

# **English as a Second Language Service Audit**

**By**

**Chanel Christophe and Natalie Guttormsson**

Completed for: Peterborough Partnership Council on Immigrant Integration (PPCI)  
Supervising Professor: Chris Beyers, Trent University  
Trent Centre for Community-Based Education

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In Collaboration With: Trent Centre for Community Based Education (TCCBE)

## Abstract

This report summarizes the findings of an audit of English as a Second Language (ESL) services offered in the Peterborough area. The report was commissioned by the Peterborough Partnership Council on Immigrant Integration (PPCII) which is an organization that works to promote and advance immigrant integration in the Peterborough community.

The evaluation was done by reviewing previous literature on ESL services in Peterborough as well as conducting semi-formal interviews with a number of the ESL providers in the community. For the purposes of this project the definition of ESL was broadened to include any program or service that offered English language instruction primarily for persons wishing to learn English as a second language.

The audit uncovered a mix of formal and non-formal services offered in the county with most of these services concentrated in the city of Peterborough. It also identified gaps in these services and barriers that immigrants might face in accessing them. Based on these findings the report suggests a number of short-term and long-term measures to address these gaps and barriers.

**Key Words:** immigration, immigration services, ESL, PPCII, Peterborough, Peterborough county

## Who we are/Meet the Researchers

### **Natalie Guttormsson**

Natalie is in her final year at Trent University, studying a joint major between International Development Studies and Hispanic Studies. Natalie chose to be a part of the ESL Audit research project because of her own experience in learning another language, and the experiences of many of her friends who came to Canada with the need to learn English, she understands that access to language learning opportunities are essential for anyone to integrate into a new community.

### **Chanel Christophe**

Chanel is in his fourth year at Trent University pursuing a joint major in International Development Studies and Hispanic Studies. He is originally from the Caribbean island of St. Lucia. Chanel became particularly interested in doing this project after completing a year abroad program in Alicante Spain as part of his university studies. That experience exposed him to the frustration of having limited communication skills as a newcomer in a different country and culture. The ESL audit research project was his way of trying to make that process of integration smoother for persons wishing to make Peterborough their home.

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**Mehran Monsef**, Frontier College;  
**Hannah Fransen**, Frontier College;  
**Liliana Perez**, New Canadian Centre – Settlement Coordinator;  
**Andrea Heilingbrunner**, New Canadian Centre – LINC Language Assessor;  
**Dawn Franklin** – New Canadian Centre – SWIS Coordinator;  
**Steve Ross** – New Canadian Centre – SWIS Coordinator;  
**Dindin Villarino** – New Canadian Centre – SWIS Coordinator;  
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And thank you to all of our classmates who shared their research experiences with us and helped us learn from each other throughout the year.

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## Executive Summary

The Peterborough Partnership Council on Immigrant Integration (PPCII) is an affiliate organization that works with the New Canadian Centre Peterborough (NCCP) to spearhead efforts and programming aimed at immigrant integration in the community. The organization is just over four years old, having started its work in April 2008, and exists “for promoting, advancing and supporting coordinated immigrant integration (broadly defined) in the Peterborough community”<sup>1</sup>.

This report is the work of two students undertaking a course in *Assessment of Development Projects* as part of their studies in Trent University’s International Development Studies Program. The work was commissioned by the PPCII with the goals of identifying what types of ESL programs are offered in the city of Peterborough and the Peterborough County (see map Appendix A) and at what levels. The researchers were also tasked with identifying any gaps or barriers for English learners to access these ESL services in the community. The findings of this report are meant to inform the PPCII Board of Directors and the ESL Steering Committee— which will be created following this report— in networking with ESL providers to reduce the gaps and barriers identified.

*“What would make the most sense is a study such as this one, which will identify what is needed, what is the group –can we get a sense of age range or background of people who need the most assistance and aren’t able to get it somewhere else– and then inevitably you need funding. But with that kind of information, that will help us approach funders and say, you know, this is the reality and this is who we are going to be able to help. I think for this whole community going forward, and for both the people who have been traditionally served here [at TVLA] as adult literacy learners as well as newcomers, it’s an excellent model to try to bring the two groups together to see the common ground and crossovers.”*

- Teresa Kerr, TVLA

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<sup>1</sup> <http://www.ppcii.ca/about-us/mandate-history-a-governance>



For the purposes of this project the definition of ESL was broadened to include any program or service that offered English language instruction primarily for persons wishing to learn English as a second language. The researchers also identified options that may not be specifically designed for ESL learners, but could be accessed by them and prove to be useful tools in their learning.

Our methodology consisted of a short literature review and a series of interviews with organizers, coordinators and instructors of ESL services and other stakeholders in ESL programming.

The research found that there was a mix of formal and informal services offered in the Peterborough area. There are two accredited or formalized ESL options: the LINC program at Fleming College offering ESL options for beginners and intermediate level English learners, and the ESL program at Trent University, which is the only option that caters to advanced learners, but also accommodates beginner and intermediate students.

There are also services provided within both the public and Catholic school board to support students who require English language learning support. A number of organizations also offer informal classes for learners or one-on-one tutoring opportunities. The research further identified some online resources that are available to ESL learners.

One of the more glaring gaps identified in the research is that the formal ESL programming in Peterborough is offered Monday through Friday and follows the University and College semesters. There are currently no regular running evening or weekend classes, which makes it difficult for persons who are employed to access those services.

Another major concern is that most of the ESL programs that are offered are only available in the city of Peterborough, which means that immigrants and persons needing ESL support in other parts of the county are being underserved. The researchers attempted to reach out to and cover as many organizations and services as possible; however, due to the nature of informal

programs being difficult to reach at times, it is possible that we have missed some groups that may be working outside of the city.

One of the key barriers with the LINC program is that there are strict eligibility requirements to access the classes. The program is only available to persons who are permanent residents, landed immigrants, or refugees. There is no government-funded program for Canadian citizens or refugee claimants who need ESL support. There was a provincially funded, accredited adult ESL program that was offered by the Kawartha Pine Ridge School Board that accommodated persons not covered by LINC, but this program was discontinued. The researchers made attempts to identify the specific reasons for the discontinuation of that program but these attempts were unsuccessful as there was no administrator on staff still familiar with the program.

One other major gap is that there are currently no free services available for persons who want to do advanced ESL classes being offered anywhere in Peterborough. Those advanced classes are crucial for preparing persons for proper integration into the workforce or for post-secondary education. Persons who require such services therefore, either need to go outside of Peterborough or pay the fees to access the ESL program at Trent University. Those costs can serve to be a barrier for newcomers.

Based on the gaps and barriers identified, the evaluation led to the following short-term and long-term recommendations that could be implemented by PPCII.

#### Short-term

- Involve all ESL partners in the ESL Steering Committee and share the results of this research project with each
- Improve communication links among all partners that provide ESL services and support in the community

*“With a lot of these ESL programs a lot of us are just working in isolation and we need to find out where everyone is and join hands.”*

- Mehran Monsef, Frontier College

*“If the New Canadian Centre is supposed to be the starting point then maybe we just need to have better communication with them as to what our limitations and expectations are and what theirs are.”*

- Hannah Fransen, Frontier College.

- Make a concerted effort to aggregate existing statistics on ESL participants (i.e. numbers in each level, numbers not eligible for programs, numbers not able to take part for other reasons, etc.) so that a regional plan can be created to address the issues experienced in the Peterborough area
- Test run a weekend English conversation class, possibly in partnership with one of the other organizations
- Help promote the work of Settlement Workers in Schools (SWIS), and the identification process for English Language Learners (ELL's)

#### Long-term

- Lobby both the Provincial and Federal government to create a funding model that better addresses the needs of growing cities beyond the GTA area
- Increased funding can:
  - Get more itinerant teachers in schools
  - Provide supports and programs for persons in the workforce who are not served by LINC or the NCC
- Explore possibilities of regular weekend and evening classes in the formal ESL programs
- Work with the Kawartha Pine Ridge District School Board (KPRDSB), which is the only organization that can access Ontario Ministry of Education funding for the adult ESL program to explore options of that program returning to the Peterborough community
- Partner with businesses in the community that hire immigrants to see if a model can be developed to get workplace-specific training for these employees. One such option is bridging programs that provide training in occupation-specific language for immigrants.

## Background

The PPCII emerged in 2008 as an organization that had a mandate of creating a cohesive regional response to the needs of newcomers to the city of Peterborough. In its Integration Strategy document (see Appendix B), the Council's stated purpose derives from the belief that "immigrant integration is essential for the long-term social, cultural and environmental prosperity in the Peterborough region". That same document speaks to the Council's goal to develop and implement a five-year plan for the community that will:

- Improve access to coordination of immigrant integration services
- Improve labour market outcomes for immigrants
- Strengthen local awareness and capacity to successfully integrate and retain immigrants

With that in mind the Council has focused its attention on four sectors specifically targeted towards improvements in economic development, health and social services, housing and transportation, and education. This particular project fits with the vision of PPCII to build capacity within the education sector by "developing partnerships to expand the range of local English as a Second Language (ESL) services and resources" (*Integration Strategy document*), with the ultimate aim of improving access to these services for immigrants who will call Peterborough home.

