

# HIPC

A Tool for Settlement Service Providers  
Outlining Language Training Options in Hamilton

Hamilton Immigration  
Partnership Council



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The Hamilton Immigration Partnership Council's (HIPC)  
Language Training Working Group

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## Introduction

The population of Hamilton is not growing. Recent data suggests it is beginning to decline. In addition, Hamilton's labour force is aging and the local labour supply will not be able to fill many of the jobs becoming available over the next 5 years. Future population growth in Hamilton will be almost entirely dependent on immigration. Immigration is therefore important in addressing local labour market supply gaps.

However, evidence shows that newcomers to Hamilton face barriers. These barriers prevent them from participating fully in the social and economic life of the city. One major barrier is language. Research undertaken by the Hamilton Immigration Partnership Council (HIPC) finds that lack of language proficiency is a barrier to accessing services such as those related to

- health
- employment
- housing and education
- settlement processes

Consultations done by the HIPC with recent immigrants, refugees and settlement service providers found there is a need for

- enhanced availability and increased opportunities for language training
- increased awareness among service providers of the language training programs available

The HIPC Language Training Working Group was established to coordinate efforts to address the language needs of newcomers to Hamilton. One of its initial goals is to increase the knowledge of settlement service providers about the various language training programs available to their newcomer clients.

To increase knowledge of settlement service providers the Working Group has

- updated and revised a complete list of Language Programs in Hamilton compiled by the Adult Basic Education Association (see Appendix C)
- developed the following tool for service providers

This tool

- profiles a variety of types of newcomer clients with various language goals
- provides a list of the possible language training programs available to help meet the client's desired outcome
- increases settlement service providers' awareness of the range of language training programs available to newcomers

This tool is **not** to be used for direct client referral - this will be done by assessment centres through the Coordinated Language Assessment and Referral System (CLARS) which will be in place by the end of 2012

## **Purpose**

A recent survey of over 200 frontline service providers in Hamilton revealed that the majority of frontline providers are, at best, only somewhat knowledgeable about the language training programs available for their newcomer clients.

Through this tool, service providers will be better equipped to give more accurate information to their newcomer clients. This will help ensure that clients' language training needs are met. Thus, newcomers' awareness of available language training programs is enhanced and opportunities for them to receive adequate language training are increased.

This tool can be used for training, professional development and moderating information.

**Training** – service providers who are unfamiliar with the field of language training can use this tool to

- become oriented to the field
- become familiar with the types of newcomer clients they may encounter with varying needs and experiences
- learn what language training programs are available and best-suited for specific clients

**Professional Development Tool** – language training service providers and literacy and basic skills services providers can use this tool to

- increase and update their knowledge of language training program options for clients
- become reacquainted with the language training program options for clients

**A Moderating Tool** – this tool will

- ensure there is consistency among the language training program options being presented by service providers to their newcomer clients
- support the knowledge of service providers

The strength of this tool is that it provides settlement service providers with a quick reference guide to the possible language training options that are available in Hamilton for a range of newcomer clients.

## **How to Use this Tool**

The tool is divided into 5 sections each representing a language goal or pathway destination.

Within each section are client profiles that

- list variables associated with each client
- give examples of language training programs available to that client that will facilitate reaching their pathway destination

It should be noted that this tool is intended as a guideline that offers examples of possible program options. Ultimately it is the client, rather than the service provider, who will make the final decision about the program they will attend according to their eligibility.

Note: The client profiles do not reflect any one client.

The Appendix portion of this tool contains

- a resource list of information related to language training for newcomers

- a blank Client Profile form to photocopy to help providers practice their knowledge of available language programs that are most appropriate for specific clients
- a chart of the language programs available in Hamilton

**Path Destinations**

The client profiles that comprise this tool are grouped by the client’s language goal or pathway destination. Five pathway destinations as identified by the Ministry of Training, Colleges and Universities, Employment Ontario and used by Literacy and Basic Skills for newcomer clients are as follows:

1. **Independence** – to acquire a level of language that enables the client to function in everyday life
2. **Credit** – to acquire a level of language to be able to attain secondary/high school credits
3. **Post-secondary** – to acquire a level of language to be able to pursue an education beyond secondary/high school
4. **Apprenticeship** – to acquire a level of language to be eligible to enter into an apprenticeship program
5. **Employment** – to acquire a level of language to be able to obtain paid work

**Key Terms**

Throughout this tool many key language program terms and acronyms are used that are common within the language program training field. The following chart provides definitions for such terms.

Term/Acronym	Definition
Accreditation	The process and services for Internationally Trained Individuals who want to get their foreign educational or occupational credentials assessed to determine Canadian equivalency for employment purposes.
ACE	<b>Accès Carrière Étude – The Career Studies Access</b> (or Academic and Career Entrance) Certificate prepares clients for college, apprenticeship or employment and is recognized as a grade 12 equivalent for admission purposes. Funding for this program is provided by the Ontario Ministry of Training,

	Colleges and Universities.
Adult PLAR	<p><b>Adult Prior Learning Assessment and Recognition</b> - is the formal evaluation and credit-granting process through which mature students may obtain credits for prior learning – the knowledge and skills that adults have acquired, in both formal and informal ways, outside secondary school. The PLAR process for mature students involves three procedures</p> <ul style="list-style-type: none"> <li>• Individual assessment/equivalency (Grade 9/10)</li> <li>• Equivalency (Grade 11/12)</li> <li>• Challenge (Grade 11/12)</li> </ul>
Bridging Programs	Continuing education programs for internationally-educated professionals funded by MCI.
CARE for Nurses	<b>CARE Centre for Internationally Educated Nurses</b> is an organization that empowers internationally educated nurses to successfully enter the nursing profession in Ontario
CIC	<b>Citizenship and Immigration Canada</b> – is the department of the government of Canada with responsibility for issues dealing with immigration and citizenship.
CLARS	<p><b>Coordinated Language Assessment and Referral System</b> -</p> <p>CLARS centres will screen clients for eligibility and provide language assessment and referral services for immigrants to Canada who are eligible for language training programs funded by CIC and MCI.</p>
CLB	<p><b>Canadian Language Benchmarks</b> – are the national standard used in Canada for describing, measuring and recognizing the English language proficiency including listening, speaking, reading and writing of adult immigrants and prospective immigrants for living and working in Canada. The CLB's 12 (10) benchmarks are divided into 3 stages: Stage I: Basic Proficiency; Stage II: Intermediate Proficiency; and Stage III: Advanced Proficiency.</p>
Discrete Skills	Classes that focus on one or two of the four skills e.g. a Writing class or a Listening & Speaking class. These classes are appropriate for a client who's Benchmarks in the four skills differ widely. Both CIC and MCI deliver discrete skills classes.
ELD	<p><b>English Literacy Development</b> – classes designed for newcomers who have had limited prior schooling and who have not had opportunities to develop literacy skills in any language.</p> <p>This program is funded by Ministry of Education.</p>
ELT	<b>Enhanced Language Training</b> – program designed for Internationally Trained Professionals and funded by CIC. This program prepares individuals to work in their field and includes workplace mentorships. The entry level for ELT is usually between CLB 7 and 9 in Hamilton.
ESL	<b>English as a Second Language</b> – classes intended for people whose first language is a language other than English and whose proficiency in English

