and ensure that this information is accurate and current

The learning outcome for the employment component of this program is to learn how to nurse in a Canadian environment and includes:

- Part 1: Orientation Component, which includes clinical journal and reflection, nursing English, Canadian nursing culture, Canadian nursing context, nursing knowledge and skills (review and update), etc
- Part 2: Nursing Knowledge and Skills Review and Update, which includes anatomy & physiology, pharmacology, nursing theory, psychomotor skills, medical/surgical nursing, etc. Included is a clinical practice in medical/surgical, sub-acute medicine, and RN Exam preparation course.

The learning outcomes of the English language acquisition component are to learn the language of nursing and to improve reading, writing, listening skills. The content of the language acquisition component of the program includes a review of English language (vocabulary, abbreviations, and colloquial terms) used in clinical practice.

When students enter the program, they must

- submit a copy of their most recent letter of assessment from
- RNABC
- successfully complete the initial interview/assessment process at The International School of Nursing and Health Studies
- provide evidence of ESL test scores at the RNABC waiver score level or better.

In addition, all applicants are further assessed on their listening, writing, reading, and verbal skills, and may be required to take further studies before being allowed entry to the program.

On completion of the program, students take final exams in all areas and a clinical practice assessment.

The tools and resources used in the English language instruction component are textbooks, videos, computers, Internet, newspapers, all media forms

Gaps identified by the respondent:

The gaps in programs offered for immigrants and refugees in BC that provide English language instruction and that have a labour-market component are that ESL programs tend to be generic and focused on students passing language tests. There is a lack of nursing programs with English language acquisition.

Kwantlen University College

Graduate Nurse Refresher with English as an Additional Language (GNEAL)

Kwantlen offers three GNEAL courses with 20-30% of the program is focused on English language acquisition. The target group is foreign-born registered nurses who wish to become RNs in Canada. They need to refresh their nursing theory and practice, and improve their English. Students find out about this program through recommendations from hospital administrators, word of mouth, the Kwantlen calendar, and referrals from the RNABC. The program is fee-based and costs \$5,317.

The level of language instruction is advanced ESL, college level. CLB are not used.

Entry criteria:

- English requirements: TOEFL 540 listening, grammar, reading, and writing, 203 computer based listening, grammar and reading, TSE 45 speaking, IELTS 6.0 overall listening, reading, writing, speaking
- Nurse registration in another country

Learning outcomes for English language acquisition:

- TOEFL score of 550+ (213 Computer based)
- TSE score of 50+
- IELTS score of 6.0 with a speaking score of 7
- Communicate proficiently in everyday and workplace contexts in culturally appropriate ways
- Speak comprehensively in most contexts with communication rarely impeded by errors in grammar, sentence structure, word choice, and pronunciation
- Demonstrate oral/aural communication, e.g. competence in therapeutic communication basics such as the use of the telephone, discrimination tone, and appropriate responses to abusive language
- Recognize and use the basics of medical terminology (prefixes, suffixes, the most common abbreviations and acronyms) in writing and speech
- Present information in a coherent, organized manner
- Recognize: dangerous English, colloquial expressions, phrasal verbs
- Read critically, e.g. examine and interpret issues relevant to the nursing profession from various perspectives, etc.
- Demonstrate good writing skills such as: presenting information in a coherent, organized manner
- Demonstrate competency in study skills: competency in time management, effective use of group and individual study techniques, and familiarity with exam-taking strategies
- Demonstrate language accuracy in the use of verb tenses, modals, passives, question formation, gerunds, and comparatives handwriting, especially numbers

Learning outcomes for the employment component:

- Gainful employment as an RN in BC
- Refresh Nursing theory and Practice

Tools and resources used in English language instruction include medical terminology texts, English language texts and tapes (reading, grammar, listening, writing, speaking, vocabulary) exam preparation texts and tapes, Realia: nursing textbooks (e.g., assertiveness), newspaper and magazine articles (critical thinking), case studies from nursing colleagues, TV (e.g., ER) and video excerpts from nursing training videos (e.g., wound care), student examples of charting, case studies, presentations, instructor's observation and feedback from presentations and role-plays, suggestions from nursing team members during weekly meetings about the class, cross-cultural material, stress management material, and time management material.

The assessments upon entry are English language exam scores for TOEFL, TSE, IELTS. The assessments upon completion are:

- External ESL exam scores 35%
- Marks from class assignments 40%
- Finals and midterm exams 25%

Gaps identified by the respondent:

Not enough of courses like GNEAL that combine vocational training with English language training.

MOSAIC: Vancouver

Career Connections (a five-week career exploration program)

Employment Access (a four-week job-search program)

MOSAIC does eight intakes per year in these programs. They target unemployed Canadian citizens, new immigrants, and refugees who are legally entitled to work in Canada. Students find out about the programs through word of mouth, from service providers, through community partner referrals, at the airport, for the MOSAIC web site, and from MOSAIC weekly group information sessions. To qualify for the program, applicants must be unemployed and have at least an intermediate level of English. Twenty to thirty percent of the program focuses on English language acquisition. The programs are federally funded and there is no charge to students.

The level of language instruction is intermediate or above. Canadian Language Benchmarks are not used. Assessment is done through intake interview, and the program has a learner-centered approach.

Learning outcomes for the employment component:

- Write effective cover letters
- Write resumes
- Have interview skills
- Do job search and networking

The learning outcome for the English language acquisition component is business and workplace communication.

English language content:

- Workplace culture
- Inter-office communications (faxes, memos, etc.)
- Mock business meetings
- Pronunciation and grammar

The resources used in the delivery of the English language acquisition are the whiteboard, flip charts, overheads, handouts, reference books for resumes, cover letters, and interviewing skills.

The assessment upon entry is through an intake interview. The assessment upon completion consists of student evaluation forms completed by the instructor.

Gap identified by students:

- Need for more business English in class

The New Start Program

The program has six sessions per year and targets upper beginner and lower intermediate level English speakers who are newcomers to Canada. Twenty to thirty percent of the program is focused on English language acquisition. Students find out about the program through case managers, airport handouts, social workers, and word of mouth. This is a federally funded program; students are not charged a fee.

Canadian Language Benchmarks are not used; levels are based on ELSA levels. ELSA uses CLB.

Entry criteria:

- To be at upper beginner to lower intermediate English level
- To be unemployed or employed fewer than 20 hours per week
- To be eligible to work in Canada

Learning outcomes for the employment component:

- To research jobs and career options
- To re-target a resume
- To answer interview questions appropriately
- To describe information interviews
- To write a business letter
- To write and use e-mail
- To telephone or approach an employer in person

Learning outcomes for the English language acquisition component:

- To participate in job search and work activities in a functional way
- To be able to make themselves understood
- To be able to ask for clarification
- To learn workplace and job-search vocabulary, structures, and pronunciation patterns
- To learn vernacular language and social conversation for the workplace (although English may not necessarily be grammatically correct)

Resources used for the delivery of the English language component are tape recorders, video cameras, videos and television, overhead projectors, handouts, books (that students can borrow), and flash cards.

An assessment of English reading, writing, and listening skills is done when students enter the program, as is an Employment Readiness Scale, and an oral one-on-one interview. The assessments used upon completion are an employment readiness scale, and a self-assessment.

Gap identified by the respondent:

- Need for a literacy-focused program

Omni College, Richmond, BC

Live-in Caregiver Certificate Program

The program targets international healthcare students or professionals, single immigrant women over 40, and young men and women. Students find out about the program through advertisements and HRDC.

Entry criteria:

- Be over 19 years of age
- Hold a post-secondary education degree or diploma
- Demonstrate ability to write and speak English through a personal interview and passing that interview, a Moderate level of English is required
- Provide proof of recently obtained TB test showing a negative result
- Provide a copy of clear criminal record check

The program consists of one year of full-time study and a six-month paid internship. It is fee-based and the tuition is \$13,000 plus a non-refundable \$200 application fee. CLB are used.

Learning outcomes for the employment component:

- To prepare students to provide health care to ill or disabled persons and to perform tasks essential to their well-being and personal care
- To participate in clinical experience in homes, hospitals, and/or long-term care facilities
- To learn about communication, nutrition, behaviour, the needs of children and the elderly, and common health problems and illnesses associated with long-term care
- To experience (in laboratory sessions) issues related to body mechanics, lifts and transfers, CPR and first aid
- To develop a Canadian cultural awareness by becoming familiar with local customs and etiquette

Following a one-year classroom and campus laboratory training, the student is placed in a six-month paid internship.

The learning outcome for the English language acquisition component is to build skills necessary for effective communication in the work setting. Students practice

- vocabulary building
- reading, writing, and listening
- grammar skills.

Teachers use a variety of techniques to enable students to master English fluency quickly, including role-playing, computers, videos, audio tapes, workshops, and seminars.

On entry, applicants are assessed in a personal interview and on their ability to write and speak English. Assessment upon completion is a clinical practical test, and a practicum test.

Gaps identified by respondent:

- The need programs, which focus on accent reduction. There is a 2-6 week accent reduction course with Kriegler Institute starting June 2004.
- ESL schools need a labour-market direction; without it students will not be able to find work.

RN Licensure Preparation Program

The target group for this six-month program is foreign-trained nurses, who find out about the program through advertisements and HRDC offices. The program is geared to the advanced English language speaker, and 31-40% of this program focuses on English language acquisition. The program is fee-based and costs \$6,000 for immigrants, and \$1,200 for IELTS for 2 months.

Entry criteria:

- Bachelor's degree in nursing from a RNABC approved institution
- Currently registered as an RN in good standing in country of origin
- Minimum TOEFL score of 500 or 25 on OMNI English Proficiency
- Minimum of 1125 hours of nursing experience within the last four years

CLB are not used; IELTS are used.