The reality is that the immigrant population in Peterborough has continued to grow and this reflects the demographic shift that appears to be happening nationally. While it is true that the major cities in Canada are continuing to receive the largest share of immigrants, the trend seems to be for immigrant populations to move to more suburban areas and smaller communities. The 2006 census data shows that the number of foreign-born residents in the county of Peterborough was just over 12,000. That figure represents just about ten percent of the total population in the community. The April 2009 document *'Planning Peterborough to 2031: How the Growth Plan for the Greater Golden Horseshoe will affect the City of Peterborough'*<sup>2</sup> projects that the population in the county will grow by about 14 percent in the

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<sup>2</sup> <http://www.peterborough.ca/Assets/City+Assets/Planning/Documents/Ongoing+Planning+Studies/Growth+Plan/Places+to+Grow+Conformity+Exercise.pdf>

next two decades. If the current immigration numbers hold, this means that there will be an additional 1,200 newcomers making Peterborough their home. At 10 percent, the immigrant population in Peterborough lags well behind the average of 28 percent for the province. The Planning Peterborough document admits that “unlike other areas of the GGH [Greater Golden Horseshoe] where international immigration is, and will continue to be, a major determinant of population growth, Peterborough is not a major destination for international immigrants and therefore immigration will have a relatively marginal influence on Peterborough’s population growth”. This admission illustrates the catch-22 position that the county finds itself in; it does not have sufficient immigrant numbers to make a case for funding for the services that are essential for immigrant integration, yet the lack of these services makes it increasingly more difficult to attract newcomers to the community and ensure growth.

*“What we don’t do well is advocate as periphery....around the GTA where there is slow but emerging growth in immigrant communities. We are not very good at aligning. The city has not been the leaders on this. It’s hard for the New Canadian Centre to always expend the effort to network and the Partnership Council is doing a bit more of this now on all of our behalf. But the educational institutes in my mind need to, must line up as a block to negotiate with these funders and make the Province and the Fed sit with us and say you must respect our demographic.”*

*Debbie Harrison – Diversity Coordinator (Fleming College)*

Cognizant of that reality, the Partnership Council commissioned this audit of ESL services in the Peterborough city and county with a view to finding out what services were available and the specific criteria for accessing them. The research was also tasked with pinpointing the specific gaps and barriers in these ESL services. The findings of the report would then inform the PPCII Board of Directors and the ESL Steering Committee networking with other ESL providers to reduce the gaps and barriers for English learners to access ESL services in the community.

While every immigrant who moves to Peterborough is not necessarily from outside Canada or requires ESL services, it is undeniable that if the city expects to retain these immigrants in the city/county, adequate ESL support services must be provided for persons who do not have English as a first language so that these persons can integrate fully into the life of the community. Debbie Harrison, the diversity coordinator at Fleming College and one of the interviewees for this project, suggests that the failure to address the systemic issues addressing ESL learners and provide the services that are needed for immigrants in growing immigrant populations like Peterborough, can be tied to broader human rights issues around race and gender. This idea is worthy of further study but will not be addressed in the scope of this research.

## Research Questions

What types of ESL programs are offered in the city of Peterborough and the Peterborough County and what levels? Are they formal, accredited programs or are they informal? Are there gaps that currently exist between these programs? Who is included and who is excluded from them? What are the barriers for ESL speakers to access existing services? What are some possible solutions to these gaps and barriers?

## Methodology

When we originally started the project we took some time to fully determine what the scope of the project should be. We thought that in order to understand the gaps and barriers to ESL services for participants, we would need to gather feedback directly from participants. After several meetings with our host supervisor we planned to begin the research with the service providers only, and then re-evaluate midway through the project whether participant feedback was necessary. When we did revisit the decision it was determined that participant feedback was not needed for this particular research project due in part to the length of time we had to complete the research, the logistics of reaching participants in each program (informal ones in particular) and language barriers. The knowledge and data gathered from the Coordinators and

Teachers of the ESL programs was enough to piece together what ESL service provision in Peterborough looks like and where the holes currently exist.

The nature of our evaluation was qualitative, with the strategy of naturalistic inquiry. Our research was to discover what ESL programs exist, who is eligible to participate, and barriers to the programs could be identified. We did not impose any expectations on the data we collected nor did we manipulate the interview settings. We recognized the institutional memory that many of the instructors in the community have, and their expertise on the research matter. It was their knowledge and insight we aimed to collect, rather than test. To fully understand the gaps and barriers in ESL service in Peterborough we determined that it was essential to understand the current situation in its normal state (Patton 29).

We began with a literature review of past studies that were commissioned by PPCII that related to ESL need and service in Peterborough. We then conducted ten semi-standardized interviews with pre-planned questions and pre-planned probing questions that we altered depending on the role our interviewee played in ESL programming and their depth of knowledge on ESL in the community. A few times unscheduled questions would arise when we found the participant had a lot more knowledge than we anticipated. We did our best to ensure that the interview questions were consistent in each case (Berg 70-71).

During our aggregation of data collected from the interviews we began with a case-analysis of the information available for each ESL provider. We categorized programs that exist into three distinctions:

- Formal Programs
- Informal Programs
- School Board Programs

We then collected information within each program on the following subjects:

- Program contacts
- Program description
- Program history
- Source of funding

- When they are offered
- Where they are offered
- Eligibility
- How to register
- The fees
- Limitations

We then analyzed the gaps and barriers for ESL service in Peterborough by a cross-case analysis of the information outlined in the audit. Because the research was focused on both the current programming available and the ways to address the gaps and barriers, we recognized that both a case-analysis and a cross-case analysis were necessary (Patton 376-377). We also validated the responses of the participants by analyzing growth projections and city planning documents for the Peterborough area, to ensure a demand for ESL service is and will be a real concern (Silverman 158-160).

We finished off by outlining several recommendations on how to improve ESL service, both in the short-term and long-term, based on the combined data and specific suggestions put forth by the various participants in the interviews.



## Abbreviations and Definitions

ConEd – Concurrent Education program at Trent University

CAL – Centre for Applied Linguistics

ELL – English Language Learners

ESL – for the purpose of this report English as a Second Language refers to any type of English language instruction, whether it is official or informal.

IDST – International Development Studies

ITCH – International Coffee House

KPRDSB – Kawartha Pine Ridge District School Board

LINC – Language Instruction for Newcomers to Canada

NCC – New Canadian Centre

PCVS – Peterborough Collegiate Vocational School

PPCII – Peterborough Partnership Council on Immigrant Integration

SWIS – Settlement Workers In Schools

TASSS – Thomas A. Stewart Secondary School, Peterborough

TCCBE – Trent Centre for Community Based Education

TEFL – Teaching English as a Foreign Language; a program for those who want to teach ESL.

TESL – Teachers of English as a Second Language; ESL teachers association.

TIP – Trent International Program

TVLA – Trent Valley Literacy Association

## **The Audit Findings**

The following section outlines what ESL programs and services are currently available in the city of Peterborough and the Peterborough County. We, the researchers, have attempted to reach out to and cover as many organizations and services as possible; however, because informal programs are difficult to reach at times, we may have missed some groups.

## Formal Programs

We identify formal programs as programs that are accredited, are organized and operated out of recognized institutions, and/or require fees to enroll.

The formal programs outlined in this audit are:

- LINC Program at Fleming College
- ESL Program at Trent University
- Programs through the Independent Learning Centre
- One World ESL School

## Language Instruction for Newcomers to Canada (LINC) Program Fleming College - Peterborough

### Contact(s):

Debby Keating (Manager Employment Programs and LINC)  
*email:* dkeating@flemingc.on.ca     *work:* (705) 749-5530 ext. 2214

Antoinette Van Veen (LINC Instructor)  
*email:* avanveen@flemingc.on.ca     *work:* (705) 749-5530 ext. 2203

Mathilde Colley (LINC Instructor)  
*email:* matcolley@flemingc.on.ca     *work:* (705) 749-5530 ext. 2207

Andrea Heilingbrunner (LINC Assessor @ NCC)  
*email:* andrea@nccpeterborough.ca     *work:* (705) 743-0882

### Program description:

The program is English language instruction that focuses on speaking, listening, reading, and writing for new Canadians up until they become Canadian Citizens.

There are two classes offered at Fleming: Levels 1-3 and Levels 4-7 (Please see Appendix C for details on LINC levels). There are 15 spaces in the Levels 1-3 class and 18 spaces in the Levels 4-7 class. In addition there are 5 over-run spaces for each class to keep each class full in the case of absentees.

Participants in the program must be willing to have an 80% attendance rate.

### Funding of program:

The LINC program is a federally funded program through Citizen and Immigration Canada.

### When:

Programs run parallel to the College semester. Classes begin in September and again in January. There is no summer session.

**Location:**

McRae Campus

555 Bonaccord Street

Peterborough, Ontario

K9J 7B1

\*The LINC program will be moving in a couple of years as Fleming College converts the McRae campus into a Trades/Skills Centre.

**Eligibility:**

Participants in the LINC program must be either a permanent resident, landed immigrant, or refugee. This does not include refugee claimants.

Assessments are done through the NCC. Andrea Heilingbrunner is the official LINC assessor. She determines what class level participants should be placed in and then refers participants to Fleming. If there are no available spaces at the time, participants are put on a waiting list and given other options for language instruction in the meantime.

**How to register:**

Participants are assessed at the NCC by the LINC assessor and referrals are then made to Fleming based on spaces available.

**Fees:**

There are no fees for participants to enroll in this program.

Childcare and bus subsidies are available.

**Limitations:**

- In previous years there was another public adult ESL class that did not have restrictions based on immigration status. When it was shut down, the LINC program unofficially allowed some of those ESL students into their classes to fill the classes even if they did not fit the exact criteria. Now the classes are filling easily with

students who do meet the criteria, so those who were previously allowed in no longer have the space to participate.

- The Level 1-3 LINC class experiences waiting lists as the demand in the community grows. This growth is good for the LINC program, but until they find themselves with a longer waitlist and into the next funding bracket, according to the Federal Government funding requirements for LINC, the coordinators and teachers will have to find a way to manage the diverse levels of participants in each class, and maintain the waiting lists.
- The Level 4-6 LINC class is not as full as the beginner class because at the intermediate level, more students try to balance some form of work while improving their English skills. This intermediate class faces similar challenges as the Level 1-3 class with different levels combined in one classroom with one instructor. Again, the waitlist will have to grow before the Federal Government will provide more funding for additional classes. These varying levels are not only a challenge for the students but for the instructors as well.