	<p>ranges from basic to intermediate or advanced.</p> <p><b>Adult Non-Credit ESL classes</b> - funded by MCI</p> <p><b>Adult Credit ESL classes</b> - funded by Ministry of Education</p> <p><b>Secondary School Credit ESL classes</b> - funded by the Ministry of Education</p> <p><b>ESL Literacy</b> is a program for individuals who are learning English as a Second Language and who are not functionally literate in their own language for a variety of reasons - funded by MCI</p>
FLAP	<b>Formation linguistique axée sur les professions</b> – OSLT in French.
FSL	<b>French as a Second Language</b> – intended for people whose first language is a language other than French and want to improve their French language skills.
ITI	<b>Internationally Trained Individuals</b> – are newcomers to Canada who have international work experience in their field, are fluent in English or English and French and have a minimum of a bachelor's degree with Canadian equivalency assessment. ITI is often used interchangeably with ITP (Internationally Trained Professional).
IELTS	<b>International English Language Testing System</b> An internationally-recognized test of English that is widely used for entry to universities and colleges and by professional bodies as part of the certification process.
ITP	<b>Internationally Trained Professionals</b> – see ITI.
LINC	<p><b>Language Instruction for Newcomers to Canada</b> – free language instruction to adult newcomers who want to learn or improve their English language skills as they settle in Canada funded by CIC. LINC learners must have permanent residence status or be a Convention Refugee.</p> <p><b>LINC 1:1 Tutoring</b> – LINC eligible clients in Hamilton may be matched with volunteer tutors from the community for twice weekly one to one sessions totaling 4 hours a week. Meetings are scheduled at a mutually agreed upon time, and clients may focus on their weakest skill. The LINC 1:1 tutoring option is also open to students currently enrolled in either full or part time LINC classes.</p> <p><b>LINC Home Study</b> – for newcomers who want to improve their listening, speaking, reading and writing skills but have barriers to attending classroom courses. The course can be completed at home online or using a traditional textbook and instructional CD.</p>
LBS	<b>Literacy and Basic Skills</b> – programs and services typically for learners who speak English as a first language or who have higher level English speaking skills.
MCI	<b>Ministry of Citizenship and Immigration</b> - is responsible for citizenship and immigration issues in the province of Ontario. Overall immigration and citizenship policy is still held by the federal government.
NCLC	<b>Niveaux de compétence linguistique canadiens</b> - the official Canadian

	standard for describing, measuring and recognizing the language proficiency of adult immigrants and prospective immigrants in French.
OSLT	<b>Occupation-Specific Language Training</b> – free courses offered at 13 colleges in Ontario to qualified Canadian newcomers who already have experience or training in Business, Health Sciences, Human Services, Construction, Automotive Trades or Technology - funded by CIC.
RAP	<b>Resettlement Assistance Program</b> – helps refugees and protected persons resettle in Canada by providing them with financial assistance to cover the costs of accommodations, essential clothing, household effects and other living expenses - funded by CIC.
SLT	<b>Specialized Language Training</b> - offer immigrants the opportunity to strengthen their language skills so they can get jobs that reflect their qualifications or function more effectively in jobs they currently have. Sixteen school boards across Ontario are offering this job-specific language training. Key occupational sectors for this program include: Accounting, Business and Finance, Information Technology, Engineering and Manufacturing, Health Care and Pharmaceutical, Hospitality and Tourism, Food and Beverage - funded by MCI.
TOEFL	<b>Test of English as a Foreign Language</b> – The TOEFL test is the most widely respected English-language test in the world, recognized by more than 8,000 colleges, universities and agencies in more than 130 countries. Preparation courses help students study for the TOEFL exam.

### **Client Profiles**

Within each pathway destination are client profiles that were developed to present a wide variety of newcomer clients with a range of specific backgrounds, experience and considerations. These variables affect the language training program options that are available to each client. A change in one of these variables results in a set of different program options. For example, a client’s age will make the client eligible for some language programs but ineligible for others. Such is the case for immigration status and language level.

The following describes the variables and their significance in determining the language program options.

#### **➤ Gender**

Gender helps give a complete picture of the client. Whether the client is male or female does not normally affect eligibility for participation in language programs.

### ➤ **Age**

The age of a client will determine eligibility to participate in certain programs.

If a client is

- 18 years of age (legal school-leaving age) or older, they are eligible to participate in LINC and ESL classes
- younger than 18 years should be directed to the local school or school board - secondary/high school can be attended up to the age of 21
- 18-25 they can attend Youth LINC classes
- over the age of 19 and has CLB6 in listening and speaking they can attend an LBS program - clients should have some identification to prove they reside in Ontario

\* An eligible learner will be an individual who is 18 years old, or an early school leaver, or has completed a secondary/high school diploma **and** is not a day school pupil enrolled in any publicly supported day school in Ontario. (MCI, Sept. 2009)

### ➤ **Immigration Status**

Immigration Status refers to the standing of an individual in Canada after migrating from another country and includes

- Permanent Resident/Landed Immigrant including Economic Class
- Family Class
- Convention Refugees
- Temporary status including Temporary Foreign Workers, International Students, Refugee Claimants
- Landed Immigrants who have become Canadian Citizens

The Immigration Status of a person coming into Canada for the purpose of finding employment or learning English can affect their language training program options. To be eligible for the LINC program a person must be a Permanent Resident/Landed Immigrant or a Convention Refugee. Canadian Citizens are usually eligible for ESL classes.

\*It should be noted in cases of doubt Coordinated Language Assessment and Referral System (CLARS) will determine eligibility.

### ➤ **Language Level**

Language Level refers to the degree of English language proficiency in all four skills;

- listening
- speaking
- reading
- writing

The Canadian Language Benchmarks (CLBs) 1 to 12 describe proficiency from initial basic to fluent advanced levels. Language classes are usually described in terms of CLBs and range from Pre-Benchmark to Benchmark 9/10 (refer to Appendix C for a list of language programs and related CLBs).