Learning outcomes for the employment component:

- To be able to pass the RN exam
- To have knowledge of nursing in Canada.

Learning outcomes for the English language acquisition component:

- To speak English proficiently
- To pass TOEFL, IELTS, CELBAN

The English language component consists of vocabulary and terminology specific to nursing and a professional manner of communicating in the work environment.

The assessment upon entry includes an English test, an interview with a nurse, and a letter of approval from RNABC. The assessment upon completion is to write an IELTS.

Gaps identified by the respondent:

- Same as those identified for the Live-In Caregiver Certificate Program.

Piping Industry Apprenticeship Board and PIAB/UA Trade School

Level A Welding Program, Level B Welding Program, Level C Welding Program

These courses are self-paced and are fee-based; the cost for each level is \$2,100 per month, which includes an ESL bridge component. Materials and supplies are not included in this price. The course is open to everyone, whether or not they have welding experience, and targets persons who have a desire to obtain the various levels of welding but lack the English skills

necessary to take the course. The ESL component is individual-based so the percentage of ESL is variable and depends upon the individual need.

The criterion for entry is ESL with TESL certification.

The learning outcome for the employment component is to demonstrate welding skills in the shop. The program is divided into modules and students move through the modules at their own pace.

The learning outcomes for the English acquisition component are to learn the basic advanced English lessons to enable students to complete the program and to acquire customized English technical language of the trade.

Daily records are kept for the assessment.

Progressive Intercultural Community Services Society, Surrey

Agriculture Workers Employment Program

There are 12 three-week sessions per year. They target agriculture workers who are also new immigrants from South Asian countries. For the past ten years, students have found out about this program through ethnic media, word of mouth, CANN, employment centres, referrals through WCB, and the society's community contacts. The program is federally funded and no fee is charged. There are no structured English language lessons except a basic orientation, and the respondent did not include percentages; however, the information provided indicates they do have some structured programs in the area.

The level of language instruction is from benchmark 1 to benchmark 4; however, the respondent indicated they do not use the CLB and use levels modified from an ESL program.

Entry criteria:

- Full-time work desired
- Lack of ability in English and communication skills
- Lack of networking skills
- New immigrant status

Learning outcomes for the employment component:

- Job search and job search skills
- Enhanced employability
- Successful entry into the labour market

Learning outcomes for the English language acquisition component:

- Basic job search terminology
- Enhanced communication skills
- Ability to talk to employers (through practice in class)

The tools used in the delivery of English language are the local library, job search videos, job finding club manual, and exercises in class.

Entry assessment is the use of a basic ESL test. On completion of the program, students are given a job search quiz, an English language test, and an assessment of class participation and active job search.

Gaps identified by the respondent:

- Need for a more structured, three-month long, day program.

Punjabi Job Finding Club

There are 14 job finding club sessions, each of three weeks, that target new immigrants from South Asian countries. The students find out about this program via the ethnic media, word of mouth, CANN, employment centres and the society's community contacts of 10 years. The program is federally funded and no fee is charged.

CLB are not used to define language levels; instead, a modified ESL program criterion is used. Students are from benchmark 1 to benchmark 4.

Entry criteria:

- Looking for full-time work
- Lacking in English and communication skills
- Lacking in networking skills
- New immigrants

Learning outcomes for the employment component:

- Job search and job search skills
- Enhanced employability
- Successful entry into the labour market

Learning outcomes for the English language acquisition component are basic job search terminology.

Program content includes a focus on enhanced communication skills, and the ability to talk to employers.

The tools used in the delivery of English language are the local library, job search videos, job finding club manual, and exercises in class.

Entry assessment is the use of a basic ESL test; upon program completion students are given a job search quiz, an English language test, and an assessment of class participation and active job search.

Gaps identified by the respondent:

- Need for a more structured, three-month long, day program

Ray-Cam Cooperative Centre, Vancouver, BC

ESL & Child Care Training and ESL and Food Distribution Training

Each of these three-month courses is offered three times a year for refugees and immigrants who live in the Downtown Eastside, Grandview/Woodland, and Strathcona communities, and who have very low levels of educational and little or no ability to speak, read, or write English. The programs are offered at beginner and intermediate levels of English (CLB are used), and 51% or more of the content is focused on English language acquisition. Students find out about the program from local residents, from members of Ray-Cam, and through referrals from MHR. The program is funded through other sources and is free to members of Ray-Cam.

The learning outcome for the employment component is to link participants to training programs in the community such as:

- Tradeswork
- NewStart
- Vancouver Community College
- Cook's Studio Café Training
- Pot Luck Café Training
- Mosaic ESL
- T4J's, etc.

The learning outcome for the English language component is to be able to transfer skills from an ELSA 1 training program.

English content:

- Work-based language in food distribution or childcare
- Child first aid and emergency first aid
- Food Safe
- Personal skills: stress management, time management, personal wellness, computer skills, and resume writing

The tools and resources used in the delivery of the English language component are second language manuals, videos, job entry information, labour-standard information, and food Safe and first aid programs.

Assessments are done upon entry in speaking, reading, and writing, and those same aspects are assessed upon completion.

School of Indigenous Peacemaking and Security, Mission, BC

Basic Security Training—Levels 1 and 2

This is a Justice Institute Security Program. There have been three sessions since last March, but it varies from year to year. Twenty to thirty percent of the program focuses on English language acquisition. The program targets people over 18 years of age. Students find out about the program through the telephone, web site, and brochures at the St. Mary's Centre, where the

school is located. The program is fee-based and provincially funded; the cost to students is \$555 for one 72-hour course.

CLB are not used to define language levels, and the respondent indicated no other criteria.

The learning outcomes and resources used in the program are from the Justice Institute Security Program Levels 1 and 2.

The learning outcome and content for the English language acquisition component is the ability to write and interpret security related terminology. The content also varies depending upon individual needs.

The assessment upon entry consists of:

- English language assessment
- Recommended criminal record check
- Application form with personal and educational history

The assessment upon completion consists of:

- Two multiple choice tests in levels 1 and 2, and a need for a 60% pass
- A practical test provided by the Justice Institute.

SUCCESS, Surrey, BC

SUCCESS offers **ESL Training for Jobs**, a program that targets people whose first language is not English and who are on income assistance. Students are referred to the program through MHR, ECs, and EAWs, and applications are done over the telephone and through a secure government web site. The program is provincially funded and no fee is charged.

The entry criterion for the program is a minimum level of English, which is determined with an ELSA level 2 test. CLB are used to define language level, and an ESLA level 2 test designed in Alberta and developed by VCC (King Edward).

Learning outcome for the employment component:

- To find and maintain employment and eliminate the need for MHR assistance.
- To prepare for either a home support worker, a security guard, or a building services worker.
- To participate in a practicum in specific desired field.

Learning outcome for the English language acquisition component:

- Individual improvement
- Profession-specific vocabulary

Tools and resources used in the delivery of the English language component are overheads, videos, audio-cassettes, the whiteboard, etc.

Assessments upon entry are related to:

- Ability to speak English
- Knowledge of area of choice
- Motivation
- An assessment of barriers that may preclude their successful completion

Assessments upon completion are:

- Licensing examination for Security Guard, Home Support, or Building Service Worker for certification.
- Positive feedback from practicum component.

No gaps were identified.

2. Organizations providing English language programs with a labour-market component for immigrants and refugees: colleges and universities

Arbutus College

Arbutus College offers 13 programs:

- Business Certificate
- Marketing Certificate
- International Trade Certificate
- Office Administration Certificate
- Business Management Diploma
- Marketing Certificate
- Business Management and International Trade Diploma
- Office Administration Diploma
- Computer Graphic Design Certificate
- Web Page Design Certificate
- Computer Graphic Design Web Page Design Diploma
- Computer Network Certificate
- Computer Network Diploma

Fifty percent of each program consists of a labour-market component. The target group is speakers of English as a second language who are resident in Canada. Students find out about the courses through the Yellow Pages, the college's web page, newspaper advertising, and HRDC offices. The courses are fee-based: a four-month certificate costs \$4,620 and an eight-month diploma costs \$8,190.

CBL are not used; they would be used if tests were not so cumbersome to use. The SLEP test produced by TOEFL is used. Students are at level 7 or 8.

The entry criterion is high school completion and an upper intermediate level of English.

Learning outcomes for the English language component:

- Functional knowledge of written and spoken English
- Persuasive presentation skills
- Ability to write correspondence and reports in English

Learning outcomes for the labour-market component:

- Ability to work effectively in a business setting by utilizing professional and communication skills
- Specific program skills, e.g., ability to conduct market research, to prepare business and marketing reports, to maintain or assist in maintaining network systems, to complete international trade documentation, and to perform other specialized business functions.

Tools and resources used in the delivery of the labour-market component are standard instructional resources such as textbooks and audio-visual materials.

Assessment upon entering:

- Satisfactory transcripts from secondary school
- Language assessment using the standard SLEP test (70% is required)

Assessment upon completion is based upon successful completion of internship in diploma programs.

Gaps identified by the respondent:

- Most programs are divided between language instruction and technical, professional education and training.

Camosun College, Victoria

ESL for Professional Communication

This course is in the planning stages; the start date has yet to be announced. Twenty to thirty percent of the course will consist of a labour-market component. The target group will be internationally trained professionals with a wide variety of professional backgrounds. Students will find out about the course through college marketing, word of mouth, and community organizations. The course will be fee based, and the fee is yet to be determined.

CLB will be used to define language level and progression. Students will be functioning at CLB 7 for speaking and reading, CLB 6 for writing, and CLB 8 for listening. It is hoped that students will work up to CLB 8, 9, and 10 by program completion.