*“One of the challenges of that program is having such a broad scope in each of those classrooms. In the 1-3 the challenges are those with literacy issues even in their home language. So if they are learning an alphabet for the first time it’s not just the English alphabet, it’s that they don’t have that literacy in their own language. So that is challenging... For the 4-7 Group we find people at the high end. It’s challenging because they’re close to those employment opportunities and they really want to be performing at the highest level. So keeping a program that captures all that is a little bit difficult... One of the gaps is in terms of timeframe. You only have one choice of time. Level 1-3 is only offered in the afternoon. There is no other option. If people are working, there are no evening or weekend options. There are those limitations.”*

*– Debby Keating, LINC Program at Fleming College.*

- Peterborough is in a catch-22 position where it needs to attract immigrants to the community to ensure growth, yet it needs the ESL support service, like LINC to help with immigrant integration. Peterborough cannot expand its LINC service until it has the numbers to prove to the Federal funders that expansion is warranted. Advanced LINC classes, Levels 7 and 8, are also needed to serve that population of newcomers who will enter the workforce successfully or enter into post-secondary education.

*“When you’re in that growth period but not big enough to jump up to the next funding level, it can be challenging. So we’re sort of, as a small community we’re at a little bit of a disadvantage.”*

*- Debby Keating, LINC Program at Fleming College.*

## ESL Program at Trent University - Peterborough

**Contact(s):**

Cath D'Amico

*email:* cathdamico@trentu.ca*work:* 748-1011 ext 1805**Program description:**

There is a preliminary beginner's course which goes from levels 1-5. The program uses the Centre for Applied Linguistics (CAL) assessment for these various levels. The Trent ESL program also offers professional modules that focus on English language related to business, computer systems, or science.

**History of program:**

The program at Trent has been running for about 10 years. It was created in response to the increased focus of the University to attract international students. The program is continually growing.

**Funding of program:**

The ESL program at Trent is an ancillary department of the University but it does rely heavily on a partnership with the Trent International Program (TIP) office. In one respect it is not as directly affected by budget cuts as academic departments, but it is still impacted by certain budget changes in the departments around it. The ESL teachers at Trent are unionized and therefore their pay might be higher than that of a teacher at a private ESL school. This is why there is a fee for the program at Trent.

**When:**

The program runs for a four month period in each academic semester. Semesters are from September to December and January to April. There are also two compressed nine-week courses through the summer from May to July and June to August. The programs are 24 hours a week for the regular semesters and the classes run on weekdays within the 9-5 work schedule. The professional modules run twice a week, with one class during the day and one in the evening. This is in an effort to mitigate potential conflicts with jobs etc. Learners are encouraged to visit the website for specific, up-to-date details regarding these programs.



**Location:**

Trent University  
1600 West Bank Drive  
Peterborough, ON  
K9J 7B8

**Eligibility:**

Those who intend to pursue academia in English often take the courses offered at Trent. They are mostly pre-degree students from Trent and most of them are international students. Some newcomers to Canada do go through the program. Some funding is available through the Northern Lights employment services for those who are intent on improving their English for their current or future jobs. Anyone can apply and attend this program as long as they can pay the fee and are accepted via the admissions process. There are no restrictions.

**How to register:**

- 1) Apply to Trent via OUAC
- 2) Apply directly on the ESL at Trent website

**Fees:**

\$4300 each semester (includes program, access to Trent facilities: athletics, library, computers, etc.)

**Limitations:**

- The program does serve all levels from beginner to advanced, with some trade specific courses available depending on the demand. The tuition fees however, are a barrier for many. There are funding options such as bursaries and loans, but not everyone has the opportunity to seek those out or qualify for them.
- This program runs on the Trent University semester schedule from Monday to Friday. This is problematic for those trying to improve their languages skills while working or raising a family.

## Independent Learning Centre – Accessible Online

### Contact(s):

By Telephone:

416.484.2704 (service in English only)

416.484.2722 (service in French only)

To call toll-free from outside the local Toronto dialing area:

1.800.387.5512 (service in English only)

1.800.265.0454 (service in French only)

By Mail:

Independent Learning Centre

PO Box 200, Station Q

Toronto ON M4T 2T1

In Person:

2180 Yonge Street

Ground Floor

Toronto, ON M4S 2B9

### History of Program:

Not found.

### Funding of Program:

The program is funded through the Ontario Ministry of Education.

### Program Description:

The ESL courses through ILC are for adults who speak little or no English. The courses are designed to focus on simple and natural language, helping adults communicate in everyday situations. There are both credit and non-credit courses available.

Credit courses are meant to prepare ESL learners to obtain an Ontario high school diploma. At the end of the course there is a final test and a final mark recorded. For the non-credit courses there is no final test or mark. The non-credit course is meant to encourage ESL learners to interact with other people in their community. At the end of the course they receive a completion certificate.

Students must work with a volunteer tutor to enroll in this program. See the website for details on tutor obligations and requirements<sup>3</sup>.

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<sup>3</sup> [http://www.ilc.org/school/cou\\_esl\\_courses.php](http://www.ilc.org/school/cou_esl_courses.php)

**When and Where:**

This program is considered independent study, meaning that there is no host institution offering classes or arranging the times for learning. It is completely the responsibility of the student and the tutor.

**Eligibility:**

Students must be 18 years of age or older, live in Ontario, and speak little or no English. Students must not be registered in a secondary school at time of enrolment. Students must have someone to be their volunteer tutor, who also fills out the application form. Students must be a Canadian citizen, a landed immigrant, a refugee, or an Ontario resident holding a diplomatic visa or ministerial permit.

The tutor can be anyone who is interested in helping a student learn to speak, read and write English. The expectations of the tutor include: reading course descriptions to student, helping the student enroll in the course of the student's choice, receiving the course materials on behalf of the student, working through lessons with the student, providing encouragement and practice, and providing a good model of spoken and written English.

**How to Register:**

Students can download the registration form from the ILC website. The tutor needs to fill out and sign this application form. The form can be mailed, faxed, or delivered in person to the Toronto office.

**Fees:**

There is a non-refundable \$40 fee for each course. This fee covers the cost of the course and supplementary course materials (on loan) and the evaluation and final test for certified courses.

**Limitations:**

- This option has several limitations because it is an independent study program. A potential student needs to find a dedicated tutor in order to register and complete the course, as well as a tutor who will take the time to provide support throughout the duration it takes to complete the course material. Because the tutor does not have to be a trained ESL Teacher, the quality of instruction may not be as high as if the learner was in a formal ESL classroom.

## One World ESL School – Peterborough

**Contact(s):**

Wendy McConkey    *email:* oneworldeslschool@sympatico.ca    *work:* (705) 755-0378

**History of Program:**

Wendy McConkey is a former educator at Fleming College who decided to launch OneWorld ESL School with a partner after an unsuccessful attempt to get funding for an ESL school specifically targeted for women. The school has been in operation in Peterborough for a few years now.

**Program Description:**

This is a fee-charging program that is available to anyone who needs English language instruction. The school also offers the opportunity for native speakers of English or very advanced speaking ESL students who are eligible, to study in the international *TEFL Certificate* program (*Teaching English as a Foreign Language*) with the TESL Trainer.

**When:**

Classes are arranged as needed between the students and the coordinators

**Eligibility:**

ESL classes are available to any person wishing to get language instruction.

Teacher trainees who are interested in studying the *TESL* must have a completed an undergraduate degree to be eligible to apply. Non-native speakers would need an adequate *English Language Proficiency Test* score to be eligible to apply with the TESL Trainer.

**How to Register:**

Contact OneWorld ESL School

**Fees:**

Full time: 30 hours/week - \$300.00/week

Part time: 15 hours/week - \$150.00/week

One-on-one Tutoring: \$30.00/hour

Groups - \$20.00/hour/participant.

**Limitations:**

- The limitations of this program are the fees associated with it. Because it is a private institution, only those who can afford the service are able to access it.

## Informal Programs

We identify informal programs as any program that offers a type of ESL support or instruction that is not accredited by a formal institution and does not require fees.

The informal programs outlined in this audit are:

- NCC Peterborough - English Conversation Circle and tutoring
- TVLA Peterborough - English Class and tutoring
- ITCH at Sadleir House
- NCC Cobourg – English Conversation Circle and Tutoring
- Tutoring through Frontier College
- Before You Know It (Byki) – Online Program through Peterborough Public Library

## New Canadians Centre (NCC) - Peterborough English Conversation Circle and Tutoring

### Contact(s):

English Conversation Circle

Anne Elliot *email:* anne@nccpeterborough.ca *work:* (705) 743-0882

Tutoring

Contact any of the Settlement Counselors. NCC: (705) 743-0882

### Program description:

The English Conversation Circle is an informal class held at the New Canadians Centre and led by a trained NCC Peterborough volunteer. It is open to anyone interested in learning English, at any level, and of any immigration status.

The NCC also runs a tutoring program where the settlement counselors will pair an ESL learner with an English tutor to meet once or twice a week.

### When:

The circle currently takes place on Tuesdays from 10am to 12pm and on Thursdays from 5:30pm – 7:30pm

Tutoring can happen at anytime and is arranged based on the schedules of the ESL learner and tutor.

### Location:

The classes are held in the Board Room at the New Canadian Center in Peterborough.  
205 Sherbrooke Street.

### Eligibility:

This class is open to anyone who is interested in learning English at all levels.

Tutoring is available to anyone who needs it, based on volunteer availability.



**How to register:**

No registration is required for this class. It is on a drop-in basis.

For tutoring, arrange with a Settlement Counselor to be paired up with a tutor.

**Fees:**

No fees.

**Limitations:**

- This class is informal English conversation. It does not focus on writing or reading comprehension skills nor does it provide specific instruction for the various levels of speakers. The Conversation circle is run by volunteer instructors, which could potentially create instability in the existence of the class. The class only runs twice a week, providing a supplementary learning opportunity for ESL learners, if they are also studying through LINC or at Trent.