An ESL literacy learner is an individual who is learning English as a Second Language and who is not functionally literate in their own language. Other groups of learners who may also be in an ESL Literacy class are learners who

- may have learning disabilities
- may have been through trauma of some kind
- are literate in their native language, but who may prefer to participate in a slower-paced class with a more collaborative approach usually found in an ESL Literacy class

(taken from Canadian Language Benchmarks 2000: ESL for Literacy Learners)

Literacy learners in secondary schools in Ontario may be enrolled in the English Literacy Development (ELD) program.

The time for a client to accomplish their goal depends on their need for language training. If they need a lot of language training then it will take more time to reach their goal.

### ➤ **Educational Achievement**

Educational Achievement is the highest level of education or training completed by the client and/or is ongoing either in their home country and/or in Canada.

This may also include academic strengths, weaknesses and corresponding grade levels.

The programs clients may access will depend upon their

- ability to read and write in their first language
- level of English training in their home country
- status as internationally trained professionals or tradespersons
- highest level of education achieved
- academic strengths and weaknesses
- country of education – did they attend school in Canada (elementary, secondary/high school, post-secondary)

➤ **Financial Considerations**

The client's financial situation including any income they may be receiving from employment, social assistance or employment insurance, is relevant and can impact their language program options. The following are some examples.

- a. If a client has to work, they may have to find a part-time class.
- b. Ontario Works (OW) may cover costs related to training so information that a client receives support from OW is important to note.
- c. A particular course may have a fee while others are free of charge. Financial considerations may restrict a client's choices.
- d. The Ontario Special Bursary Program covers fees for some college courses but there are eligibility criteria related to family income.

➤ **Special Circumstances**

A variety of special circumstances may affect a client's pathway, their options and the time it may take them to reach their goal. The following are some examples.

- a. Family separation (when a spouse or child or other close family members have been left behind in another country) often slows progress. The time, expense and emotional energy spent on reuniting with family can be significant. This may result in a person putting their personal goals on hold or if they start on a pathway may lead to interruptions.

- b. Family expectations and obligations.
- c. The Ontario Special Bursary Program covers fees for some college continuing education courses. One of the eligibility criteria is that a person must have lived in Ontario as a permanent resident for a minimum of 1 year.

➤ **Disability**

All language training service providers must strive to provide equal access, accommodation and inclusion for people with disabilities. The Ontario Human Rights Code and particularly the Accessibility Ontario Disability Act (AODA) protects people with disabilities from discrimination when they receive services.

When deciding on a language program, you may need to consider client accommodations such as

- personal assistive devices and technology - preferential seating, large print, FM systems, audio-recorders, wheelchairs
- service animals
- support persons

Some newcomers may also have a range of learning disabilities (diagnosed and undiagnosed) as well as post-traumatic stress disorder which can affect the rate of language learning.

➤ **Educational Goals/Path Destination**

Clients' reasons for language training may vary as outlined in the Path Destinations section of this tool. It is vital to match the client with appropriate program choices. The right choice can increase the client's motivation and rate of learning. Understanding the client's pathway destination (e.g., employment, post-secondary education etc.) will

- decide the language training options
- ensure that the client's time and effort are not wasted

For example, a client who is seeking language training in order to function in everyday life (go shopping, watch TV, interact with neighbours) will need a different language training program from a client who is a foreign-trained professional wishing to improve their English language in order to find work in their field.

### ➤ **Options**

The Options section outlines possible language training programs that are available to the client based on the client's goals and eligibility.

### **Appendices**

The Appendix section contains a list of resources for further information related to the language training needs of newcomers (Appendix A). As well, there is a blank Client Profile form (Appendix B) for providers to complete as an exercise in determining what language programs are available to meet newcomers' goals given their specific variables. These forms can be used to

- train new providers
- refresh providers' current knowledge
- evaluate providers' knowledge of suitable programs for a variety of clients

The variable sections can be completed by the trainer and/or evaluator of the service provider who will complete the Options section.

Groups of providers can complete the entire form together, giving them the opportunity to discuss various client variables they encounter and the best language program options for the client.

Additionally, the Appendix section includes a chart of all language programs in Hamilton compiled by the Adult Basic Education Association (Appendix C).

**PATH DESTINATION:  
INDEPENDENCE**

## Path Destination: Independence #1

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Gender	Male
Age	75 years old
Immigration Status	Permanent Resident
Language Level	<ul style="list-style-type: none"> <li>▪ Listening CLB 1, Speaking CLB 1, Reading CLB 1, Writing CLB 2</li> </ul> <p style="text-align: center;">For descriptions of learner benchmarks see CLB ‘Can Do’ checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ BA in country of origin</li> </ul>
Financial Considerations	<ul style="list-style-type: none"> <li>▪ Retired - living on fixed income</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ Attended LINC class, but felt unable to keep up with other students</li> <li>▪ Difficulty hearing -client felt uncomfortable continually asking teacher to repeat.</li> <li>▪ Difficulty retaining new vocabulary-felt as though needed much more repetition than other students</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ Wears a hearing aid</li> <li>▪ Needs larger print materials</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ Wants to improve listening and speaking skills in order to be less dependent on children or others</li> <li>▪ Would like to be able to make a doctor’s appointment, describe symptoms etc.</li> <li>▪ Communicate more effectively on phone</li> <li>▪ Ask and understand directions</li> <li>▪ Engage in small talk with neighbours etc.</li> </ul>
Options	<ul style="list-style-type: none"> <li>▪ LINC/ESL seniors’ class</li> <li>▪ ESL Literacy class</li> <li>▪ LINC/ESL class</li> </ul>

## Path Destination: Independence #2

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Gender	Female
Age	43 years old
Immigration Status	Permanent Resident
Language Level	<ul style="list-style-type: none"> <li>▪ Listening CLB 2, Speaking CLB 2, Reading CLB 3 Writing CLB 2</li> </ul>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ College diploma in country of origin</li> </ul>
Financial Considerations	<ul style="list-style-type: none"> <li>▪ RAP client in first year of resettlement program</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ Single mother of three school-aged children</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ Visually impaired</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ Would like to learn English for everyday life (e.g., phone skills, shopping, help her children with school work, medical appointments)</li> </ul>
Options	<ul style="list-style-type: none"> <li>▪ LINC or ESL (modified with support from CNIB)</li> <li>▪ LINC Home Study</li> <li>▪ LINC 1:1 Tutoring</li> </ul>