The entry criterion is yet to be determined.

Learning outcomes for the proposed English language component:

- To develop practical skills in accessing and producing written and spoken English pertaining to the workplace.
- To promote professional development through facilitating the understanding of profession-specific language.

Learning outcomes for the proposed market component:

- To provide an introduction to social strategies and workplace practices that promote successful performance in the Canadian job market.
- To promote awareness of the tools and strategies required for the successful job search process.
- To provide valid Canadian work experience that will assist entry into the Canadian job market.

The tools and resources in the delivery of the labour-market component will include classroom teaching methods of delivery, self-paced modules, CAN 8 listening labs, and a work experience segment.

Labour-market content:

- Employability skills
- Workplace speaking and writing skills
- Workplace shadowing
- Goal setting and career choice
- Unpaid work experience

Pre- and post-course assessments have not been designed yet.

Gaps identified by the respondent:

- Offerings with a language component to address work specific English at high benchmarks, coupled with work experience. These are not widely offered.

Home Support/Residential Care Attendant for ESL Students

The target group is students who are advanced English language speakers. Students find out about the course through a brochure, information sessions in classes, the college web site, and counselling. The course is fee-based and the tuition fee is \$3,064.

Entry criteria:

- Completion of ESL 0325 or an English placement test
- Documented proof of having completed 40 hours as a volunteer/employee in a long-term care facility within the past year
- Group interview to confirm program expectations
- An oral assessment of communication skills
- Current Food Safe certificate completed within past 5 years

Learning outcomes for the English language acquisition component:

- Communicate effectively with individuals or groups within community and institutional health-care settings (at Canadian Language Benchmark Speaking level 7 or higher)
- Demonstrate understanding of key information and instructions within community and institutional health-care settings (at Canadian Language Benchmark Listening level 8 or higher)
- Read and comprehend information relevant to the HSRC role (at Canadian Language Benchmark Reading level 7 or higher)
- Convey information in writing in a clear, coherent manner (at Canadian Language Benchmark Writing level 6 or higher)
- Demonstrate an understanding of Canadian culture, as related to HSRC work requirements

Labour-market content:

- Completion of the HSRC course content with the instructors from the School of Health and Human Services Continuing Care Department.
- Six modules on health and healing, work role, personal care skills, interpersonal communications, mental health issues and health, lifestyles and choices.

The tools and resources used in the delivery of the labour-market component are modules written by Camosun College and by nurses for the HSRC curriculum.

Assessment upon entering the program:

- English placement test or completion of ESL035
- Group interview and assessment of oral skills

Assessment upon completion of the program:

- Successful completion of all modules with a minimum of 70% (B-)
- Successful completion of a practicum

Gaps identified by the respondent:

- Need for more programs of this type.

Canadian Provincial International College (CPI College)

Job Focusing

Three programs are offered quarterly. Twenty to thirty percent of the program is labour-market focused. The target group is Asian students, who find out about the program from their agents or from the web site. The program is fee-based and the fee is \$3,100, which includes tuition, registration, and materials.

The entry criterion is a score of 700 on the TOEIC exam or 70% on the CPI College assessment exam. CLB are not used to define language level; levels are determined through teacher assessment.

Learning outcome for the English language component:

- Comprehension of the materials
- Written communication and correspondence: the business letter, resume writing, and cover letter writing
- Telephone message taking, charts and graphs
- Report writing, meetings, and taking minutes

Learning outcome for the labour-market component is comprehension of the materials.

Content includes information about:

- Various jobs in Canada regarding duties and educational qualifications.
- Business intelligence, product release, corporate culture, fixed and variable rate payments, business integrity, company organization charts, national economies, and project management.

The tools and resources used in this component are handouts, lectures, videos, the Internet, and field trips.

Upon entering the program, students write an essay that is used to assess their grammar skills. Once in the program, students are given a test weekly. Upon completion, students are assessed through a written test, a completed project, and a presentation.

Gaps identified by the respondents:

- Need for internship programs.

Marketing Program

This program targets Asian international students, who find out about the program through ESL agencies. The program is fee-based, and the fee is \$3,100, which includes tuition, registration, and materials.

The entry criterion for this program is a high level of English fluency. CLB are not used to assess levels of English.

The learning outcome for the English language acquisition is comprehension of the materials and learning communication skills of: making recommendations, getting ideas and opinions, handling complaints, and goal planning.

The learning outcome for the labour-market component is comprehension of the materials.

Labour-market content: human relations, e-business, delegation, planning and managing a budget, policies and rules, leading a team, networking, job titles and descriptions, career paths, motivation, performance evaluations, investing, behaviour modification, risk and crisis management, security, business statistics, computerizing a business, and cash flow.

Assessment upon entry into the program is through interview, and upon completion through tests, projects, and presentations.

Gaps identified by respondent:

- Need for internship programs.

Business English and Communication

Three programs are offered quarterly. Twenty to thirty percent of the program is labour-market focused. The target is Asian international students, who find out about the program from their agents or the college's web site. The program is fee-based and the fee is \$3,100, which includes tuition, registration and materials.

Applicants must have a high level of English to qualify for the program. CLB are not used to define language level; levels are determined through teacher assessment.

Learning outcomes for the English language component include being able to have workplace conversations, make presentations and speeches, give a verbal report, debate and power negotiate, handle an argument, ask and answer questions, give directions, sell, make a complaint, deliver an ultimatum, place an order, make a request, interview and be interviewed by the media, make constructive suggestions, handle anger, use and understand business travel jargon, and use problem solving techniques.

Learning outcomes for the labour-market component include understanding business concepts and using communication skills needed in the workplace for making presentations etc. The tools and resources used in this component are handouts, lectures, videos, the Internet, and field trips.

Upon entering the program students are assessed through an interview, and upon completion, students are assessed through a written test, a completed project, and a presentation.

Gaps identified by the respondent:

- Need for internship programs.

Douglas College

The English Connection

This pilot project targets immigrant speakers of English as a second language who are on income assistance and who are employable. The labour-market component makes up 20% to 40% of the program. Referral is by a MHR worker, and to qualify, applicants must be on income assistance, and must be immigrants needing ESL training. The program is provincially funded and no fee is charged. CLB are used, in particular the CLB assessment 1 developed by Burnaby School Board, and students are working at levels 1–4.

The learning outcome for the English acquisition component is to bring clients up one benchmark, so they can go into other training programs for employment at SUCCESS, ISS, MOSAIC, or VCC.

Labour-market component is the focus of language lessons.

Labour-market content:

- Writing skills for application forms, resumes, etc.
- Interviewing skills through skits and role plays
- Building vocabulary in employment areas, e.g., discussion of work culture and ethics

Tools and resources used in the delivery of the labour-market component are *Working in Canada* (video), Learning Lab at Douglas (Sony 3000), textbook from Azar, the *Oxford Picture Dictionary* (Canadian Edition).

Upon entry, students are given CBL Assessment 1, and upon completion they are given CLB Assessment 2.

Gaps identified by the respondent:

- This program fills a gap for clients who have been turned away from other training programs because their language levels are too low. They have mostly taken ELSA programs, but they lack reading and writing skills, as well as information about how to find a job, where to look, what kinds of training and certification they need to get a job.

EASL Home Support/Resident Care Attendant Program

The English as a Second Language/Home Support/Resident Care Attendant Program (EASL/HSRC) is for students with intermediate/advanced ESL skills who are looking for work as resident care attendants, long term care aides or as home support workers.

The EASL/HSRC Program is a nine-month full-time program. In the first 14 weeks of the program, students take four specially designed EASL courses that provide students with opportunities to develop their reading, writing, listening, speaking, and pronunciation skills. Successful completion of these EASL courses allows students to enrol in the 21-week Home Support/Resident Care Attendant Program and one ESL support course. Upon successful completion of the second part of the program, students obtain a citation in Home Support Resident Care. (Note: Students who do not successfully complete all four EASL courses in the first part of the program are asked to withdraw from the EASL/HSRC Program.)

Programs begin May and September.

Admission requirements:

In addition to regular college requirements students must:

- take an assessment and have an oral interview. Assessment results must show that the applicant's English skills are at the required entry level.
- submit recent medical assessment indicating satisfactory physical and emotional health
- submit current record of immunization including a Hep B vaccine and TB screening
- submit criminal record search (CRS)
- CPR Level C/Standard First Aid Certificate
- two reference documents: a personal reference form from employer, work-study, or person in a responsible position (excluding family); proof of having completed at least 40 hours as a volunteer or employee in a continuing care agency/facility within the past year.

Labour-market content:

- Health: Lifestyle and Choices
- Health and Healing: Concepts for Practice
- Human Relations: Interpersonal Communications
- Work Role: Introduction to Home Support/Resident Care Attendant Practice
- Healing: Personal Care Skills
- Healing: Special Needs in Home Support/Resident Care
- Home Support/Resident Care Attendant: Practicum

Joy Language School/JLS Business College

The courses are structured so students can move between them. Students may begin studies in basic ESL courses, which focus on language structure and practice. As they progress, they move into the business courses, which focus on business skills and labour-market practices.

The programs provided are as follows:

English as a Second Language is offered as a full-time or part-time program, and is offered at six levels: beginner, high beginner, intermediate, high intermediate, advanced, high advanced.

TOEFL and TOEIC—Exam Preparation Programs

Three levels of TOEFL are offered, and one level of TOEIC, Technology and Business Management (TBM) Diploma, and Advanced Business Management (ABM) Diploma.

A total of 12 intensive university level courses are offered in business management, business communication, computer skills, marketing, financial analysis, and other applied business skills.

The Business Internship Program is a two-month work placement for the graduates of either the TBM or ABM Diploma.