## Trent Valley Literacy Association (TVLA) – Peterborough

### English Class and Tutoring

**Contact(s):**

Teresa Kerr    *email:* tkerr@trentvalleyliteracy.ca                      *work:* (705) 749-0777

**Program description:**

There is an ESL class that is conducted with a volunteer instructor. The class focuses on verbal communication, pronunciation, and support for writing skills for the learner. This is centered on ‘real-world’ oriented tasks. There is no accreditation associated with this class.

One-on-one tutoring is available with volunteers at TVLA. Tutoring sessions can focus on any combination of verbal communication, pronunciation, support for writing skills, and support for ‘real-world’ oriented tasks. The focus of the sessions depends on the individual learner’s need and interests.

**History of program:**

Trent Valley Literacy Association has been in existence for over 30 years. Their primary focus is on adult literacy services, but the organization recognizes the crossover between adult literacy needs and English as a second language needs. One year ago PPCII had a request for projects, which TVLA applied for and received. TVLA provides the space and the NCC provides the instructor and does the organizing.

**Funding of program:**

Training Colleges and Universities is the main funder for TVLA. In addition, last year TVLA started receiving core funding from the United Way, which is more flexible in determining how their funding is spent.

**When:**

The English class runs on Tuesday evenings from 5pm – 8pm.

Tutoring is done any time volunteers and participants are available.

**Location:**

Trent Valley Literacy Association  
139 Douro Street. Peterborough, Ontario K9H 1H5  
(Just West of East City Bakery)

**Eligibility:**

The Tuesday night class is open on a first come first served basis. The sign-up is done through the NCC. Assessments are done by the instructor.

Anyone may enroll for one-on-one tutoring, there are no eligibility requirements.

**How to register:**

Registration for the Tuesday night classes is done through the NCC.

To register for one-on-one tutoring learners should contact TVLA directly. There are no set criteria, but TVLA aims to serve those who have trouble getting access to English language services elsewhere. Their main supports are for learners in the beginner levels, but there are no restrictions.

**Fees:**

There are no fees to take this class.

**Limitations:**

- The limitations of this class are similar to those of the conversation circle at the NCC. The class is run by volunteers and is only offered once a week, only providing an extra learning opportunity, but not a consistent instruction if it is the only class the student is accessing.

## ITCH – Trent Valley International Coffee House – Peterborough English Conversation Class

### Contact(s):

Cynthia Hucks and John Hucks      *email:* itch.peterborough@hotmail.com

### History of Program:

The International and ESL Coffee House was started in 2006 after the founders became aware of similar programs associated with other universities during an ESL training seminar in Toronto. Presently, there is about one volunteer for every three international learners.

### Program Description:

Cynthia Hucks says the ITCH ESL program “is not *informal* learning. It is *non-formal* learning. The participants come with intention to improve ESL and cultural confidence by rehearsal with the community.”<sup>4</sup> The program does incorporate a number of informal activities and learning in a number of informal settings including restaurants and a learning centre where newcomers to the community have an opportunity not only to learn and practice English, but also to learn about Canada from the community volunteers. According to the group’s website, by learning through this medium “self-confidence has blossomed, new language skills have developed, students have met with members of the community, and new lives in Canada have begun with every promise of success”<sup>5</sup>

### When:

The sessions are held every Friday from 7pm until 9 pm during the academic year. (September to April)

### Location:

Sadleir House (751 George Street North, Peterborough)

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<sup>4</sup> Personal communication, 2012

<sup>5</sup> <http://www.itchpeterborough.com/background.php>

**Eligibility:**

International college students, community members who would like to become more familiar with Canadian culture, and other ESL learners are welcome.

**Fee:**

There is no fee.

**Limitations:**

- This class is offered with International students in mind, although community members can attend as well. The course has an emphasis on Canadian culture, as well as English language development. As an ESL course, it works complimentary to the other, more formal programs, but on its own lacks the focus on language learning.

## New Canadian Centre (NCC) – Cobourg English Conversation Circle and Tutoring

**Contact(s):**

Luz Ofelia Maya                      *email:* luz@nccpeterborough.ca                      *work:* 905-377-8100

**Program description:**

This program is an informal conversation class run by volunteers who have experience in teaching ESL.

**History of program:**

The New Canadian Centre office in Cobourg opened its doors in 2008. The office provides services for newcomers to Canada in the communities of Cobourg, Port Hope, Grafton, Colbourne, and Rosemead.

**Funding of program:**

The program is run through the NCC-Cobourg office. All instructors and tutors are volunteers.

**When:**

Wednesday evenings from 5pm to 6pm.

**Location:**

New Canadian Centre, Cobourg, Ontario

**Eligibility**

Anyone can attend this class.

**How to register and eligibility:**

Anyone is welcome. There is no formal registration, but participants should check in with the NCC Cobourg office for the most up to date information on class schedules.

**Fees:**

No cost.

**Limitations:**

- This class faces similar challenges to the conversation circle in at the Peterborough NCC. An additional challenge is the location. Cobourg is a smaller centre than Peterborough and many ESL learners do not live in the centre but in other smaller communities in the region. It can be difficult for ESL learners who live outside of Cobourg to attend the class on the specific time of day and day of the week that it is offered.

## Frontier College – Trent University – Peterborough

### Contact(s):

Frontier College      *email:* fc@trentu.ca      *work:* 1-705-748-1011 ext 7317

### Program description:

The Frontier College ESL program has two components; a youth program as well as an adult program. The youth program is based at the Peterborough Collegiate Vocational School (PCVS) which is the only high school in Peterborough with a formalized ESL program. It is an after-school program that is open to students from the community who want to come in for a weekly hour and a half session to get help with homework, assignments or conversation. While it is mainly for PCVS students in the ESL program there, Frontier College has received permission from the high school for other persons in the community to access the program. Learners and tutors are paired up and work on assignments or any other work that the students bring in.

The adult program matches a learner with a tutor from Frontier College and together they determine what the goals will be for the tutoring sessions. The majority of adult learners are referred to Frontier College from the NCC where they would have signed up indicating a need for tutoring services. The program is currently open to any person in the city and county who wants to have ESL programming.

### History of program:

Frontier College is a 200-year-old institution that has its roots in providing ESL services to Chinese immigrants in Canada. The program was initially focused on building the literacy skills of those immigrants but has slowly evolved towards the provision of tutoring services as well. There is a chapter of Frontier College based at Trent University that is part of the network of 40 Frontier College Literacy Organizations across the Country. The volunteers are recruited mainly from the Trent University community and particularly students involved in



the Concurrent Education program. These volunteers work towards ‘creating an awareness of the issues surrounding literacy’.<sup>6</sup>

**Funding of Program**

The program is driven by community and student volunteers

**When:**

Youth ESL program – Tuesdays and Thursdays from 3:00 p.m. – 4:30 p.m. at PCVS.

Adult ESL program – once a week as convenient between student and tutor. Sessions are normally held at the Peterborough Public Library in the evenings.

Contact Frontier College for up to date information.

**Eligibility:**

Any person who requires ESL support services

**How to Register:**

Contact Frontier College or the NCC.

**Fees:**

There are no fees associated with the program.

**Limitations:**

- There is some uncertainty about continuity of the program. Mehran Monsef and Hannah Fransen, who are the persons coordinating the ESL program this year, may not be returning as the coordinators in the new academic year. It remains to be seen, therefore, if a new Frontier College volunteer will step up to take on the role of coordinator next year.

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<sup>6</sup> <http://www.trentu.ca/stuorg/fctu/>

- With the impending closure of PCVS this year it is not certain what the fate of the Youth ESL program will be. There is an agreement in principle to have the program moved to the Thomas A. Stewart Secondary School (TASSS) but all the logistics will have to be coordinated with the teacher in charge of the ESL program there.
- Because this is a university-based group the program runs according to the university calendar, which means that most volunteers and learners are paired up for the period from October to April. This makes it difficult to pair learners who come to the community in the summer or after October to be paired with a tutor.
- The adult ESL program relies on NCC for referrals for adult learners but there seems to be a communication gap between Frontier College and the NCC with regards to how much information is passed between the two organizations.

## Before You Know It (Byki) – Online – Peterborough Public Library

### **Contact(s):**

For information on how to access the program inquiries can be made at the information desk at the Peterborough Public Library. The program is online so there is not direct contact for the software.

### **Program description:**

Byki is an online, rapid language learning system.

### **When:**

No time restrictions. Accessible 24 hours a day/7 days a week/365 days a year.

### **Location:**

The service is available online and is therefore accessible anywhere there is a computer and Internet access. Once a user has registered, the program can be accessed at: [www.library.transparent.com/peterboroughon](http://www.library.transparent.com/peterboroughon)

Byki also now has a mobile application for “smart” phones.

### **Eligibility:**

A Peterborough Public Library card is needed to access the program. Photo identification and proof of address are necessary to register for a library card at the Peterborough branch.

### **How to register:**

- For initial registration visit the Peterborough Public Library website ([www.peterborough.library.on.ca/home.htm](http://www.peterborough.library.on.ca/home.htm))
- Click on “Language Learning Online”
- Enter your library barcode (on your library card)
- Complete the registration page by selecting a username and password. Once registration is complete, the program can be accessed anywhere and anytime by the link given as the “location”.

**Fees:**

There are no fees to access Byki.

**Limitations:**

Byki is a program designed to reinforce vocabulary, comprehension and speaking skills for beginners. It does not provide challenging instruction for intermediate or advanced learners. It is a free program, but it does require access to the internet.

## School Board Programs

The last two programs identified are the programs run through the two school boards in Peterborough and Peterborough County.

The two school boards with programs are:

- The Kawartha Pine Ridge District School Board
- Peterborough Victoria Northumberland Clarington Catholic School Board

Since these programs are specific to the school boards and not ESL programs per se this section will give a broad overview of how English Language Learners (ELLs) are supported in the school system. The researchers conducted interviews with five itinerant teachers who provide ESL support to the students requiring those services in schools. These teachers move from school to school as required where there is a student who needs support. All of the persons referenced in this section are itinerant teachers interviewed for this project.