## Path Destination: Independence #3

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Gender	Female
Age	49 years old
Immigration Status	Permanent Resident
Language Level	<ul style="list-style-type: none"> <li>▪ CLB 4</li> <li>▪ Listening CLB 4, Speaking CLB 4, Reading CLB 6, Writing CLB 5</li> </ul> <p style="text-align: center; margin-top: 10px;">For descriptions of learner benchmarks see CLB ‘Can Do’ checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ PHD - University in Korea</li> </ul>
Financial Considerations	<ul style="list-style-type: none"> <li>▪ Ontario Works</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ Has trouble walking</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ Interact with children’s teachers</li> <li>▪ Help children with homework</li> </ul>
Options	<ul style="list-style-type: none"> <li>▪ LINC/ESL</li> <li>▪ SLT</li> <li>▪ Adult Credit ESL</li> <li>▪ Discrete Skills class (speaking and listening)</li> </ul>

## Path Destination: Independence #4

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Gender	Female
Age	45 years old
Immigration Status	Permanent Resident
Language Level	<ul style="list-style-type: none"> <li>▪ Listening CLB 1, Speaking CLB 1, Reading pre-benchmark, Writing pre-benchmark</li> <li>▪ Literacy Reading CLB 1, Literacy Writing CLB 1, Numeracy CLB 1</li> </ul> <p style="text-align: center; margin-top: 10px;">For descriptions of learner benchmarks see CLB ‘Can Do’ checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ Never attended school</li> <li>▪ Cannot read or write in first language</li> <li>▪ Beginning to read and write in English</li> </ul>
Financial Considerations	<ul style="list-style-type: none"> <li>▪ Client and family are receiving RAP assistance</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ Client and family fled persecution in country of origin</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ No known disability</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ Help children with homework, shopping and banking</li> </ul>
Options	<ul style="list-style-type: none"> <li>▪ ESL Literacy</li> <li>▪ LINC Literacy</li> </ul>

## Path Destination: Independence #5 (Francophone)

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Gender	Female
Age	43 years old
Immigration Status	Permanent Resident
Language Level	<ul style="list-style-type: none"> <li>▪ Listening NCLC 1, Speaking NCLC 1, Reading pre-benchmark, Writing pre-benchmark</li> <li>▪ Literacy Reading NCLC 2, Literacy Writing NCLC 2, Numeracy NCLC 1</li> </ul> <p style="text-align: center;">For descriptions of learner benchmarks see CLB ‘Can Do’ checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ Never attended school</li> <li>▪ Speaks Swahili</li> <li>▪ Has no knowledge of written language</li> <li>▪ Spouse is French-speaking</li> </ul>
Financial Considerations	<ul style="list-style-type: none"> <li>▪ Married with 7 school-aged children &amp; 2 younger children</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ Was in refugee camp with husband who was pastor and children</li> <li>▪ Has one child who suffers from mental illness</li> <li>▪ RAP</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ No known disability</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ To be independent, to be able to communicate to do errands, take children to appointments, etc.</li> </ul>
Options	<ul style="list-style-type: none"> <li>▪ LINC Literacy</li> </ul>

**PATH DESTINATION:  
CREDIT**

## Path Destination: Credit #1

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Gender	Female
Age	36 years old
Immigration Status	Canadian Citizen (in Canada for 4 years)
Language Level	<ul style="list-style-type: none"><li>CLB 5</li></ul> <p>For descriptions of learner benchmarks see CLB 'Can Do' checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"><li>Grade 8 from country of origin</li></ul>
Financial Considerations	<ul style="list-style-type: none"><li>Ontario Works</li></ul>
Special Circumstances	<ul style="list-style-type: none"><li>Single mother with four children</li></ul>
Disability	<ul style="list-style-type: none"><li>No known disability</li></ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"><li>Acquire a secondary school diploma</li></ul>
Options	<ul style="list-style-type: none"><li>Adult PLAR</li><li>ESL</li></ul>

## Path Destination: Credit #2

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Gender	Male
Age	19 years old
Immigration Status	Refugee Claimant
Language Level	<ul style="list-style-type: none"> <li>▪ CLB 7</li> </ul> <p style="text-align: center; margin-top: 10px;">For descriptions of learner benchmarks see CLB ‘Can Do’ checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ Graduated from an academic high school which specialized in math and sciences</li> <li>▪ Favourite subject was physics</li> <li>▪ Has grade appropriate math skills</li> <li>▪ Studied English and German for four years in high school</li> </ul>
Financial Considerations	<ul style="list-style-type: none"> <li>▪ Ontario Works</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ Client and family fled persecution in country of origin</li> <li>▪ Safety and remaining in Canada is a priority</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ No known disability</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ University engineering program</li> </ul>
Options	<ul style="list-style-type: none"> <li>▪ Secondary School</li> <li>▪ Adult ESL Credit</li> <li>▪ SLT</li> <li>▪ TOEFL Prep</li> </ul>

### Path Destination: Credit #3

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Gender	Male
Age	18 years old
Immigration Status	Canadian Citizen
Language Level	<ul style="list-style-type: none"> <li>▪ CLB 6</li> </ul> <p style="text-align: center;">For descriptions of learner benchmarks see CLB ‘Can Do’ checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ Completed secondary school in country of origin</li> <li>▪ Started university first year (2 months) in Business Faculty in country of origin</li> <li>▪ Was assessed at GR. 11 college/university math (Ontario secondary school curriculum)</li> <li>▪ Has good computer skills</li> <li>▪ Speaks Bengali, Hindi, Urdu and can read in Arabic</li> </ul>
Financial Considerations	<ul style="list-style-type: none"> <li>▪ Only one parent is employed</li> <li>▪ Client also has a part-time job</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ No known disability</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ University Accounting Program</li> </ul>
Options	<ul style="list-style-type: none"> <li>▪ Secondary School</li> <li>▪ Adult ESL Credit</li> <li>▪ SLT</li> <li>▪ TOEFL Prep</li> <li>▪ College ESL and math upgrading</li> </ul>

## Path Destination: Credit #4

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Gender	Female
Age	18 years old
Immigration Status	Permanent Resident
Language Level	<ul style="list-style-type: none"> <li>▪ CLB 1</li> </ul> <p style="text-align: center;">For descriptions of learner benchmarks see CLB ‘Can Do’ checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ Client left Myanmar/Burma at the age of 10</li> <li>▪ Attended school in the refugee camp in Thailand for the last 8 years</li> <li>▪ Can read and write in Karen</li> <li>▪ Has math skills approaching Grade 8 level in some of the mathematical strands (Ontario elementary math curriculum)</li> </ul>
Financial Considerations	<ul style="list-style-type: none"> <li>▪ Client and family are receiving RAP assistance</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ Pronounced limp from leg injury incurred in refugee camp</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ Undetermined</li> </ul>
Options	<ul style="list-style-type: none"> <li>▪ Secondary School</li> <li>▪ Literacy</li> <li>▪ LINC</li> <li>▪ LINC for Youth (Photography)</li> </ul>