In **Advanced ESL and Exam Preparation Programs**, 20-30% of the content is labour-market focused. This course is designed for immigrants or international students who are building their fluency in English, meeting educational and employment standards for language competency, and seeking a transition into the labour market or higher education.

In **TBM and ABM Diplomas**, 31-40% of the content is labour-market focused. The target group is immigrants and international students who need Canadian business and work experience. The course is also available to local Canadian students who have completed high school and are seeking an intensive business skills program.

The programs are fee-based and the prices vary according to duration. Below is the standard pricing.

- ESL, full-time (30 hours/week) 8 weeks \$1,980
- ESL, part-time (15 hours/week) 8 weeks \$1,180
- TOEFL (15 hours/week) 8 weeks \$1,180
- TOEIC (10 hours/week) 8 weeks \$ 790
- Technology &
Business Management
Diploma (30 hours/week) 12 weeks \$3,070
- Advanced Business
Management Diploma
- Business Internship Program \$ 500

Students find out about these programs through advertisements in local community papers, particularly non-English papers, other newspapers; participation in education and employment fairs; referrals from student recruitment agencies; referrals from former students; and through making other inquiries.

Students in all programs must be 16 years of age or older, and to qualify for the TBM and ABM diploma programs, students must have completed grade 12 or equivalent in Canada or in the home country.

Learning outcomes for the English language acquisition component:

- To analyze and understand complex texts
- To understand verbal conversations of a formal and casual nature
- To present ideas, speaking and writing, in a comprehensive and clear manner
- To function in an English working environment, and/or function within an institution of higher learning

Learning outcomes for the labour-market component:

- To develop the fundamental knowledge and skills needed in management of a department or function. It is applicable to businesses and organizations of all sizes and in all commercial, industrial and government sectors.
- To apply the learning outcomes from the course to specific scenarios and case studies, to analyze and evaluate scenarios, as well as make recommendations.
- To visit real businesses on tours and field trips arranged by the school, and produce reports on different companies during their coursework assignments.

Labour-market content is divided into modules that cover:

- Computer essentials: operating system (Windows), word processing (Word), spreadsheets (Excel), presentations (PowerPoint), and database management (Access)
- Communication skills and resume development
- Fundamentals of management and administration
- Marketing and consumer behaviour
- Terminology and basics of accounting
- E-business management

The tools and resources used in the delivery of the labour-market component are sample readings, conversation pattern drills, multimedia components, including computers, ESL books and short texts. Courses are designed to be interactive and multi-layered, emphasizing student participation.

The assessment used when students enter the program: ESL Programs: JLS custom examination, which tests reading, writing, grammar, and listening skills. Each applicant is also interviewed. TOEFL/TOEIC exams are used if no prior results are available the Minimum requirements:

- TOEFL 1: 130 (computer based test)
- TOEFL 2: 180 (computer based test)
- TOEFL 3: 230 (computer based test)
- TOEIC: 660

TBM / ABM Diploma program students must have completed grade 12 or an equivalent either in their home country or here in Canada. Previous work experience will be factored into considerations for placement in the program and for the internship program. For non-native English speakers, a TOEIC score of 700 or higher is required.

Assessment upon completion is based on projects, including presentations, group work, and written assignments, and on assessment by their mentor/teacher.

Gaps identified by respondents:

- Lack of programs that integrate Canadian business and labour-market skills with a person's past professional experiences. We believe the emphasis on labour-market skills is far more than teaching our students to search for a job, but also to teach them the necessary skills to function effectively within a position. From our consultations with previous teachers in the ELSA program, we believe there are students who would appreciate a more challenging program, such as our offerings.

King Edward College, Vancouver, BC

Immersion with Business Management Program

This program is offered twice a year for 24 weeks and 51% or more of the content is labour-market focused. The target group is persons with a BA, or more than a grade 12 education, and students are mostly from India. Students find out about the program through the newspaper and personal references. The program is fee-based and costs \$3,500.

CLB are not used, and the language level of students is from beginner to some intermediate.

The entry criteria are being an adult, with at least a grade 12 education and some business experience.

The learning outcomes for the English language component are to read, write, and speak basic business English.

The learning outcomes for the labour-market component are personality development and the presentation of documents.

Labour-market content:

- Business English
- Office management
- Office accounting
- Keyboarding
- Basic business marketing

Tools and resources used in the delivery of the labour-market component are lectures, the Internet, computer applications and software.

Assessment upon entry to the program is a personal interview and an assessment of educational and professional background. Assessment upon completion is based on a computer test, communication skills, a keyboarding test, a multiple choice test, and a presentation.

E-Office plus Business English plus Computer program

Two of the above programs are offered, and 51% or more of the content is labour-market focused. The target group is the office worker and secretary. Students find out about this program through newspapers and personal references. The program is fee-based and costs \$600 for one month.

The level of English language instruction is beginner level. CLB are not used to define language level or progression; Dynide International—an American company's instrument—is used.

The entry criterion for the program is a grade 12 education.

The learning outcome for the English language component are basic English level, and for the labour-market component, the ability to use MS Word and Excel. The tools and resources used in labour-market delivery are lectures, the Internet, and computer applications and software.

Assessment upon entry is through personal interview and an assessment of educational and professional background. There is no assessment upon completion.

Stanley Academy, Vancouver, BC

The Medical English Program (a 4- to 12-week program)

The Medical Internship Diploma Program (a 6-week program that includes the Medical English Program) The program targets foreign-trained doctors, nurses, and medical students who would like to learn how to communicate more effectively with their patients and colleagues in English. The course is also recommended for health-care workers and nurses. Students find out about the program through the Internet and educational agencies. More than 50% of the program is labour-market focused. The program is fee-based and costs

- Medical Diploma Program (16 weeks) \$7,864
- Medical English full-time (30 hrs a week) \$ 580 per week
- Medical English part-time (15 hrs a week) \$ 350 per week

CLB are not used; the level of instruction is intermediate. The program is open to adults qualified as doctors, nurses, or health-care workers.

The learning outcomes for the English language component are ability to read, write, and speak medical terminology in English, and to be comfortable speaking to colleagues and patients in a health-care setting.

The learning outcomes for the labour-market component are tailored to each student's specialization and interests, and include:

- A visit to local medical facilities.
- An internship, depending upon the specialization of the student, in a facility such as a nursing home, care home for handicapped, pharmacy, pharmaceutical company, hospital, medical clinic, physiotherapy office, dental office, eye clinic, home-care providing company.

Tools used to assist students in the labour-market component are limited support and job shadowing.

The assessment upon entry is through an interview, which will assess experience, specialization, and skills. There is no assessment upon completion.

No gaps were identified.

Nursing Exam Preparation Program

This is a part-time (15 hours a week) program that targets foreign-trained nurses. More than 51% of the content is labour-market focused. Students find out about the program through the Internet and through other educational agencies. It is a fee-based program and costs \$400 per week. The level of English language instruction is intermediate; CLB are not used, but TOEFL is used.

Entry criteria:

- Being an RN in another country
- Having applied for RNABC

The learning outcome for the English language component is English comprehension for studying for and taking the nursing exam.

The learning outcomes for the labour-market component are to go through the entire exam with a doctor or nurse, and to learn about medical procedures and exam-taking strategies.

There is no assessment upon entry or on completion of the program.

The tools and resources used in the delivery of the labour-market component are the *Nursing Examination Guide*, CD Rom, medical dictionaries, and drug handbooks.

Vancouver Community College

English for Business and Customer Relations

The program is currently under review. It is designed for people who are employed and want to focus on specific language skills (e.g., pronunciation), or who are presently unemployed, have previously worked, or who wish to pursue a career in business, technical occupations, or customer relations. These are evening classes and part-time. Students find out about the program through word of mouth and referral through MHR. CLB are not used but the program is moving in that direction; ELA is used to assess English language competency.

The prerequisites are basic keyboarding skills of 15 words per minute and familiarity with Microsoft Word.

The learning outcomes for the English language acquisition component are improved speaking, listening and writing skills. Students may also use the course to prepare for upper advanced ESL or college preparatory English courses.

The learning outcome for the labour-market component is to expand the vocabulary in business, technical occupations, or customer relations.

Academic and Professional English

The program targets immigrant and refugee professionals who are preparing for work or university, or who are working in other jobs and studying to get back to their own careers. The program is flexible and self-paced: people are not assigned to a group and can choose between morning and evening seminars. CLB are not used; students are working at level 4 or grade 12 reading and writing.

The learning outcomes for both the English language and labour-market components are determined by learner needs.

Students do a self-assessment upon entry, and assessment records are kept throughout. Participants are tested on what they work on, and when they can prove competency, they move on to the next level.

Combined Skills Program: Accounting

Fifty-one percent or more of the program content is focused on the labour-market component. The initial target group for this program was new immigrants, but it now attracts immigrants who have been in Canada five or six years, those who have jobs, who have had jobs, or who want a career change or a better workplace. Students learn about the program through word of mouth, through referral, through MHR career counselling, and through their research. This is a 16-month certificate program and includes a one-month practicum. It is fee-based and costs \$30 for the application, \$3,300 for tuition, \$87.84 student society fee, \$10 graduation fee, and \$650 for textbooks and supplies.

CLB are not used; the ELA is used instead. The level of instruction is lower intermediate. Generally, people who are able to read the text book without help do not need to be in the ESL section of this program.