## Kawartha Pine Ridge District School Board

The KPRDSB has four itinerant teachers who serve the geographic area covered by the school board (see Appendix D). These teachers cater to students from kindergarten up to Grade 12. At the elementary level, the teachers go into the schools where there are students who speak another language at home and work with the students not only on building their language skills but also on increasing their cultural awareness of Canada. The itinerant teachers may also work with the classroom teacher to help with programming and assessment for the ELL or they may work with the student directly.

Students in the elementary school are indentified as needing ESL support at the point of registration at the school. Parents are required to indicate the first language at home on the registration form. Ferne Cristall, one of the itinerant teachers, admits that this process of registration, which has been in place for a few years, is “an imperfect system”. She explained the case of Aboriginal students who may speak their Indigenous languages at home, but speak English with their foster families in Peterborough. Her colleague Erica Martin concurs and explains why it is flawed.

*“The tricky part is that sometimes the information that is put on the registration forms is not complete and there are lots of different reasons for that. Sometimes parents put on the form what they think the school wants to hear, so they might write that they speak English at home even if that’s not necessarily the language spoken at home. So that’s the sort of administrative way that we find students. But if they don’t appear on one of these lists because their parents write something down on the form that may not reflect what’s really going on at home then we find out through teachers.”*

Students at the secondary level have congregated ESL classes at PCVS which is the only congregated program offered at the high school level in either the Catholic or public school board. There are ten Ministry of Education approved courses that students can do to obtain credits in lieu of English or optional credits through this formalized ESL program. The program offers ESL specific courses in Canadian geography, Canadian history and civics which are sometimes more difficult for non-domestic students. The congregated ESL

classrooms at PCVS are offered at multi-levels and multi-grades. With the imminent closure of PCVS the congregated ESL program is expected to move to the Thomas A. Stewart (TAS) Secondary School.

While in-class high school education is offered only until the student is twenty-one, students who have reached the maximum age but wish to continue their high school education and move on to college can do so at an Independent Learning Centre (ILC). ILCs offer high school programming for these students. The ILC in Peterborough city is the Centre for Independent Studies (CIS). ILCs are considered part of the school system, but the students work independently and can receive support from itinerants.

### **Gaps/ Limitations**

- There is a gap in identifying students who need support early. This is a problem which stems from a lack of experience as some teachers and principals may not have had experience with ELLs and the language and settlement needs of these students. Erica Martin notes that “because we [itinerant teachers] work in both urban and rural schools in the Peterborough county and beyond, there are varying levels of understanding among principals about what kind of ELL support is available and that’s changing as there are more and more English language learners in the board.”
- The process of registering the student’s first language contributes to the late diagnosis of students who may require ESL support
- There is a major gap in communication between CIS and the itinerant teachers. While itinerants are available to provide ELL support to CIS, the teachers all noted that there has never been a case where CIS has referred a student even when they the teachers are aware of students attending CIS who require support.

- The congregated program at PCVS is only open to persons who are registered in high school which excludes persons who have reached the maximum age to be in high school but may still need ESL support.
- The sole congregated ESL program is offered at PCVS which means that students are bused in from the outer regions to attend the program. The buses do not go to the outer edges however, and only pick up students in the catchment area for the integrated arts program.
- The system of busing students in for the congregated class sometimes disadvantages students after their first year of high school. Ferne Cristall explains that, “Officially students in the congregated class are only allowed busing for the first year. In subsequent years they fill an out-of-boundary form and often they continue to get bused but not always.”<sup>7</sup>
- There are social and cultural barriers where some families have an old-fashioned view of learning a second language and some parents don’t want their kids to have access to second language support as it is seen as a crutch.

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<sup>7</sup> Personal communication, 2012



### **Equity & Inclusive Education Advisory Committee Peterborough Victoria Northumberland Clarington Catholic School Board (PVNCCDSB)**

The Catholic School Board does not have a formalized ESL program but does have two itinerant teachers who go from school to school to provide support to English Language Learners (ELL). The two teachers provide services for thirty-seven schools serviced by the school board. This include 31 elementary schools and 6 secondary schools, which are based mainly in the Peterborough area but extends into other areas outside as well (See Appendix E)

Unlike larger geographic areas that may have ESL teachers assigned to each school, these itinerant teachers move from school to school to serve the less than 100 students in the school system that require ESL assistance. Services are provided for both Canadian-born students who speak English as their second language and newcomer students who come from countries where English is not the first language.

Itinerant teachers become aware of students who need support through information forwarded from classroom teachers or school principals. Both itinerant and classroom teachers would then work together through co-teaching or other methods to ensure that the needs of ELLs are incorporated in classroom planning and that their needs are addressed. Much of the work of the itinerant teacher is focused on assisting the student with vocabulary development, improvements in writing or grammar, or assistance with assignments or preparations for tests.

Funding to support the services for ELL come from the Ministry of Education in Ontario. This funding is given to the school boards to finance programs for the newcomer students based on how long the student has been in the province. The percentage of funding received is on a sliding scale that is reduced for every year that the learner is in the school system. Ontario provides assistance to ESL students for four years. From 2006 data school boards received \$3,349 for each ESL student who was in the Ontario school system for the first time. They received 70 percent of that figure for each student in their second year, which was reduced to 50 percent in the third year, and 25 percent for each ESL student for the fourth year.<sup>8</sup>

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<sup>8</sup> <http://www.edu.gov.on.ca/eng/funding/0607/technical.pdf>

The Ministry in its document ‘*English Language Learners ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12*’ has clearly defined English language learners as:

*“students in provincially funded English language schools whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in Ontario’s schools, and who may require focused educational supports to assist them in attaining proficiency in English. These students may be Canadian born or recently arrived from other countries.” (p. 8)*

This strict definition means that students in the school system who are born in the United States, United Kingdom, Ireland, New Zealand, and Australia do not qualify for funding although their first language may not be English as in the case of American-born newcomers who speak Spanish. While they may not be funded, the board and itinerant teachers try to find creative ways to support them. As Christina Maschas-Hammond commented, “We try to meet the needs of all of the learners whether or not the board gets funding”.

### **Limitations**

- There are persons who arrive all throughout the year and there is a gap between when students arrive and when classes start. There is no support provided when formal classes are not in session.
- There are funding limitations which restrict the capacity of the school board to hire more teachers. They can only hire what the funding will provide.
- There is support from SWIS, the NCC, the university and the college in the city of Peterborough but very limited services and support available for persons in the outskirts. These persons are forced to incur the cost of travel in order to access support.

- There are persons who are coming back to do a fifth year of high school either to practice their English, to strengthen their high school grades to get a better chance of accessing post secondary education or because they were not learning the language they needed for post-secondary in the LINC program. These families could not afford to pay for private tuition and so they were returning to high school. Sharon LaJoie noted that, “There were many students that took advantage of coming back for the fifth year either to strengthen their marks so that they could get better access to universities or just to grow up a little bit because they were too young to be going off to university or to know what they want to do, and that might be in jeopardy.”

The reason for the threat to this option is that the Drummond report, which was commissioned to make recommendations to balance the provincial budget has called for the elimination of the fifth year option or the introduction of fees for students wishing to do a fifth year. Recommendation 6-14 of the report released in February 2012 advocates that:

*“The province should cap the funding of high school credits to 32 successful credits per student, and amend the Education Act to give the power to school boards to charge a modest fee, set by the province, for each additional credit above the 32 successfully completed credit threshold.”<sup>9</sup>*

In a March 2012 update from the 2012 Ontario budget, the government has capped the number of high school credits at 34, which effectively precludes students from doing a fifth year of high school.

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<sup>9</sup> <http://www.fin.gov.on.ca/en/reformcommission/chapters/executive-summary.pdf>

## Discussion

Peterborough is a growing city, albeit growing at a slower rate than other areas in the province. As this growth continues, the city will continue to attract more immigrants, but to be able to sustain these newcomers here, the city must show that it has the requisite services that can allow immigrants to engage fully in the economic and social life of the community. As the immigrant population continues to grow, the city has had to be flexible in adapting its ESL services to their needs. What has emerged are several distinctly separate, informal ESL programs in the city of Peterborough. While there have been efforts to network these different groups, without consistent communication, these connections are easily dropped. We have already identified the program-specific gaps and limitations and hopefully by addressing these issues the city can see increased immigrant growth.

The dilemma that Peterborough finds itself in is balancing this growing need for more immigrants to settle in Peterborough with providing them with the ESL services that many of these new immigrants need. The programs offered in Peterborough cover the beginner and intermediate levels fairly well, but the city is not as successful in addressing the advanced levels' needs that are often necessary to help new immigrants be successful in the workforce. Many immigrants who come to Peterborough and realize that they cannot access advanced English language programs or find decent jobs, will relocate to bigger centers like the Greater Toronto Area. This is a serious issue of concern for Debbie Harrison who lamented, "We're losing people because we don't have the seven or eight [advanced ESL levels], we don't have the bridges and the occupational specific language courses. The families are just uprooting and going". The bridges courses that Ms. Harrison refers to here provide training in occupation specific language for immigrants. There has been one such successful program that was coordinated by General Electric (GE) in the Peterborough community a few years ago. To qualify for more funding to offer these advanced programs, however, the city must demonstrate that it has the numbers to support these programs which it doesn't.

This lack of advanced level ESL classes seems to be the biggest gap in the provision of ESL service in Peterborough. The only advanced language support that can be accessed is through the one-on-one tutoring offered through various organizations in the city. That option, while

free, is not formalized, and the only accredited ESL program offered at Trent University is cost-prohibitive. There are also English course options available at Fleming College that are not ESL designed, but these are at high language levels which may prove to be a challenge for many learners.