## Path Destination: Credit #5 (Francophone)

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Gender	Female
Age	19 years old
Immigration Status	Permanent resident
Language Level	<ul style="list-style-type: none"> <li>▪ NCLC 2</li> </ul> <p style="text-align: center;">For descriptions of learner benchmarks see CLB ‘Can Do’ checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ Did not complete high school</li> <li>▪ Speaks and writes Arabic</li> <li>▪ Speaks some French</li> </ul>
Financial considerations	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ Married</li> <li>▪ No children</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ No known disability</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ Obtain secondary school diploma in French</li> <li>▪ Attend college for training in Early Childhood Education</li> </ul>
Options	<ul style="list-style-type: none"> <li>▪ French Secondary School</li> <li>▪ ACE</li> <li>▪ College course</li> </ul>

**PATH DESTINATION:  
POST-SECONDARY**

## Path Destination: Post-secondary # 1

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Gender	Female
Age	20 years old
Immigration Status	Permanent Resident
Language Level	<ul style="list-style-type: none"> <li>▪ CLB 5</li> <li>▪ Listening CLB 5, Speaking CLB 5, Reading CLB 4, Writing CLB 4</li> </ul> <p style="text-align: center; margin-top: 10px;">For descriptions of learner benchmarks see CLB ‘Can Do’ checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ Completed Grade 10 in another country</li> </ul>
Financial Considerations	<ul style="list-style-type: none"> <li>▪ Lives with parents; part of family unit</li> <li>▪ Has lived in Ontario for less than one year (not eligible for Ontario Special Bursary Program)</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ Engaged; fiancé in another country</li> <li>▪ Visits to fiancé to get married will interrupt her progress towards her goal</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ No known disability</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ Wants to be a Customer Service Representative, possibly in banking, government or immigrant settlement agency with the expectation of moving ahead in career</li> <li>▪ General Business Diploma Program (2 years)</li> </ul>
Options	<ul style="list-style-type: none"> <li>▪ LINC for Youth -&gt; LINC 6 Intensive /Turning Point Math credit</li> <li>▪ LINC</li> <li>▪ Adult ESL Credit</li> </ul>

## Path Destination: Post-secondary # 2

---

Gender	Female
Age	19 years old
Immigration Status	Permanent Resident (in Canada for less than one year)
Language Level	<ul style="list-style-type: none"> <li>▪ CLB 8</li> </ul> <p style="text-align: center; margin-top: 10px;">For descriptions of learner benchmarks see CLB ‘Can Do’ checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ College graduate in first country (equivalent to a 2-year Diploma )</li> </ul>
Financial Considerations	<ul style="list-style-type: none"> <li>▪ Lives with parents (who own a business in first country)</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ No known disability</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ University -&gt; teaching career</li> </ul>
Options	<ul style="list-style-type: none"> <li>▪ LINC 7</li> <li>▪ TOEFL Prep</li> <li>▪ Secondary School</li> </ul>

## Path Destination: Post-secondary # 3

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Gender	Female
Age	48 years old
Immigration Status	Permanent Resident
Language Level	<ul style="list-style-type: none"> <li>▪ Listening CLB 6, Speaking CLB 6, Reading CLB 5, Writing CLB 5</li> </ul> <p style="text-align: center; margin-top: 10px;">For descriptions of learner benchmarks see CLB ‘Can Do’ checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ University degree from country of origin</li> </ul>
Financial Considerations	<ul style="list-style-type: none"> <li>▪ Spouse is employed</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ One school aged child</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ No known disability</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ Business – Accounting Diploma</li> </ul>
Options	<ul style="list-style-type: none"> <li>▪ LINC/ESL</li> <li>▪ Business Accounting Diploma (through Continuing Education or full-time post-secondary program)</li> </ul>

## Path Destination: Post-secondary #4 (Francophone)

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Gender	Female
Age	28 years old
Immigration Status	Permanent resident
Language Level	<ul style="list-style-type: none"> <li>▪ NCLC 3</li> </ul> <p style="text-align: center; margin-top: 10px;">For descriptions of learner benchmarks see CLB ‘Can Do’ checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ Accountant – university degree from country of origin</li> <li>▪ First language &amp; education - French</li> </ul>
Financial Considerations	<ul style="list-style-type: none"> <li>▪ Some savings</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ Widowed</li> <li>▪ Older child in another country</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ No known disability</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ To learn English</li> <li>▪ To go to university</li> </ul>
Options	<ul style="list-style-type: none"> <li>▪ LINC/ESL</li> </ul>

**PATH DESTINATION:  
APPRENTICESHIP**

## Path Destination: Apprenticeship #1

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Gender	Female
Age	20 years old
Immigration Status	Permanent Resident
Language Level	<ul style="list-style-type: none"> <li>▪ CLB 2</li> </ul> <p style="text-align: center; margin-top: 10px;">For descriptions of learner benchmarks see CLB ‘Can Do’ checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ Disrupted education in country of origin</li> <li>▪ Attended elementary school only to Grade 7 in another country</li> <li>▪ Also attended a private institute for computer and English classes</li> </ul>
Financial Considerations	<ul style="list-style-type: none"> <li>▪ Client and family receiving RAP assistance to support settlement</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ Was out of school for 3 years before coming to Canada</li> <li>▪ Worked for flower growers in another country</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ No known disability</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ Apprenticeship: Horticultural Technician</li> </ul>
Options	<ul style="list-style-type: none"> <li>▪ Secondary School</li> <li>▪ LINC</li> <li>▪ Adult ESL Credit</li> <li>▪ LINC for Youth (Photography)</li> </ul>

## Path Destination: Apprenticeship #2

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Gender	Male
Age	33 years old
Immigration Status	Permanent Resident (has lived in Ontario for less than one year)
Language Level	<ul style="list-style-type: none"> <li>▪ Listening CLB 5, Speaking CLB 5, Reading CLB 6, Writing CLB 6</li> </ul> <p style="text-align: center; margin-top: 10px;">For descriptions of learner benchmarks see CLB ‘Can Do’ checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ Motor Vehicle Mechanic</li> </ul>
Financial Considerations	<ul style="list-style-type: none"> <li>▪ Single</li> <li>▪ Works in family business as an unlicensed mechanic</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ 10 years of experience in his trade in country of origin</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ No known disability</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ Become a licensed automotive technician in Ontario</li> <li>▪ Gain the Certificate of Qualification</li> </ul> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><i>Note:</i> Application package for a Certificate of Qualification: MTCU 119 King St. West 8<sup>th</sup> Floor; tel. 905 521 7764. The process includes an assessment of the applicant’s training and skills to determine their eligibility to write the exam. The candidate may choose to bring a reader/translator to the exam (must not be connected to the trade).</p> </div>
Options	<ul style="list-style-type: none"> <li>▪ Evening ESL or LINC classes</li> <li>▪ LINC 1:1 Tutor</li> <li>▪ LINC Home Study</li> </ul>