The entry requirements for this course are:

- Lower advanced or equivalent English language
- Grade 12 graduation or equivalent (or VCC Business Education Preparation Certificate)
- Keyboarding skills.
- Proof of the above requites must be attached to the application form

Learning outcomes for the English language component:

- improvement of general language proficiency
- development of English communication skills to enable work in an English speaking workplace
- effective oral and written communication

Learning outcomes for the labour-market component:

- ability to use a microcomputer accounting program with integrated accounting, word processing, spreadsheets, and database software. This program is designed to provide the skills for understanding and applying the principles of accounting
- understanding of the financial statement analysis, manufacturing accounting and departmental accounting
- understanding of federal and provincial legislation in recording and preparing manual and computerized payrolls
- understanding of business law
- understanding and application of principles and concepts of accounting for proprietorships, partnerships, and corporations
- enhanced human relations skills

The assessment upon entry consists of the report card from an ESL program and a test at the VCC assessment centre, using ELA. The assessment upon completion is based upon an ability to function in English in accounting. The focus is on English language related to accounting jobs.

Continuity seems to be the key to success, having the same teacher for both components (ESL and non-ESL Accounting).

Combined Skills: Baking and Pastry Arts

This 12-month program has ESL support in the first two levels, but not in the third. Fifty-one percent or more of the content is focused on the labour-market. The target group is new immigrants; however, the average participant now is someone who has been in Canada for five or six years (or longer in some cases) and who cannot find work or who wants a career change. Students find out about the program through word of mouth, or they may have been referred through MHR career counsellors. The program is fee-based and the costs are \$30 application fee, \$3,300 tuition, \$87.84 student society fee, \$10 graduation fee, and \$367.50 for additional costs, including uniform, textbook and supplies, and laundry.

CLB are not used, ELA is used to determine level.

Prerequisites:

- Completion of lower intermediate ESL or equivalent
- Completion of grade 10 in country of origin
- Proof of completion of VCC Lower Intermediate English

Learning outcomes for the English language component:

- To develop theory and skills in baking and pastry making
- To develop communication skills for the workplace to enable graduates to work in an English speaking workplace
- To develop vocabulary specific to the trade
- Students can enrol in advanced options

This course prepares graduates to work in any entry level baking positions in retail bakeries, supermarkets, department stores, hotels, camps, and other food-related businesses.

Learning outcomes for the labour-market component:

- Comprehensive training in baking procedures
- Training in basic Food Safe, sanitation and hygiene, and the use and maintenance of bakery machines
- Ability to scale accurately and make mixes to a consistent standard.

The assessment upon entry consists of the report card from an ESL program and a test at the VCC assessment centre using ELA. The assessment upon completion is based on ability to function in English in the kitchen. The focus is on English language related to baking and pastry jobs.

Combined Skills Program: Culinary Arts

Fifty-one percent or more of the content of this 10-month program (levels 1 and 2) is focused on the labour market. The target group is new immigrants; however, the average participant now is someone who has been in Canada for five or six years (or longer in some cases) and who cannot find work or who wants a career change. Students find out about the program through word of mouth, or they may have been referred through MHR career counsellors. The program is fee-based and the costs are \$30 application fee, \$3,300 tuition, \$87.84 student society fee, \$10 graduation fee, and \$640 for additional costs, including uniform, textbook and supplies, and laundry.

Prerequisites:

- Lower intermediate or equivalent language level
- Grade 10 graduation
- BC Food Safe Certificate level 1 issued within the last 5 years

Learning outcomes for the English language component:

- To develop theory and skills related to culinary arts
- To develop communication skills for training and for working in an English speaking workplace

The learning outcome for the labour-market component is ability to work as a cook in the cold kitchen, hot kitchen, and in a variety of food service operation.

Labour-market content includes:

- Level 1 - Preparation of salads, sandwiches, vegetables, deep fried foods, etc.
- Level 2 – Preparation of grills, roasts, sauces, seafood, soups, and stocks and includes butchery, baking, and food cost management.
- Level 3 – Advanced methods in order to prepare luncheon and dinner patrons of the City Centre dining room.

Students leaving the program after the first four months can receive a certificate in Professional Cooking Level 1. After an additional 4 months, they can receive a Professional Cooking Level 2 Certificate, and after 12 months, they receive the Culinary Arts-Professional Cooking Certificate.

The assessments upon entry are the report card from an ESL program and a test at the assessment centre using ELA. The assessment upon completion is based on ability to function in English in the kitchen. The focus is on English language related to culinary arts.

Combined Skills: Hairstyling

This is a 12-month program with new classes beginning September, January, and April. More than 51% of the content is labour-market focused. The target group is new immigrants; however, the average participant now is someone who has been in Canada for five or six years (or longer in some cases) and who cannot find work or who wants a career change. Students find out about the program through word of mouth, or they may have been referred through MHR career counsellors. The program is fee-based, and tuition costs \$7,100.

The prerequisite is the completion of lower intermediate ESL or equivalent. CLB are not used.

The learning outcomes for the English language component are ESL instruction to develop theory and skills, communication skills for training and working in an English speaking workplace. English language training is integrated throughout the program.

Labour-market content:

- Practical training in a fully equipped workshop where salon services and provided for the public
- Related theoretical content through lectures and demonstrations in client relations, haircutting, permanent waving, shaving, hair colouring, hair and scalp treatments, facials, manicures, and disorders of scalp and skin
- Content related to management, bookkeeping, reception, desk functions, business services

- Preparation for writing the examinations of BC Hairdressers' Association or the Barbers' Association of BC examinations. Graduates must complete a six-month in-shop training following graduation.

The assessment upon entry consists of the report card from an ESL program and a test at the VCC assessment centre using ELA. Assessment upon completion is to pass the course and to be able to function in English in a salon.

Combined Skills Program: Home Support/Resident Care Attendant

This 40-week program starts in January and September. Fifty-one percent or more of the content is labour-market focused. Students learn about the program through word of mouth, their workplace, or their union, and may be referred by MHR career counselling.

Entry criteria:

- Proof of completion of upper intermediate English or the equivalent English in proficiency; CLB are not used
- Grade 10 education in country of origin
- Updated immunizations: measles, mumps, rubella, polio, tetanus, diphtheria, hepatitis B, current influenza vaccine
- Completion of the VCC Health questionnaire including a recent negative TB skin test
- Criminal record search

The program is fee-based and the costs are \$30 application, \$2,612.5 tuition, \$69.54 student society fee, \$10 graduation fee, and \$360 for textbooks and supplies.

Learning outcomes for the English language component:

- Development of interpersonal communication skills in communicating with clients, families, other care aides, and supervisors/RNs

The learning outcome for the labour-market component is to prepare students to provide personal care for clients living in continuing care facilities (intermediate care, extended care, and special care units) of at home or in assisted living.

Initial assessment involves meeting the prerequisites, and the assessment upon completion is the ability to function in the above work settings in English.

English for Health Sciences

This course is to prepare second language learners for entry into VCC's Health Sciences programs such as Practical Nursing, Pharmacy Technician, Medical Lab Assistant, Hospital Unit Coordinator, Dental Assisting/Reception, Dental Laboratory Technician and Denturist programs. At least 51% of the program is devoted to the labour-market component. Students learn about the program through word of mouth, and they may be referred by MHR career counselling. The program is fee-based. The prerequisites for the program are grade 12 English or equivalency.

Entry criteria:

- An interview with the Department Head
- CPE 098 or equivalent
- English language assessment with a minimum score of 130/200; CLB are not used.

Learning outcome for the English language component is development of

- Interpersonal communication skills
- Ability to read textbooks
- Ability to take good lecture notes
- Research methods, report writing, and presentations
- Participation in class discussions and meetings

The learning outcome for the labour-market component is to prepare second language learners for the types of activities they will encounter in the Health Sciences programs and to develop professional vocabulary.

Assessment upon entry is based upon meeting the prerequisites; the assessment upon completion is for students to achieve a grade of B or higher in speaking/listening, reading, and writing at a grade 12 English level.

Gaps identified by VCC respondents:

- Lack of language enhanced training for professionals who want to go back into their field. There is only generic training, so people have to go through Grade 12, but they need language specific to their careers.
- Lack of transference from one institution to another. Benchmarking seems to be the way to go. There's a will to adopt CLB here at VCC: it can be used by employers, for laddering, and for university entrance.

YMCA International College

Reach Up Program: English Language and Employment Program for Newcomers to Canada (ELEP)

This program is for immigrants who are under-employed and have not been able to find work in their field of training. They find out about the program through ELSA providers, Western ESL services, and the CLBA testing centre.

Entry criteria:

- Upper intermediate level of English and completed ELSA Level 3
- Underemployed in relation to the occupation of their training

The program is fee-based and the charge is \$25

CLB are used.

Learning outcomes for the English language component:

- To improve English abilities in speaking, listening, reading, and writing particularly as they apply to employment.
- To improve ability to engage in social interaction required in workplace environments.
- To improve listening skills and vocabulary through the Linguist Online English System.

Learning outcomes for the labour-market component:

- To improve understanding of Canadian labour-market issues in their area of expertise.
- To improve ability to network and make contacts within their desired employment area.
- To improve employment-specific skills such as resume writing, interviewing, and following up after the interview.
- To learn how to conduct a thorough job search for their area of expertise and learn about the hidden job market.
- To learn about employment in Canada by listening to Canadian business people discuss various aspects of their careers through the Linguist On-Line English System.
- To create an action plan for maintenance of an employment search to the successful attainment of employment.

The resource used is the Linguist system, which incorporates the latest in language learning technology and will allow participants to continue their English learning on their own. The system is based on a book, *The Linguist: A personal Guide to Language Learning*, by Steve Kaufmann. Participants practice writing and acquire vocabulary through discussions and talks.