The main barriers for access to ESL services identified in this research include citizenship status and program fees and schedules. The LINC program at Fleming College, for example, is only available for permanent residents, landed immigrants or refugees, and the classes are only offered during the day in the regular college semester. The programs at Trent can be very content-specific and thorough, but there is a tuition fee per semester. One other major barrier that must be noted is the geographic concentration of ESL programs within the city of Peterborough. This leaves many immigrants in the periphery of the city underserved or not served at all.

## Recommendations

Based on the gaps and barriers that have been identified, the researchers propose the following short-term and long-term recommendations:

### Short Term:

- During our interviews we noted that every stakeholder expressed their excitement for the project and their desire to see the final report. Our first recommendation is for PPCII to send out the report, electronically to save paper, to all the contacts laid out in the report and interviews. We realize that the report is publically available via the TCCBE website, but we recognize that by reaching out to all partners by sharing the research, this will act as the first step to engaging the partners for the ESL Steering Committee.
- We, the researchers, endorse the PPCII initiative to create an ESL Steering Committee to focus on ESL service in both the city of Peterborough and the county. It is important to include every service provider, whether they are formal or informal, in order to adequately access all resources in order to address the gaps and barriers to and between programs. Every interviewee stated the importance of communication between each other paired with cooperation and the sharing of knowledge as essential to improving ESL service in the city.
- The researchers wanted to pursue the option of creating a brochure with a list of all the ESL services available in the city. This brochure would be available to give to newcomers. Due to time constraints however, we were unable to produce such a document. We do believe that this would be a useful tool for immigrants and we would urge the ESL Steering Committee to create such a document.
- One of the gaps in the school system is the early identification of students with ESL needs due to the unfamiliarity of some teachers and principals with the needs of ELLs. We recommend that more information about ELL should be disseminated through the

school board to itinerants and teachers so that as soon as an ELL comes into the school system they can be serviced.

- We recommend that NCC, possibly in partnership with one of the other organizations, run a pilot weekend English conversation class in order to address the non-existence of instruction on the weekend, for the benefit of those working during the week.
- Once the ESL Steering Committee is struck, it is recommended that the Committee explore all the funding opportunities for each stakeholder, as well as additional resources available. Combining funds and resources to enable ESL providers and related institutions to fill gaps where they would not separately.
- It was identified by several stakeholders that more funding is necessary to address the gaps in service. It was also identified that statistics regarding the numbers of ESL users would be necessary to demonstrate to the funders this need. It would be worthwhile for each stakeholder to prepare that information for the use of the ESL steering Committee. If that data is not readily available, it is recommended that data collection be initiated.
- It would be worthwhile for PPCII or another stakeholder to pursue research specifically focused on funding options and opportunities for ESL programs and services.

### Long Term:

- It is recognized that the current funding model from the Provincial and Federal governments does not work adequately for smaller, slower growing centres outside of the GTA. Peterborough has an aging population making it necessary to attract and retain immigrants. Many immigrants entering the Canadian workforce need language support that Peterborough cannot currently provide, making Peterborough less attractive to move to. Peterborough needs more funding to offer the programs that will attract immigrants and yet the funder wants the numbers to grant more funding. Work needs to be done to ameliorate this catch-22. We also recommend that the Committee work with the municipal government to explore further funding options. We appreciate the herculean task that faces the county in asking the Provincial and Federal governments to be flexible in their funding models, but we do not see many other means of getting the necessary funding to finance the services that are needed in a community like Peterborough.
- Another recommended strategy for tackling the funding problem is to work with other counties of similar size that are working towards similar goals. It would be more influential for several counties to work together to lobby the governments rather than one, especially in the current political and economic climates.
- We recommend that the steering committee work with the Kawartha Pine Ridge District School Board (KPRDSB), which is said to be the only organization that can access Ontario Ministry of Education funding for the adult ESL program, to explore options of that program returning to the Peterborough community
- Another issue that must be addressed urgently is programming that prepares immigrants for the workplace. There are bridging programs that provide training in occupation-specific language for immigrants. One request for such funding for Peterborough was refused by Citizenship Immigration again because the city does not have the numbers to sustain such a project. It is vital that partnerships be developed



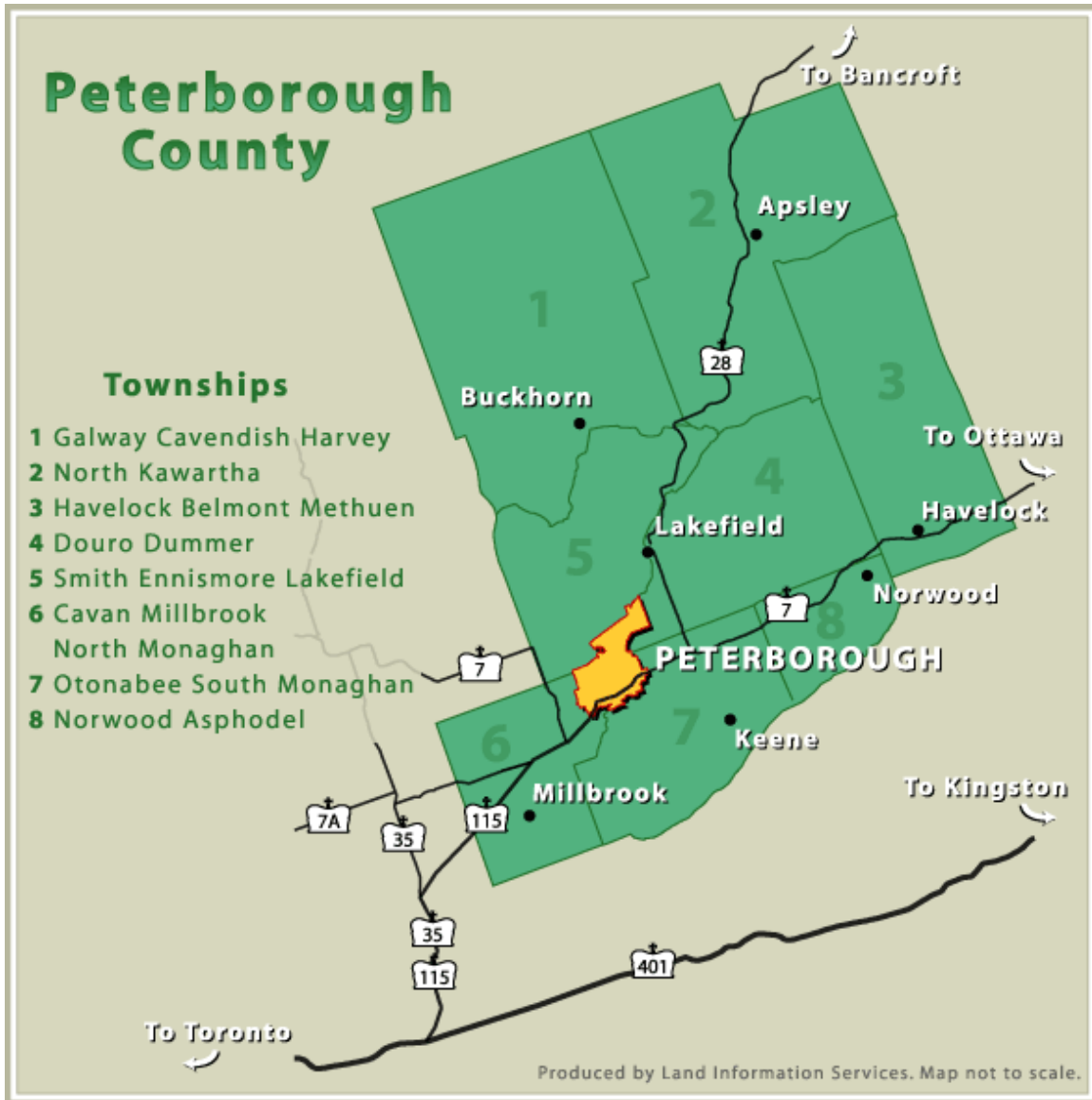
with businesses in the community to identify workers who may have ESL requirements and pool those numbers together in the hopes that a program can be funded for those persons. One model that can be explored is a program sponsored by General Electric a few years ago where they were able to get funding from the Ministry of Citizenship and Immigration (MCI) to do workplace specific training for internationally recruited engineers. A similar onsite program can be explored with a number of the small businesses in the community but this requires collaboration with these employers to identify their emerging needs

- We advise that the steering committee partner with businesses in the community that hire immigrants to see if a model can be developed to get workplace specific training for these employees
- We recognize that while students may be getting support in the school system, their families at home may be requiring ESL support that they are not getting. More support should be given to families of ELL so that they can become familiar with the differences between the Canadian school system and that of their home country. There has been some progress on that front through the partnership with SWIS where they are working together with the school board to support families. Some resources have also been translated into other languages so that parents are aware and can understand what is happening in the schools. Another commendable initiative has been the ‘language lines’ which is a telephone interpreting/ translation service that parents can use to get assistance or information. In the long term, PPCII can work with the school board and explore the possibility of expanding these initiatives to other languages.
- We strongly recommend the ESL Steering Committee create a strategic, long-term plan for ESL service in both the city of Peterborough and the county. A long-term plan will also help identify funding needs and coordinate with other integration goals such as employment and settlement.