## Path Destination: Apprenticeship #3 (Francophone)

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Gender	Male
Age	35 years old
Immigration Status	Permanent Resident
Language Level	<ul style="list-style-type: none"> <li>▪ NCLC 4</li> </ul> <p style="text-align: center; color: gray; font-size: small;">For descriptions of learner benchmarks see CLB ‘Can Do’ checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ Certified electrician in country of origin</li> <li>▪ Educational training was in French.</li> </ul>
Financial Considerations	<ul style="list-style-type: none"> <li>▪ Married with 2 school-aged children</li> <li>▪ Working as security guard</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ No known disability</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ Improve English</li> <li>▪ Apprenticeship to be licensed electrician</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Note:</i> Application package for a Certificate of Qualification: MTCU 119 King St. West 8<sup>th</sup> Floor; tel. 905 521 7764. The process includes an assessment of the applicant’s training and skills to determine their eligibility to write the exam. The candidate may choose to bring a reader/translator to the exam (must not be connected to the trade).</p> </div>
Options	<ul style="list-style-type: none"> <li>▪ LINC/ESL</li> </ul>

**PATH DESTINATION:  
EMPLOYMENT**

## Path Destination: Employment #1

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Gender	Female
Age	28 years old
Immigration Status	Convention Refugee
Language Level	<ul style="list-style-type: none"> <li>▪ Listening CLB 5, Speaking CLB 5, Reading CLB 6, Writing CLB 6</li> </ul> <p style="text-align: center; margin-top: 10px;">For descriptions of learner benchmarks see CLB ‘Can Do’ checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ Nurse in country of origin</li> <li>▪ Has a Personal Support Worker Certificate</li> </ul>
Financial Considerations	<ul style="list-style-type: none"> <li>▪ Ontario Works</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ Has 2 preschool aged children</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ No known disability</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ Wants to improve language skills for immediate employment</li> </ul>
Options	<ul style="list-style-type: none"> <li>▪ LINC/ESL</li> <li>▪ Discrete Skills Class (listening)</li> <li>▪ SLT</li> <li>▪ CARE for Nurses</li> </ul>

## Path Destination: Employment #2

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Gender	Male
Age	35 years old
Immigration Status	Canadian Citizen
Language Level	<ul style="list-style-type: none"> <li>▪ Listening CLB 6, Speaking CLB 6, Reading CLB 3, Writing CLB 3</li> </ul> <p style="text-align: center; margin-top: 10px;">For descriptions of learner benchmarks see CLB ‘Can Do’ checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ Completed High School and completed Welding Apprenticeship in country of origin</li> <li>▪ No computer skills</li> </ul>
Financial Considerations	<ul style="list-style-type: none"> <li>▪ Currently on Employment Insurance (EI)</li> <li>▪ Has worked as a welder for 10 years but was recently laid-off</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ Must check with EI worker to see if he can participate in class full time</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ No known disability</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ Wants to improve Reading/Writing English skills</li> <li>▪ Obtain some computer skills</li> <li>▪ Considering a change of career</li> </ul>
Options	<ul style="list-style-type: none"> <li>▪ computer classes</li> <li>▪ ABEA -- to improve literacy skills</li> <li>▪ Refer to Employment Ontario Assessment Centre to explore eligibility for the Second Career Program</li> </ul>

## Path Destination: Employment #3

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Gender	Male
Age	45 years old
Immigration Status	Permanent Resident
Language Level	<ul style="list-style-type: none"> <li>▪ CLB 4</li> </ul> <p style="text-align: center; margin-top: 10px;">For descriptions of learner benchmarks see CLB ‘Can Do’ checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ Has Grade 10 from country of origin</li> </ul>
Financial Considerations	<ul style="list-style-type: none"> <li>▪ Has been in Canada for 3 years with no employment</li> <li>▪ Presently on Ontario Works (OW)</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ Single father of 4 school-aged children</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ none</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ Wants to get a job as a cook</li> </ul>
Options	<ul style="list-style-type: none"> <li>▪ LINC classes for language training</li> <li>▪ SLT</li> </ul>

## Path Destination: Employment #4

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Gender	Female
Age	40 years old
Immigration Status	Permanent Resident
Language Level	<ul style="list-style-type: none"> <li>▪ CLB 7</li> </ul> <p style="text-align: center; margin-top: 10px;">For descriptions of learner benchmarks see CLB ‘Can Do’ checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ Was a Medical Doctor in country of origin</li> </ul>
Financial Considerations	<ul style="list-style-type: none"> <li>▪ Husband works part-time at McMaster University</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ Has 3 school-aged children</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ none</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ Not sure if wants to be a doctor here</li> </ul>
Options	<ul style="list-style-type: none"> <li>▪ Global Experiences (see Appendix B: Resources)</li> <li>▪ OSLT</li> <li>▪ LINC/ESL</li> <li>▪ Support Group for IMG (International Medical Graduate)</li> </ul>

## Path Destination: Employment #5

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Gender	Female
Age	32 years old
Immigration Status	Refugee Claimant (in Canada for 5 months)
Language Level	<ul style="list-style-type: none"> <li>▪ CLB 1</li> <li>▪ Listening CLB 2, Speaking CLB 1, Reading CLB 1, Writing CLB 1</li> </ul> <p style="text-align: center;">For descriptions of learner benchmarks see CLB 'Can Do' checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ University - 3 years in country of origin</li> <li>▪ Nurse in country of origin</li> </ul>
Financial Considerations	<ul style="list-style-type: none"> <li>▪ Ontario Works</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ Client and family fled persecution in country of origin</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ Wants to be a PSW (Personal Support Worker) first to support her family.</li> <li>▪ Intends to go to University part time to complete her education to become a nurse.</li> </ul>
Options	<ul style="list-style-type: none"> <li>▪ ESL</li> </ul>

## Path Destination: Employment #6 (Francophone)

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Gender	Male
Age	30 years old
Immigration Status	Permanent resident
Language Level	<ul style="list-style-type: none"> <li>▪ NCLC 5</li> </ul> <p style="text-align: center; margin-top: 10px;">For descriptions of learner benchmarks see CLB ‘Can Do’ checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ Master’s degree in mathematics in country of origin</li> <li>▪ Teacher in country of origin</li> <li>▪ First language &amp; education in French</li> </ul>
Financial Considerations	<ul style="list-style-type: none"> <li>▪ Single</li> <li>▪ savings</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ No known disability</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ To enhance English language to increase chances for employment</li> </ul>
Options	<ul style="list-style-type: none"> <li>▪ LINC/ESL</li> <li>▪ Ontario Faculties of Education</li> </ul>