Assessments upon entry include:

- University of Michigan English Placement Test (EPT) with a score of 63 (equivalent to CLB 6)
- Completion of ELSA level 3
- Test of written English, score of 4
- Interview with a focus on employment history, education, training, and employment goals

Assessments upon completion include:

- University of Michigan EPT used to making recommendations to participants regarding their listening, vocabulary, grammar, and reading comprehension
- Test on written English, score of 5
- On-going assessment re labour-market learning outcomes
- Final interview: assessment of gains in meeting labour-market objectives

Gaps identified by the respondent:

- Lack of programs for under-employed professionals.
- An affordable, reliable, and efficient credential assessment body (an expanded OLA).
- Professional associations need to clearly define criteria, to separate technical skills from non-technical skills, and to stipulate recommendations for immigrants to acquire non-technical skills.

3. Organizations providing English language programs with a labour-market component for immigrants and refugees: non-profit and private organizations, and unions

Hospital Employees Union (HEU)

Basic Skills Upgrading

This program was offered once for health-care workers. Students were referred through the union and employers. The entry criteria were motivation and interest to improve ESL and to upgrade skills. The program was provincially funded, and no fee was charged. The level of language instruction varied from beginner to lower advanced.

The learning outcome for the English language component was to improve language skills from the current level to the next level or more.

The learning outcomes for the market component were understanding the next steps or training plan, and how to achieve or ladder to the next step. The program design was done with the assistance of Douglas College.

The assessment upon entry was done through Kwantlen University College, and the assessment upon completion was done through Douglas College, using the same assessment methods as the entrance criteria.

Gaps identified:

- Lack of bridging programs for professional immigrants and refugees such as doctors, engineers, lawyers, health-related professions social workers. This program should include orientation and some English language upgrading.

Inter-cultural Association of Greater Victoria (ICA)

English Language Services for Adults (ELSA)

The target group is adult immigrants who meet eligibility requirements set out by MCAWS. Most students are first year residents of Canada, have been assessed at or below CLB 3, are women, who are destined for the labour force, or are already working part time. Twenty to thirty percent of the program is focused on the labour market. Child minding is provided on site. The program is provincially funded, and no fee is charged.

Students find out about the program through generic promotional material, advertising by MCAWS, referrals from ICA Settlement Services and other settlement and community agencies, and word of mouth. MCAWS policy states that ELSA service providers in Victoria cannot individually advertise or promote their programs.

Entry criteria:

- Referral by the ELSA Assessor
- An assessment of each applicant's eligibility for ELSA by an independent assessor contracted by MCAWS. Level of language proficiency is a factor
- An assessment of (CLB) 3 or below
- A newcomer to Canada, 17 years of age or older with one of the following documents: permanent Resident Card, record of Landing, visitor Record type 17, employment Authorization type 27, student Authorization type 37, Ministerial Permit type 86, 87, 88 or 89, letter of Decision from the Convention Refugee Determination Division, letter from Canada Immigration giving approval for permanent residence

Learning outcomes for the English language acquisition component:

- Canadian Language Benchmarks (CLB) 5 in listening and speaking
- CLB 4 in reading and CLB 4 in writing
- Learning outcomes for the English language acquisition component of the program are in place for ELSA Levels 1, Level 2 and Level 3
- Linguistic learning outcomes for Level 3 are based on the ELSA Level 3 Curriculum Guidelines developed by Vancouver Community College
- Level 3 Outcomes for ELSA Level 3, Stage 1 for listening and speaking.
- Level 3 Outcomes for ELSA Stage II

The learning outcomes for the labour-market component of the program are based on curriculum guidelines developed by Vancouver Community College:

- Stage 1 – Working in Canada
- Stage 11 – Self-Assessment for Career Planning

Labour-market content includes:

- Information on the Labour Standards
- Information on income assistance and employment insurance benefits
- Information on employment-related community resources and building networks through employment-related field trips and guest speakers
- Information on volunteering, starting a small business, accreditation /assessment of credentials

Assessment used when students enter the program are immediate need for child minding or transportation assistance, the student's language and orientation needs, and the student's needs related to employment.

Assessment used when people have completed the program:

- Linguistic assessment of CLB in listening, speaking, reading, and writing
- Assessment of program outcomes for students in areas of knowledge gained and adaptation to Canadian society based a learner outcome surveys and student self assessment
- Evaluation questionnaires that includes an assessment of the students' understanding of their rights and responsibilities, their knowledge of government and services systems, and

basic rights and responsibilities regarding legal services and system, their participation in the community, and their understanding of the life skills of meeting basic needs, dealing with the impact of resettlement and pursuing personal goals

Tools and resources used in the delivery of the labour-market component include:

- LINC Ontario Curriculum Guidelines
- ELSA Level 3 Curriculum Guide (Referenced to Canadian Language Benchmarks Levels 3 – 6) developed by Vancouver Community College (2002)
- Canadian Language Benchmarks, ELSA Level 1 and Level 2 Progress Tests
- ELSA Level 3 Exit Test developed by Vancouver Community College
- Computer Lab (use of Internet for information and research)
- International Qualifications Programs (MCAWS)
- BC Internationally Trained Professionals Network (BCITPN) and local Initiatives for internationally trained professionals, mentorship Program
- Guest presentations and/or field trips, referral of students to the following community resources:

Gaps identified by the respondent:

- Lack of programs post-ELSA offering general cultural orientation and information about Canadian society (cultural information on area of employment is not enough)
- Lack of programs offering generic cultural orientation in area of employment and English for the Workplace—language and soft skills
- Lack of programs offering Canadian work experience, networks and employment connections
- Limited training and upgrading opportunities for new immigrants and refugees
- Lack of information for internationally trained professionals on professional job market - lack of information for employers about internationally trained workers
- Need for more ESL support related to immigrants' and refugees' professions.
- Limited availability of skill-based language training programs.
- Lack of financial support for new immigrants and refugees to be able to attend full-time programs

Pacific Immigrant Resources Society (PIRS)

Intermediate Level ESL Program for Women

This is a new program for immigrant women, and 20-30% of its content is focused on the labour market. The program is a bridge to further training, employment, or community involvement. Students find out about the program through flyers faxed to immigrant serving and community organizations. The program is also advertised in community and ethnic papers. Entry is open and based on need. The program is funded by a private donor, and a nominal fee of \$40 per 10-week term is charged to help offset program costs. The fee is waived for participants who cannot afford to pay.

The learning outcomes for the English language component are to improve English language capability, build confidence and enhance ability to participate, and prepare for the next step.

The learning outcomes for the employment component are to set realistic goals for the future and to make connections regarding further training, employment, and/or community involvement.

There is no entry assessment; assessment on completion is based upon the making of a realistic action plan.

Penticton District Multicultural Society, Penticton, BC

This organization runs one Level 3 ESL program that targets intermediate ESL students. Students find out about the program through their ESL classes and word of mouth. The criterion for entry is intermediate level ELSA. 20-30% of the program is employment focused. The funding is through the provincial government and there is no charge. CLB are used and the students are at level 3.

The learning outcome for the English language component consists of learning vocabulary related to all aspects of job hunting.

The learning outcome for the labour-market component is to learn vocabulary associated with the labour market by:

- Checking advertisements in the papers
- Writing resumes, application forms
- Doing role plays of interviews
- Identifying skills
- Creating short and long term goals
- Acquiring information about job hunting

The resources used for the labour-market component are texts such as *Speaking Canadian English*, newspapers, and a tour of the “open door.”

Upon entry, students are given an ESL test unless they have been in an ESL class, and upon completion, they are given a written test or have an oral assessment.

The gap identified is to include job shadowing as part of the labour-market component.

South Vancouver Neighbourhood House

This organization provides two ELSA Level 1 and 2 programs, with 12% labour-market focus. The target group is beginner to low-intermediate ELSA students. Students find out about the program and are assessed through the Western ESL services. The program is provincially funded and there is no charge.

CLB are used, and students are at level 1 and 2.

Learning outcomes for the English language component:

- To learn more about Canadian culture
- To enhance English skills through conversation, exercises, and group work
- To give opportunities for participants to seek outside experiences in practising English
- To give participants information on community resources and how to access them

Learning outcomes for the labour-market component:

- To explore work experiences in the countries of origin and how it relates to the Canadian labour market
- To provide volunteer opportunities
- To fill out forms
- To develop resumes
- To provide employment services and information

Tools and resources used in the delivery of the labour-market component include:

- Local current information that is language appropriate (HRDC, SUCCESS, PIRS)
- Referral made to agencies that provide services to newcomers

Assessment upon entry is done through the Western ESL Services, and upon completion the ELSA level Assessment Test for level 1 and 2 is used.

Gaps identified by the respondent:

- Need for ELSA Levels 4, 5, and 6

Victoria READ Society

ELSA Level 3 targets immigrants who have been referred by an ELSA assessor. Twenty to thirty percent of the program is employment focused. CLB are used. The program is provincially funded and no fee is charged. The entry criterion is to have immigration papers.

The learning outcomes for the English language acquisition component are to learn survival English (housing, clothing, transportation, etc.), and to differentiate between polite and impolite English.

The learning outcome for the labour-market component is to learn how and where to look for work. The content of the labour-market component of the program consists of information and advice on job search.

There is no assessment upon entry; the assessment upon completion is the CLB test.

Gaps identified by the respondent:

- No access to any ESL classes between June and September on the Island.