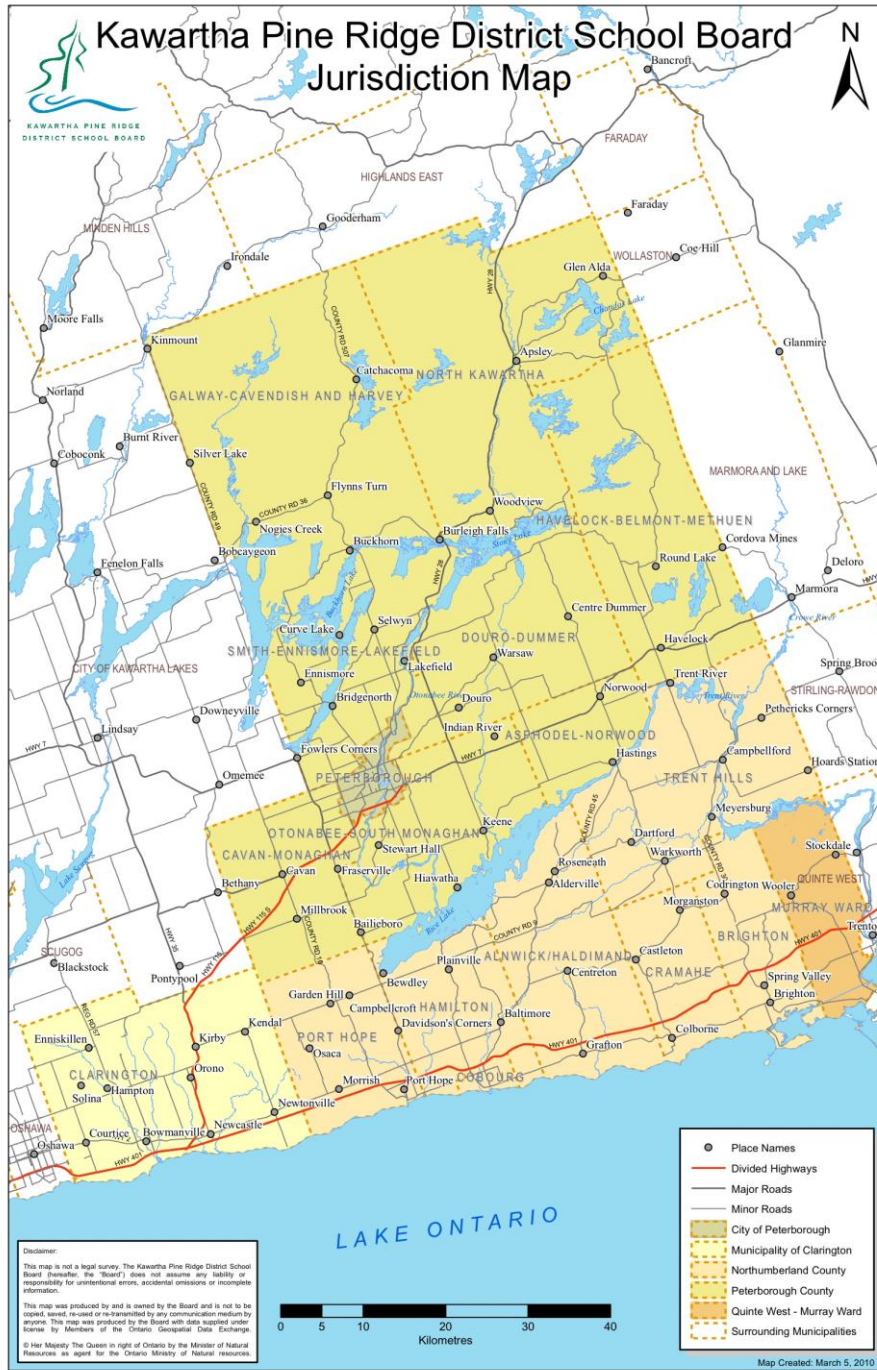
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## Appendix A

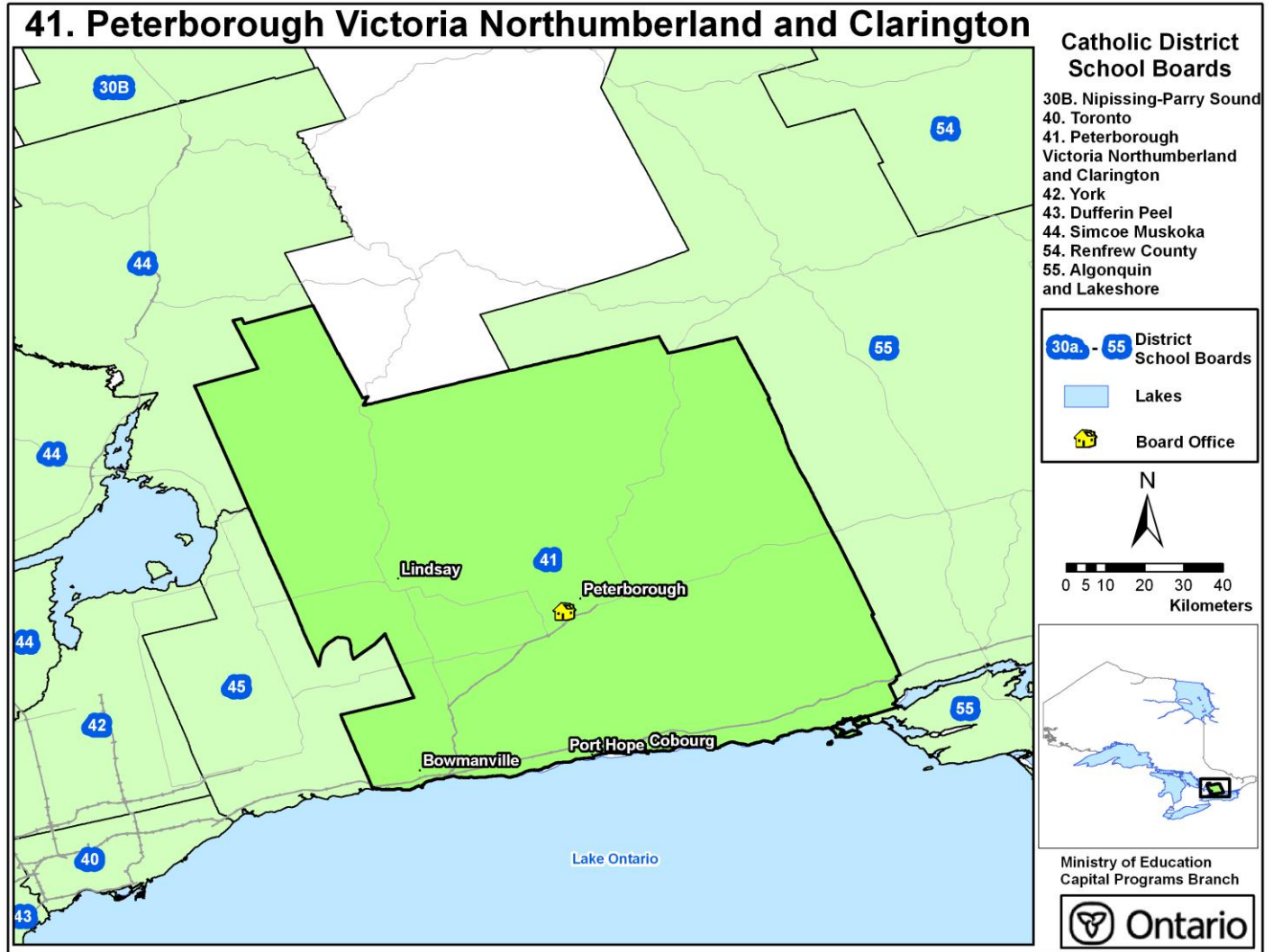


Appendix B



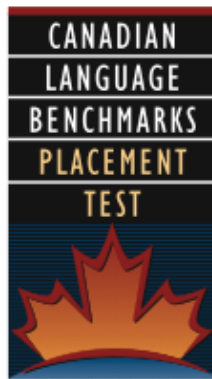
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### Appendix C



[https://gis4u.edu.gov.on.ca/website/maps/maps\\_2007/maps.asp?image=41\\_zoom](https://gis4u.edu.gov.on.ca/website/maps/maps_2007/maps.asp?image=41_zoom)

## Appendix D



# Understanding your Canadian Language Benchmarks Placement Test (CLBPT) Assessment Report

### What is the Canadian Language Benchmarks Placement Test (CLBPT)?

The CLBPT uses the Canadian Language Benchmarks (CLB) to assess how well you use English. Your CLBPT assessment report gives your CLB levels for listening, speaking, reading and writing.

### What are the Benchmarks?

The Canadian Language Benchmarks (CLB) is a 12-level (benchmark) system used to describe listening, speaking, reading and writing skills. The CLBPT measures your ability to use English within the first 8 benchmarks, CLB 1 to 8.

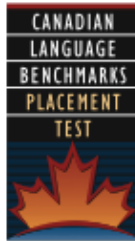


### What do my CLBPT Results Mean?

The chart below describes your CLBPT results. Look at the column on the left to find your benchmark, and then look under the skill (listening, speaking, reading, or writing) to understand what your benchmark level means. Your scores might be different for each skill; this is normal. Some people are stronger at listening or speaking and others are stronger at reading or writing.

CLB	Listening	CLB	Speaking	CLB	Reading	CLB	Writing
Pre-CLB	You do not understand English.	Pre-CLB	You do not communicate in English.	Pre-CLB	You do not read English, and may be unfamiliar with the English alphabet.	Pre-CLB	You do not write in English, but you may be able to copy letters or numbers.
STAGE I BASIC PROFICIENCY							
CLB	Listening	CLB	Speaking	CLB	Reading	CLB	Writing
1	You understand some simple and familiar words. You greet people when they greet you. You need a lot of help to understand what people say.	1	You greet people and give some simple information about yourself. You use only a few words. You need help when you speak.	1	You read the alphabet and common, simple words with the help of pictures.	1	You copy words and numbers. You can write a few words.
2	You understand simple and familiar words, phrases and sentences. You understand basic questions about yourself. You need help to understand what people say.	2	You greet people and give some simple information about yourself. You speak in short sentences. You often don't have the words you need, so you need some help when you speak.	2	You read the alphabet, simple words and very simple sentences about everyday life. You use pictures to help you.	2	You copy words and numbers correctly. You can write a few short, simple sentences about yourself.
3	You understand short sentences about everyday topics. You understand simple questions about yourself and some simple questions about familiar topics. Sometimes you need help to understand what people say.	3	You say a few simple sentences about familiar, everyday topics. You answer simple questions about yourself with simple words or short sentences. You sometimes still need help when you speak.	3	You read and understand simple, everyday words. You also understand some basic information from simple, short stories about routine events. You use pictures to help you.	3	You can write short, simple sentences about yourself and things you know well, such as your family or a familiar place.
4	You understand simple questions and information about familiar, everyday topics. You understand when someone talks about what they like and dislike. You only need a little help to understand what people say.	4	You participate in everyday conversations and describe your personal experiences. You use short sentences. You talk about your preferences, your likes and dislikes. You don't need much help when you speak.	4	You read many familiar words and sentences. You understand simple stories about familiar topics. You can also get information from some longer descriptions about less familiar topics.	4	You use short, simple sentences to write a paragraph about a personal experience or other familiar topics.