## Path Destination: Employment (ITI) #7

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Gender	Male
Age	43 years old
Immigration Status	Permanent Resident
Language Level	<ul style="list-style-type: none"> <li>▪ CLB 6</li> </ul> <p style="text-align: center; margin-top: 10px;">For descriptions of learner benchmarks see CLB ‘Can Do’ checklists at <a href="http://www.language.ca">www.language.ca</a></p>
Educational Achievement	<ul style="list-style-type: none"> <li>▪ Master’s degree in Engineering in country of origin</li> </ul>
Financial Considerations	<ul style="list-style-type: none"> <li>▪ Married with 3 school-aged children</li> <li>▪ Works as a security guard at night</li> </ul>
Special Circumstances	<ul style="list-style-type: none"> <li>▪ Has lived in Ontario for less than one year</li> </ul>
Disability	<ul style="list-style-type: none"> <li>▪ No known disability</li> </ul>
Educational Goals/ Path Destination	<ul style="list-style-type: none"> <li>▪ Re-enter his profession</li> </ul>
Options	<ul style="list-style-type: none"> <li>▪ LINC/ESL</li> <li>▪ ELT</li> </ul>

## Appendix A: Resources

Adult Basic Education Association - [www.abea.on.ca](http://www.abea.on.ca)

Centre for Canadian Language Benchmarks - [www.language.ca](http://www.language.ca)

CLB Can Do Checklists - [www.language.ca/display\\_page.asp?page\\_id=372](http://www.language.ca/display_page.asp?page_id=372)

CLB and Essential Skills - [www.language.ca/display\\_page.asp?page\\_id=857](http://www.language.ca/display_page.asp?page_id=857)

Citizenship and Immigration Canada - [www.cic.gc.ca/english/index.asp](http://www.cic.gc.ca/english/index.asp)

Collège Boréal - [www.collegeboreal.ca](http://www.collegeboreal.ca)

Community and Continuing Education - [schools.hwdsb.on.ca/cce](http://schools.hwdsb.on.ca/cce)

Coordinated Language Assessment and Referral System (**CLARS**)

e-News - [www.bettermail.ca/m/530/40145/](http://www.bettermail.ca/m/530/40145/)

Evaluation of Language Instruction for Newcomers to Canada -

[www.cic.gc.ca/english/resources/evaluation/linc/2010/response.asp](http://www.cic.gc.ca/english/resources/evaluation/linc/2010/response.asp)

Global Experience Ontario: Helps internationally trained and educated individuals find out how to qualify for professional practice in Ontario - [www.ontarioimmigration.ca/en/geo/index.htm](http://www.ontarioimmigration.ca/en/geo/index.htm)

Hamilton Immigration Partnership Council - [www.hamiltonimmigration.ca](http://www.hamiltonimmigration.ca)

Hamilton's Immigration Portal - [www.hamilton.ca/connect](http://www.hamilton.ca/connect)

Hamilton Public Library - [www.hpl.ca](http://www.hpl.ca)

Hamilton-Wentworth Catholic District School Board - [www.hwcdsb.ca](http://www.hwcdsb.ca)

Hamilton-Wentworth District School Board - [www.hwdsb.on.ca](http://www.hwdsb.on.ca)

Inform Hamilton Website - [www.inform.hamilton.ca](http://www.inform.hamilton.ca)

Ministry of Citizenship and Immigration - [www.citizenship.gov.on.ca](http://www.citizenship.gov.on.ca)

Mohawk College - [www.mohawkcollege.ca](http://www.mohawkcollege.ca)

Ontario Immigration - [www.ontarioimmigration.ca](http://www.ontarioimmigration.ca)

Settlement.Org - [www.settlement.org](http://www.settlement.org)

St. Charles Adult Education Centres - [www.stcharles.ca](http://www.stcharles.ca)

Welcome to Hamilton Website – [www.welcometohamilton.ca](http://www.welcometohamilton.ca)

YMCA of Hamilton/Burlington/Brantford - [www.ymcahbb.ca](http://www.ymcahbb.ca)

**Appendix B: Blank Client Profile**  
**Path Destination: \_\_\_\_\_**

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Gender	
Age	
Immigration Status	
Language Level	For descriptions of learner benchmarks see CLB ‘Can Do’ checklists at <a href="http://www.language.ca">www.language.ca</a>
Educational Achievement	
Financial Considerations	
Special Circumstances	
Disability	
Educational Goals/Path Destination	
Options	

## **Appendix C: Enhancing Pathways Dot Chart**

# Hamilton Literacy Programs

For additional program information or assessment services (min CLB 6) call the Learning Network – Adult Basic Education Association at 905-527-2222 or visit [www.abea.on.ca](http://www.abea.on.ca)

For program locations visit [www.winhamilton.ca](http://www.winhamilton.ca) Eligibility – 19+ and out of school

Agency Name	Location	Instruction	Supports Online	CLB Requirement	Preparing for					Schedule							Other Details and Supports				
					Independence	Secondary School Credit	Apprenticeship	Post-Secondary	Employment	Monday am/pm	Tuesday am/pm	Wednesday am/pm	Thursday am/pm	Friday am/pm	Evening	Summer	Closed Program	Accessible	Able to serve visually	Able to serve deaf, deafened and hard of hearing	Child-care support
1. Hamilton Literacy Council 905-529-9907	C. Ham	1:1 S:G	●	6	●	●			●		●●	●●	●●		●	●		●			●
2. CSB – St. Charles Barlake 905-577-0555	E. Ham	C 1:1	●	6	●	●		●	●	●●	●●	●●	●●	○		●		●			●
3. CSB – St. Charles East 5th 905-577-0555	C. Mount	C 1:1	●	6	●	●		●	●	●●	●●	●●	●●	○		●					●
4. CSB – St. Charles Main 905-577-0555	E. Ham	C 1:1	●	6	●	●		●	●	●●	●●	●●	●●	○		●					●
5. CSB – St. Charles WUM 905-577-0555	C. Ham	C 1:1	●	6	●	●		●	●	●●	●●	●●	●●	○		●					●
6. DSB – Modified – Community Living Register through Contact Hamilton	C. Ham	SG 1:1	●	6	●				●	●●	●●	●●	●●	●●		●			●		●
7. DSB – King William Centre 905-526-9337 x 240	C. Ham	SG, C 1:1	●	6	●	●	●		●	●●	●●	●●	●●	●●	●	●				●	●
8. DSB – Modified – Mountain 905-383-6732 x 222	W. Mount	SG 1:1	●	6	●	●			●	●●	●●	●●	●●	●●		●					●
9. DSB – Modified – Red Hill 905-561-2190	E. Ham	SG 1:1	●	6	●				●	●●	●●	●●	●●	●●		●					●
10. DSB-Modified – Westfield Choices 905-628-4583 x 252	Dundas	SG 1:1	●	6	●				●	●●	●●	●●	●●	●●				●			●
11. Mohawk College 905-575-2029	W. Mount	C	●	7			●	●	●	●●	●●	●●	●●	●●	M,W					●	●
12. CNIB – Literacy Program for Deafblind Adults 905-528-8555	E. Ham	1:1 2:1 SG	●	6	●			●	●	●●	●●	●●	●●	●●		●		●	●	●	●
13. Mohawk College (DEP) 905-575-2029	W. Mount	C	●	7	●			●	●	●●	●●	●●	●●	●●					●	●	●
14. Hamilton Regional Indian Centre 905-548-9593	E. Ham	1:1 C	●	6	●	●	●	●	●	●●	●●	●●	●●	●●	●	●				●	●
15. College Boreal 905-544-9824	W. Ham	C 1:1	●	French 3			●	●	●	●●	●●	●●	●●	●●		●					●