Appendix D: Research Participants

1. Organizations providing employment programs with structured English language acquisition for immigrants and refugees

Organization Name	Clearly Speaking Speech and Language Services British Columbia Association of Speech-Language Pathologists & Audiologists
Address	3051 Hunt St Richmond, BC
Postal Code	V7E 2L3
Telephone	604 271-7523
Fax	604 668-6134
E-mail Address	dmilsom@shaw.ca
Web Site Address (or URL)	
Name of Respondent/Contact Person	Dianne Milsom
Position of Respondent	Speech/Language Pathologist
Telephone Local	
Name of Executive Director/CEO	Dianne Milsom and Marney Buckwold

Organization Name	Éducentre
Address	2412, Laurel St, 6th floor Vancouver, BC
Postal Code	V5Z 3T2
Telephone	604 708 5100
Fax	604-708-5124
E-mail Address	info@educacentre.com
Web Site Address (or URL)	www.educacentre.com/
Name of Respondent/Contact Person	Maenon Ryane
Position of Respondent	Teacher
Telephone Local	333
Name of Executive Director/CEO	

Organization Name	Fraser Valley Community Education Centre Society
Address	2616 Ware Street Abbotsford, BC
Postal Code	V3L 5B2
Telephone	(604) 853-6248
Fax	(604) 852-8475
E-mail Address	admin.cec@telus.net
Web Site Address (or URL)	www.communityeducationcentre.com
Name of Respondent/Contact Person	
Position of Respondent	
Telephone Local	
Name of Executive Director/CEO	

Organization Name	Gerhardt Henderson Inc.
Address	380-1855 Kirschner Road Kelowna, BC,
Postal Code	V1Y 4N7
Telephone	250 868 2667
Fax	250 868-4950
E-mail Address	lhenderson@gerhen.bc.ca
Web Site Address (or URL)	www.gerhen.bc.ca
Name of Respondent/Contact Person	Lorraine Henderson
Position of Respondent	President
Telephone Local	
Name of Executive Director/CEO	Lorraine Henderson

Organization Name	Immigrant Services Society of BC
Address	#501-333 Terminal Ave Vancouver, BC
Postal Code	V6A 2L7
Telephone	(604) 684-2561
Fax	(604) 684-4790
E-mail Address	alanh@issbc.org
Web Site Address (or URL)	www.issbc.org
Name of Respondent/Contact Person	Al Hendricks
Position of Respondent	Project Mgr. (responsible for 2 ESL T4J programs (Resident Care Attendant and Hospitality), plus a Community Assistance Program)
Telephone Local	237
Name of Executive Director/CEO	Patricia Woroch

Organization Name	Immigrant Services Society of BC
Address	501-333 Terminal Avenue Vancouver, BC
Postal Code	V6A 2L7
Telephone	(604) 684-2561
Fax	(604) 684-4790
E-mail Address	Stepping_Up@issbc.org
Web Site Address (or URL)	www.issbc.org
Name of Respondent/Contact Person	Maria Socorro M. Nguyen
Position of Respondent	Project Manager
Telephone Local	224
Name of Executive Director/CEO	Patricia Woroch

Organization Name	International School of Nursing and Health Studies
Address	Suite 201 - 3242 Westwood Street Port Coquitlam, BC
Postal Code	V3C 3L8
Telephone	604-468-2486
Fax	604-945-9874
E-mail Address	isnhs@shawbiz.ca
Web Site Address (or URL)	www.isnhs.shawbiz.ca/top.html
Name of Respondent/Contact Person	John Collins
Position of Respondent	President
Telephone Local	
Name of Executive Director/CEO	John Collins

Organization Name	Kwantlen University College
Address	12666-72 nd Ave Surrey, BC
Postal Code	V3W 2M8
Telephone	604.599.2376
Fax	604 599.2279
E-mail Address	Elizabeth.tosetti@kwantlen.ca
Web Site Address (or URL)	www.kwantlen.bc.ca
Name of Respondent/Contact Person	Elizabeth Tosetti
Position of Respondent	English Instructor, GNEAL program
Telephone Local	
Name of Executive Director/CEO	Skip Triplett, President

Organization Name	MHR *
Address	Coastal Region (Vancouver)
Postal Code	
Telephone	604 660-7435
Fax	
E-mail Address	John.Pitcairn@gems2.gov.bc.ca
Web Site Address (or URL)	
Name of Respondent/Contact Person	John Pitcairn
Position of Respondent	Business Strategy Manager
Telephone Local	
Name of Executive Director/CEO	

Organization Name	MOSAIC
Address	1522 Commercial Drive Vancouver, BC
Postal Code	V5L 3Y2
Telephone	(604) 254-0244
Fax	(604) 254-3932
E-mail Address	ldassiuk@mosaicbc.com
Web Site Address (or URL)	www.mosaicbc.com
Name of Respondent/Contact Person	Lynda Dassiuk -Coordinator Angela Walker -Instructor
Position of Respondent	As above
Telephone Local	
Name of Executive Director/CEO	Eyob Naizghi

Organization Name	MOSAIC
Address	312 – 2555 Commercial Drive Vancouver, BC
Postal Code	V5N 4C1
Telephone	(604) 708-9300
Fax	(604) 708-9314
E-mail Address	dtsang@mosaicbc.com
Web Site Address (or URL)	www.mosaicbc.com
Name of Respondent/Contact Person	Dennis Tsang
Position of Respondent	Employment Access / Career Coordinator Programs, (Coordinator)
Telephone Local	28
Name of Executive Director/CEO	Eyob G. Naizghi

Organization Name	Omni College
Address	300-7671 Alderbridge Way Richmond, BC
Postal Code	V6X 1Z9
Telephone	604-279-1800
Fax	604-279-1896
E-mail Address	ronb@omnicollege.com
Web Site Address (or URL)	www.omnicollege.com
Name of Respondent/Contact Person	Ron Burke
Position of Respondent	Director
Telephone Local	
Name of Executive Director/CEO	Ron Burke

Organization Name	Piping Industry Apprenticeship Board & PIAB/UA Trade School
Address	1329 Cliveden Ave. Annacis Island, Delta, BC
Postal Code	V3M 6C7
Telephone	604 294-1931
Fax	604 298-5905
E-mail Address	admin@piabschool.ca
Web Site Address (or URL)	
Name of Respondent/Contact Person	Graham Young
Position of Respondent	Director of Apprenticeship & Training
Telephone Local	
Name of Executive Director/CEO	

Organization Name	Progressive Intercultural Community Services Society
Address	# 109 – 12414 – 82 nd Avenue Surrey, BC
Postal Code	V3W 3E9
Telephone	(604) 596.7722
Fax	(604) 596.7721
E-mail Address	renu.gambhir@pics.bc.ca
Web Site Address (or URL)	www.pics.bc.ca
Name of Respondent/Contact Person	Renu Gambhir
Position of Respondent	Program Assistant
Telephone Local	
Name of Executive Director/CEO	Charan Gill

Organization Name	Progressive Intercultural Community Services Society
Address	# 109 – 12414 – 82 nd Avenue Surrey, BC
Postal Code	V3W 3E9
Telephone	(604) 596.7722
Fax	(604) 596.7721
E-mail Address	param.grewal@pics.bc.ca
Web Site Address (or URL)	www.pics.bc.ca
Name of Respondent/Contact Person	Param Grewal
Position of Respondent	Manager
Telephone Local	
Name of Executive Director/CEO	Charan Gill

Organization Name	Ray-Cam Cooperative Centre
Address	920 East Hastings St. Vancouver, BC
Postal Code	V6A 3T1
Telephone	604 718-6550
Fax	604 257-6944
E-mail Address	Sabine_tanasiuk@city.vancouver.bc.ca
Web Site Address (or URL)	www.raycam.com
Name of Respondent/Contact Person	Sabine Tanasiuk
Position of Respondent	Child Care and Family Programs Coordinator
Telephone Local	
Name of Executive Director/CEO	

Organization Name	School of Indigenous Peacemaking and Security
Address	Box 3730 Mission, BC
Postal Code	V2V 4L2
Telephone	604 302 5466
Fax	
E-mail Address	lap@wcteltech.com
Web Site Address (or URL)	
Name of Respondent/Contact Person	Lizette Peters
Position of Respondent	Owner
Telephone Local	
Name of Executive Director/CEO	

Organization Name	Strathcona Community Centre *
Address	601 Keefer St Vancouver, BC
Postal Code	V6A 3V8
Telephone	604 713-1850
Fax	
E-mail Address	patricia_chow@city.vancouver.bc.ca
Web Site Address (or URL)	
Name of Respondent/Contact Person	Pat Chow
Position of Respondent	Project Manager
Telephone Local	
Name of Executive Director/CEO	Donalda Greenwell-Baker

Organization Name	SUCCESS
Address	206 – 10090 152 Street Surrey, BC
Postal Code	V3R 8X8
Telephone	604-588-6869
Fax	604-588-6823
E-mail Address	alan.andrew@success.bc.ca
Web Site Address (or URL)	www.success.bc.ca
Name of Respondent/Contact Person	Alan Andrew
Position of Respondent	Employment Consultant
Telephone Local	
Name of Executive Director/CEO	Lilian To

Organization Name	SUCCESS
Address	206 – 10090 152 Street Surrey, BC
Postal Code	V3R 8X8
Telephone	604-588-6869
Fax	604-588-6823
E-mail Address	tammy.leung@success.bc.ca
Web Site Address (or URL)	www.success.bc.ca
Name of Respondent/Contact Person	Tammy Leung
Position of Respondent	Site Manager
Telephone Local	
Name of Executive Director/CEO	Lilian To

Organization Name	Surrey Delta Immigrant Services Society *
Address	1107, 7330 137 th St Surrey, BC
Postal Code	V3W 1A3
Telephone	(604) 597-3448
Fax	604) 590-2743
E-mail Address	snand@sdiss.org
Web Site Address (or URL)	www. sdiss.org
Name of Respondent/Contact Person	Sanjeev Nand
Position of Respondent	Manager
Telephone Local	301
Name of Executive Director/CEO	Lesley Woodman

* These organizations did not complete questionnaires (because their programs did not meet the project criteria), but they did make comments, which are included in this report.