For more information, visit: [www.language.ca](http://www.language.ca)



## Understanding your Canadian Language Benchmarks Placement Test (CLBPT) Assessment Report

STAGE II: INTERMEDIATE PROFICIENCY							
CLB	Listening	CLB	Speaking	CLB	Reading	CLB	Writing
5	You understand many words and phrases about familiar topics spoken at a normal speed. You also understand some indirect meanings when people talk about familiar topics. You usually don't need help understanding when someone speaks to you, but sometimes you misunderstand what they say.	5	You speak about your personal experiences and describe your likes and dislikes independently. You are beginning to use longer sentences and make clear suggestions and comparisons. You know a lot of common words and some idioms. Sometimes you hesitate or pause. People occasionally have difficulty understanding you when you speak.	5	You understand many familiar and unfamiliar words. You get the main ideas, some details and some indirect meaning in descriptions of somewhat familiar topics. You are beginning to get information from longer, more difficult texts.	5	You describe an event in a paragraph with a clear main idea and some supporting details. You also describe your ideas in some detail or give your opinion. Although you make some mistakes, your sentences show good control of simple grammar, spelling, punctuation and vocabulary.
6	You understand many common words, some less familiar ones, and some idioms. You understand the important details and indirect meanings when someone speaks about familiar topics. You also recognize some details about the speaker's attitude and opinions. You have no trouble understanding someone when they speak to you.	6	You speak about facts and ideas in some detail. You use different grammatical structures and connect your ideas into longer sentences. Your vocabulary is growing and you use some idioms. Although you make mistakes, people don't usually have trouble understanding you. You are reasonably fluent.	6	You understand short texts written in plain English that are a little difficult. You get the main idea, key details and some indirect meanings. You are beginning to understand the writer's purpose, intent and attitude. You get some main points and details from longer, more difficult texts.	6	You describe or compare events, people, places, objects and routines in a paragraph format. You also express an idea or an opinion clearly and include some details to support it. Your simple sentences have only a few errors in spelling, punctuation and vocabulary. You are beginning to use advanced grammar and vocabulary.
7	You understand more difficult, indirect questions about personal experience, familiar topics and general knowledge. You also understand the main points, important details and indirect meanings when someone talks about more abstract ideas. Your vocabulary is expanding and you know more idioms. You have no trouble understanding conversations on familiar topics.	7	You speak comfortably about many different topics. You describe people, places and situations as well as express your opinions, feelings and reservations about a topic. You make detailed comparisons. You are starting to use advanced vocabulary, including many idioms. You make some grammatical mistakes but people can easily understand you. You are reasonably fluent.	7	You understand texts written in plain English that are long and a little difficult. You find and integrate different ideas in the text, or compare and contrast information. You understand texts that deal with facts, opinions and feelings. You get the main points and some details from longer, more difficult texts.	7	You write short paragraphs about familiar, concrete topics and include clear main ideas and some supporting details. You can write a short essay with an appropriate introduction and conclusion. You have fairly good control over grammar, spelling and sentence mechanics. You use advanced vocabulary and grammar, but sometimes your sentences may sound unusual or awkward.
8	You understand many difficult, indirect questions about personal experience, familiar topics and general knowledge. You also understand main points, details, purpose and attitude when others talk about familiar topics as well as abstract and complex ideas. You understand many idioms and expressions and can follow conversations and detailed stories of general interest.	8	You speak comfortably about a range of both familiar and less familiar topics. You provide descriptions, express opinions, and give explanations. You analyze and compare information in order to recommend solutions to a problem. You use advanced vocabulary, including idioms. Your message is clear and rarely interrupted by errors. People rarely have trouble understanding you. You are reasonably fluent.	8	You follow main ideas, key words and important details in texts written in plain English that are long and a little difficult. You find and integrate information across paragraphs. You understand indirect meanings, and the writer's intention in texts about more abstract and conceptual topics. You may sometimes find it difficult to understand some idioms or cultural references in more advanced texts.	8	You express ideas and opinions about familiar or abstract topics in short paragraphs. You link sentences and provide support for the main ideas in a short essay. You have good control over common sentence patterns, grammar and spelling. You use advanced vocabulary and grammar. Occasionally you have difficulty with complex grammar and style, but your message is easy to understand.

For more information, visit: [www.language.ca](http://www.language.ca)



Centre for Canadian  
Language Benchmarks



Citizenship and  
Immigration Canada

Citoyenneté et  
Immigration Canada

Appendix E



**PURPOSE**

The Peterborough Partnership Council on Immigrant Integration (PPCII) believes that immigrant integration is essential for long-term social, cultural, economic and environmental prosperity in the Peterborough region.

Comprised of over 50 local organizations and individual community members, the Council exists to promote, advance and support immigrant integration in the Peterborough community.

The overall goal of the PPCII is to develop and implement a five-year Immigrant Integration Strategy for the Peterborough community that will:

- Improve access to and coordination of immigrant integration services
- Improve labour market outcomes for immigrants
- Strengthen local awareness and capacity to successfully integrate and retain immigrants



*Together we prosper*

**Integration Strategy  
2010-2015**

**PROCESS**

To achieve this goal, the PPCII

- conducted research on immigrant integration best practices in other communities
- undertook focus group sessions with immigrants and service providers in the Peterborough community; and
- implemented a community wide consultation on immigration issues.

The PPCII Integration Strategy was developed from the information created through this process. The Integration Strategy identified community-wide objectives which need to be met in order to improve immigrant integration in the City and County of Peterborough.

In the strategy these objectives have been categorized both according to the community sector where the objectives are most likely to be met and to themes representing broad changes which need to take place within the community to improve immigrant integration.

This organization of the objectives allows the flexibility needed for implementation of the strategy to occur both within and across sectors of the community. This will allow for the efficient implementation of the strategy.

**THEMES**

The four sectors of the Peterborough community which have an important role in furthering immigrant integration are:

- ❖ Economic Development
- ❖ Health, Social Services and Voluntary
- ❖ Housing and Transportation
- ❖ Education

The themes of the strategy are:

- Capacity building to improve existing capabilities, competencies and readiness and put in place those that do not yet exist
- Access to services in terms of availability of service, quality of service, method of service delivery, and its frequency and affordability
- Opportunities for participation and engagement ranging from paid employment to volunteering at and/or attending events, joining clubs or after-hour activities for children, etc
- Research and Development for efficiency and to ensure equity
- Attraction and retention strategies for immigrants to contribute to the long term diverse economic, social, and quality of life of all citizens in the region


**OBJECTIVES**

The objectives of the integration strategy will be met by carrying out a series of proposed actions identified through the research and community consultation process.

Community participation is essential to implementing these proposed actions. For further information on the list of proposed actions and to become involved in implementing them, contact the PPCII at [info@ppcii.ca](mailto:info@ppcii.ca).



## PPCII Integration Strategy OBJECTIVES

THEME		SECTOR			
		 <b>Economic Development</b>	<b>Health, Social Services and Voluntary</b>	<b>Housing and Transportation</b>	<b>Education</b>
<b>Capacity Building</b>	Develop resources, initiatives and partnerships that support employers in attracting, retaining and integrating immigrants in the workplace	Build the capacity and scope of settlement and social services	Develop a civic diversity strategy reflecting changing community demographics to provide more culturally competent service delivery	Increase the availability and accessibility of housing through partnerships, education and training	Develop partnerships to expand the range of local English as a Second Language (ESL) services and resources
<b>Access to Services</b>	Assist immigrants in locating and accessing employment and entrepreneurial resources.	Connect immigrants to appropriate services	Involve immigrants in discussions regarding availability of and access to housing and transportation	Improve access to local ESL services for all ages and abilities	Improve access to local ESL services for all ages and abilities
<b>Opportunities for Participation</b>	Strategically promote opportunities for immigrants to participate fully in the local economy	Involve immigrants in the social, cultural, and political life of the Peterborough community	Identify the barriers faced by immigrants in accessing housing and transportation and determine how to address them	Create more training opportunities for immigrants	Provide opportunities for the Peterborough community to learn how to become more welcoming and inclusive
<b>Attraction and Retention</b>	Advocate for prioritization of immigrant attraction in regional growth plans Strategically promote Peterborough to new immigrants as a place to live, study and work	Improve the immigrant friendliness of government and social service programs and workplace policies	Conduct research on income and housing to identify gaps in the availability of affordable and accessible housing		Collect information necessary to improve community educational initiatives
<b>Research and Development</b>	Engage in ongoing research on trends and opportunities in the region to support local market planning and economic development	Research barriers to immigrant integration, including discrimination and public policy and determine how to address them			

**WE NEED YOU!** Meeting the objectives of the Integration Strategy will require the Peterborough community to take action. For further information on the list of proposed actions to be taken to achieve the objectives of the strategy and to become involved in implementing them contact the Peterborough Partnership Council on Immigrant Integration at [info@ppcii.ca](mailto:info@ppcii.ca) or visit our website at <http://ppcii.ca/about-us/integration-strategy>.

The PPCII Integration Strategy was facilitated by Jeannarie Heriba and Dr. Alan Law.

Version 1 (Sept. 2019)