1:1 one to one instruction ● service available  
 SG small group ○ service not available  
 C classroom + higher level  
 CLB Canadian Language Benchmark modified programs for developmentally delayed

**Additional Community Referral Resources**  
 211.ca call or click for community service referral information  
 Inform Hamilton www.inform.hamilton.ca – searchable database  
 Mental Health Outreach Team community referral cards – 905-546-3597

# Hamilton Language Programs

For additional program information call the Learning Network – Adult Basic Education Association at 905-527-2222 or visit [www.abea.on.ca](http://www.abea.on.ca)

For information on LINC programs and assessment call YMCA – Immigrant Settlement Services 905-526-8452 (offers the Canadian Language Benchmark Assessment for LINC entrance)

For program locations visit [www.winhamilton.ca](http://www.winhamilton.ca) LINC Eligibility – 18+, landed immigrant/permanent resident or convention refugee ESL Eligibility – 18+, same as LINC but also refugee claimant/citizen

Agency Name	Location	Instruction	ESL	LINC	Offers CLB Levels	Offers			Target Audience					Schedule					Other Details and Supports				
						Specialized Services	Discrete Subjects	Conversation Circle	Open to All	Youth	Senior	Women	Monday am/pm	Tuesday am/pm	Wednesday am/pm	Thursday am/pm	Friday am/pm	Evening	Summer	Accessible	Able to serve visually impaired	Able to serve deaf, deafened and hard of hearing	Child-care support
1. HWDSB – Parkway 905-573-0941	Stoney Creek	C	•	•	L-5				•				•	•	•	•	•	•			•	•	
2. HWDSB – City Learning Centre 905-525-8833	C. Ham	C	•	•	L-6				•				•	•	•	•	•	•				•	
3. HWDSB – Red Hill 905-561-2190	E. Ham	C	•	•	L-5				•				•	•	•	•	•	•			•	•	
4. HWDSB – Mountain 905-383-6732	W. Mount	C	•	•	L-5				•				•	•	•	•	•	•			•	•	
5. HWDSB – King William 905-526-9337	C. Ham	C	•	○	1-5				•				•	•	•	•	•	•					
6. HWDSB – McMaster 905-525-9140 x 24711	W. Ham	C	•	○	Multi-Level			•	•							•	•						
7. HWDSB – St. Charles Main 905-577-0555	E. Ham	C	•		PB/L-6		Basic Computers		•				•	•	•	•	•						
8. HWDSB – St. Charles 150 East 5th 905-577-0555	E. Mount	C	•	•	PB/L-6	TOEFL Prep, SLT-Coop	Read/Write Conversation Pronunciation IELTS Citizenship		•				•	•	•	•	•	•			•	•	
9. HWDSB – St. Charles Barlake 905-577-0555	E. Ham	C	•	•	PB/L-6		Computers		•				•	•	•	•	•	•			•	•	
10. HWDSB – St. Charles Young 905-577-0555	C. Ham	C	•	•	PB/L-6		Computers Business Writing Conversation		•				•	•	•	•	•	•			•	•	
11. HWDSB – Circle of Friends 905-529-1840	C. Ham	C	•	•	L-4		Computers		•		•		•	•	•	•	•	•			•	•	
12. Mohawk College 905-575-2421	W. Mount	C	•	•	L-8	ELT OSLT, EAP	Listening Writing	•	•	•			•	•	•	•	•	•	•			•	
13. Hamilton Public Library 905-546-3444	C. Ham	1:1 SG		•	1-7				•		•		•	•	•	•	•	•				•	
14. Immigrant Women's Centre – Main 905-529-5209	C. Ham	C		•	L-7				•				•	•	•	•	•	•			•	•	
15. Immigrant Women's Centre – Rebecca 905-525-9676	W. Ham	C		•	L-5						•		•	•	•	•	•	•			•	•	
16. Immigrant Women's Centre – Fennell 905-387-1100	E. Mount	C		•	1-5						•		•	•	•	•	•	•			•	•	
17. College Boreal 905-544-9824	C. Ham	C		•	L-7	OSLT, FSL, ACE			•				•	•	•	•	•	•			•	•	
18. LINC Home Study – must qualify YMCA – 905-526-8452	N/A	I / 1:1 Phone		•	2-7				•				•	•	•	•	•	•	N/A	•	•		

- |               |     |                              |      |   |                                       |
|---------------|-----|------------------------------|------|---|---------------------------------------|
| <b>Legend</b> | •   | service available            | LINC | Language Instruction to Newcomers to Canada | Specialized Services                  |
| 1:1           | +   | higher level                 | ESL  | English as a Second Language                | ELT                                   |
| SG            | FSL | French as a Second Language  | CLB  | Canadian Language Benchmarks                | OSLT                                  |
| C             | ACE | Academic and Career Entrance | PB   | Pre-benchmark                               | SLT                                   |
| I             |     |                              | L    | Literacy                                    | ESL-C                                 |
|               |     |                              |      |   | EAP                                   |
|               |     |                              |      |   | TOEFL                                 |
|               |     |                              |      |   | Test of English as a Foreign Language |



**The Hamilton Immigration Partnership Council**

[www.hamiltonimmigration.ca](http://www.hamiltonimmigration.ca)



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