2. Organizations providing English language programs with a labour-market component for immigrants and refugees: colleges and universities

Organization Name	Arbutus College
Address	101-1190 Melville Street Vancouver, BC
Postal Code	V6E 3W1
Telephone	(604) 681-7701
Fax	(604) 681-7709
E-mail Address	jindrarepa@arbutuscollege.com
Web Site Address (or URL)	www.arbutuscollege.com
Name of Respondent/Contact Person	Jindra Repa
Position of Respondent	Principal
Telephone Local	
Name of Executive Director/CEO	Jindra Repa

Organization Name	Camosun College
Address	4461 Interurban Road Victoria, BC
Postal Code	V9E 2C1
Telephone	(250) 370-4945
Fax	(250) 370-4938
E-mail Address	frayling@camosun.bc.ca
Web Site Address (or URL)	www.camosun.bc.ca
Name of Respondent/Contact Person	Amanda Frayling
Position of Respondent	ESL Instructor
Telephone Local	250-370-4931
Name of Executive Director/CEO	Brenda Storr, Associate Dean, School of Access

Organization Name	Camosun College
Address	4461 Interurban Road Victoria, BC
Postal Code	V9E 2C1
Telephone	(250) 370-4945
Fax	(250) 370-4938
E-mail Address	hosty@camosun.bc.ca
Web Site Address (or URL)	www.camosun.bc.ca
Name of Respondent/Contact Person	Joan Hosty
Position of Respondent	Acting Chair, ESL Department
Telephone Local	
Name of Executive Director/CEO	John Boraas, Dean of Access

Organization Name	Canadian Provincial International College
Address	#200-560 Granville St Vancouver, BC
Postal Code	V6C 1W6
Telephone	604 642-5933
Fax	604 642-5932
E-mail Address	johnathecpic.com
Web Site Address (or URL)	www.thecpic.com
Name of Respondent/Contact Person	Chimene Bryant
Position of Respondent	Registrar
Telephone Local	
Name of Executive Director/CEO	Local director: John Hong

Organization Name	Douglas College—The Training Group
Address	PO Box 2503 New Westminster, BC
Postal Code	V3L 5B2
Telephone	(604) 777-6097
Fax	(604) 777-6151
E-mail Address	fuscot@douglas.bc.ca
Web Site Address (or URL)	www.douglas.bc.ca
Name of Respondent/Contact Person	Tina Fusco
Position of Respondent	Program Instructor
Telephone Local	
Name of Executive Director/CEO	The Training Group Cheryl Hagan Program Manager

Organization Name	Joy Language School / JLS Business College
Address	The Annex, P.O. Box 11590 650 W. Georgia St Vancouver, BC
Postal Code	V6B 4N8
Telephone	(604) 682-5286
Fax	(604) 682-5287
E-mail Address	info@jlsvc.com
Web Site Address (or URL)	www.jlsvc.com
Name of Respondent/Contact Person	Anar Kalyan
Position of Respondent	Education Consultant
Telephone Local	
Name of Executive Director/CEO	Baker Huh

Organization Name	King Edward College
Address	208-9288 120th St Surrey, BC
Postal Code	V3V 4B8
Telephone	604 580 7234
Fax	
E-mail Address	montybual@kingedwardcollege.com
Web Site Address (or URL)	kingedwardcollege.com
Name of Respondent/Contact Person	Monty Bual
Position of Respondent	Founder
Telephone Local	
Name of Executive Director/CEO	Monty Bual

Organization Name	Stanley Academy
Address	507-535 Howe Street Vancouver, BC
Postal Code	V6C 2Z4
Telephone	(604) 806-6381
Fax	(604) 683-6354
E-mail Address	info@stanleyacademy.ca
Web Site Address (or URL)	www.stanleyacademy.ca
Name of Respondent/Contact Person	Hannah Kim
Position of Respondent	Coordinator
Telephone Local	
Name of Executive Director/CEO	Keiko Norisue

Organization Name	VCC—City Centre (Downtown Campus)
Address	250 West Pender Street Vancouver, BC
Postal Code	V6B 1S9
Telephone	(604) 443-8606
Fax	
E-mail Address	pahunt@vcc.ca
Web Site Address (or URL)	http://esl.vcc.ca
Name of Respondent/Contact Person	Pamela Hunt
Position of Respondent	Director, Combined Skills Program
Telephone Local	
Name of Executive Director/CEO	

Organization Name	YMCA International College
Address	955 Burrard Street Vancouver, BC
Postal Code	V6Z 1Y2
Telephone	604 899-4161
Fax	604 681-1630
E-mail Address	college@vanymca.org
Web Site Address (or URL)	www.vanymca.org
Name of Respondent/Contact Person	Virginia Christopher
Position of Respondent	General Manager
Telephone Local	604-633-3586
Name of Executive Director/CEO	Bill Stewart

3. Organizations providing English language programs with a labour-market component for immigrants and refugees: non-profit and private organizations, and unions

Organization Name	HEU
Address	5000 North Fraser Way Burnaby , BC
Postal Code	V5J 5M3
Telephone	604 456-7075
Fax	604 941 5555
E-mail Address	
Web Site Address (or URL)	www.heu.org
Name of Respondent/Contact Person	Priti Shah
Position of Respondent	Project Coordinator/consultant
Telephone Local	
Name of Executive Director/CEO	

Organization Name	Immigrant and Multicultural Services Society, Prince George *
Address	1633 Victoria Street Prince George, BC
Postal Code	V2M 2N1
Telephone	(250) 562-2900
Fax	(250) 563-4852
E-mail Address	elsa.imss@shawcable.com
Web Site Address (or URL)	www.imss.ca
Name of Respondent/Contact Person	Lynn Letchford
Position of Respondent	Instructor/Coordinator
Telephone Local	
Name of Executive Director/CEO	Baljit Sethi

Organization Name	Inter-Cultural Association of Greater Victoria (ICA)
Address	930 Balmoral Road Victoria, BC
Postal Code	V8T 1A8
Telephone	(250) 388-4728
Fax	(250) 386-4395
E-mail Address	elsa@icavictoria.org
Web Site Address (or URL)	www.icavictoria.org
Name of Respondent/Contact Person	Liz Bloomfield
Position of Respondent	ELSA Coordinator
Telephone Local	115
Name of Executive Director/CEO	Jean McRae

Organization Name	North Vancouver Continuing Education—ELSA Program *
Address	2132 Hamilton Avenue North Vancouver, BC
Postal Code	V7P 2M3
Telephone	(604) 903-3333
Fax	(604) 903-3334
E-mail Address	sgarland@nvsd44.bc.ca
Web Site Address (or URL)	
Name of Respondent/Contact Person	Steve Garland
Position of Respondent	District Administrator—Extension Services (SD#44)
Telephone Local	604-903-3342
Name of Executive Director/CEO	

Organization Name	Pacific Immigrant Resources Society (PIRS)
Address	#205-2929 Commercial Drive Vancouver
Postal Code	V5N 4C8
Telephone	604-298-5888
Fax	604-298-0747
E-mail Address	info@pirs.bc.ca
Web Site Address (or URL)	www.pirs.bc.ca
Name of Respondent/Contact Person	Jean Maloney
Position of Respondent	Executive Director
Telephone Local	604-298-4560
Name of Executive Director/CEO	Jean Maloney

Organization Name	Penticton and District Multicultural Society
Address	508 Main St Penticton, BC
Postal Code	V2A 5C7
Telephone	250 492-6299
Fax	250 490 4684
E-mail Address	pdms@telus.net
Web Site Address (or URL)	
Name of Respondent/Contact Person	Barbara Etter
Position of Respondent	ESL teacher
Telephone Local	
Name of Executive Director/CEO	Lynn Wells

Organization Name	South Vancouver Neighbourhood House
Address	6470 Victoria Drive Vancouver , BC
Postal Code	V5P 3X7
Telephone	(604)324-6212
Fax	(604)324-6116
E-mail Address	gary@southvan.org
Web Site Address (or URL)	
Name of Respondent/Contact Person	Gary Robinson
Position of Respondent	Program Director
Telephone Local	(604)324-6212
Name of Executive Director/CEO	Karen Larcombe

Organization Name	Vernon & District Immigrant Services Society *
Address	
Postal Code	
Telephone	(250) 542-4177
Fax	
E-mail Address	vdiss@shaw.ca
Web Site Address (or URL)	
Name of Respondent/Contact Person	CarolWutzke
Position of Respondent	
Telephone Local	
Name of Executive Director/CEO	

Organization Name	Victoria READ Society
Address	720 Linden Avenue Victoria, BC
Postal Code	V8V 4G7
Telephone	(250) 388-7225
Fax	(250) 386-8330
E-mail Address	info@readsociety.bc.ca
Web Site Address (or URL)	www.readsociety.bc.ca
Name of Respondent/Contact Person	Cindy Vaartnou
Position of Respondent	ELSA Coordinator
Telephone Local	
Name of Executive Director/CEO	Julie Holder

Organization Name	West Coast Domestic Workers' Association * West Coast Domestic Workers' ESL program Frontier College Domestic Workers' tutoring program (with West Coast Domestic Workers)
Address	Suite 302, 119 West Pender Street Vancouver, British Columbia
Postal Code	V6B 1S5
Telephone	604 669-4482 or 604-713-5848
Fax	
E-mail Address	frontiercollege02@yahoo.ca
Web Site Address (or URL)	http://www.vcn.bc.ca/wcdwa/
Name of Respondent/Contact Person	Amea Wilbur
Position of Respondent	ESL Coordinator
Telephone Local	604-713-5848
Name of Executive Director/CEO	Board of the West Coast Domestic Workers Association

* These organizations did not complete questionnaires (because their programs did not meet the project criteria), but they did make comments, which are included in this report.