

Orientation Workshop

Implementation of the Coordinated Language Assessment and Referral System (CLARS)

November 2013



Citizenship and
Immigration Canada

Citoyenneté et
Immigration Canada



Agenda

- CLARS at a glance and main changes
- Phased implementation of CLARS
- CLARS Assessment Centres – role and preparation
- Language Training Providers – role and preparation
- Implications of CLARS for language training
- Follow-up
 - Regional readiness checklists
 - Community Partnership Committee
 - Where to from here

CLARS Background

2005 – Canada-Ontario Immigration Agreement (COIA)

2006 – Consultations informed COIA Strategic Plan to guide investment and coordination

2007 – COIA Strategic Plan released

2008 – Language Training Working Group recommends CLARS approach

2009 – Advisory Committee set up

2010-11 – Development of CLARS and Initial piloting (3 communities)

2012-14 – Extended piloting of CLARS across all 18 regions

CLARS at a Glance and Main Changes

Video on the Client's Experience

**CLARS:
The Door to Language Training
in Ontario**

Video Review

1. What did you notice about the experience of the two language students?
2. What is different from the way these learners moved through the language training system as compared with the current approach?

The CLARS Vision

The development of a coordinated system of assessment and referral to provide:

- Equitable, timely access to assessment
- Language training options meeting client needs

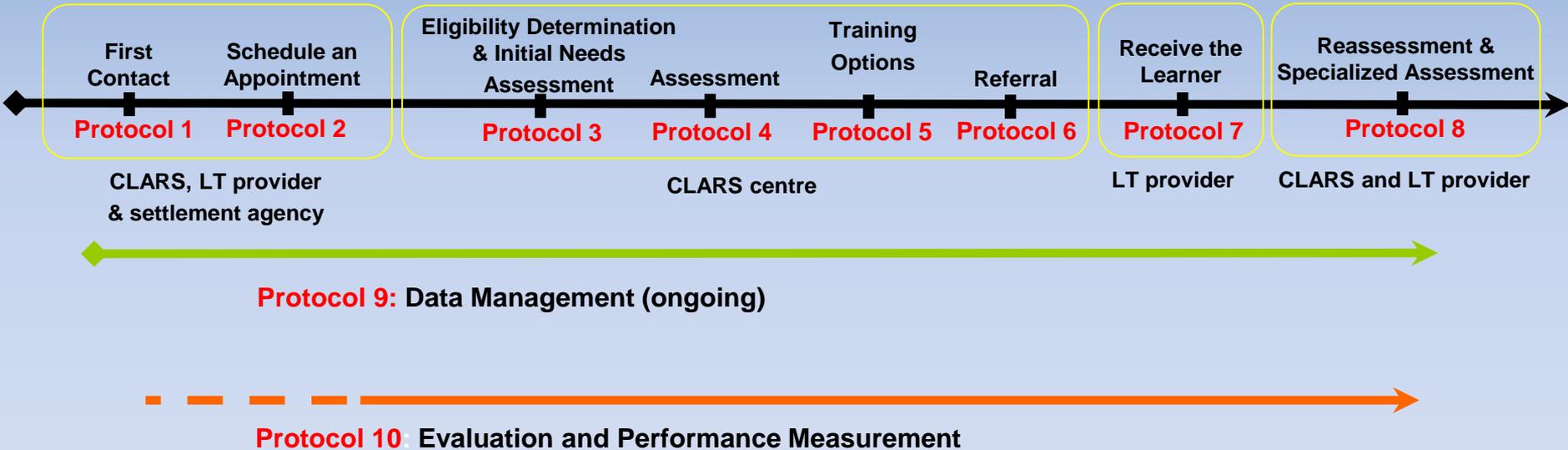
Language programs served:

- **ESL/FSL**
- **LINC/CLIC**
- **Enhanced Language Training**
- **Bridge to Work**
- **Occupation Specific Language Training**
- **Specialized Language Training**
- **CIC funded literacy focused language development**
- **Any CIC or MCI funded programs requiring language assessment**

Placement Tools and Tests:

- **CLBA /CLBLA**
- **CLBPT / CLBLPT**
- **ELTPA**
- **WLA**
- **BTC**
- **Future tests possible.**

STEPS IN THE COORDINATED LANGUAGE ASSESSMENT AND REFERRAL SYSTEM PROCESS



What is New – What Will Change

Existing Practice

- ❑ Separate approaches for assessment and referral for LINC and ESL
- ❑ Centralized Assessment Centres serve only LINC-eligible clients
- ❑ Assessment tools/tests vary in standard and application

New Practice

- ❑ One common approach to A&R for all LTPs in Ontario
- ❑ Centralized CLARS serve all ESL/provincial and LINC/federal clients
- ❑ One standardized set of tools/tests, CLB based, applied by trained and certified assessors

Existing Practice

- ❑ ESL/FSL learners assessed at LT site and registered at class site on arrival
- ❑ Learners fill classes based on local promotion, word of mouth, proximity
- ❑ Learners may have different language training and progress records in different systems

New Practice

- ❑ Learners directed to CLARS first for language assessment; register at class site after referral to best fit class(es)
- ❑ Learners given a range of options based on their needs
- ❑ All learners assigned unique identifier and tracked in one common data base (HARTS)

Existing Practice

- LT classes promoted through SPO own independent channels
- LTP may manage both LT and assessment activities
- Instructors may also be part time assessors

New Practice

- LT classes are all profiled in central searchable data base in HARTs (for each community)
- LT provider manages only LT, not assessment (**Third Party Principle**)
- Instructors may become **EITHER** assessors in CLARS centres **OR** continue to teach – **NOT BOTH**

Questions to this point?

Phased Implementation of CLARS

Main Phases for Phased Implementation of CLARS

- **Phase 1: *CLARS Centre Selection***. April 2013. Agreements for service delivery negotiated with two governments
- **Phase 2: *Regional Preparation for Implementation***. Orientation Workshops, regional training sessions for LTPs and CLARS Centres, other supports, tailored to regional readiness
- **Phase 3: *CLARS Pilot Expansion***. All regions apply CLARS model, over time, select tailoring and evolution toward standard, lessons learned and model refinement
- **Phase 4: *Formal CLARS Implementation***. Follows completion of pilot testing, full implementation
- across Ontario

18 CLARS regions in Ontario

CLARS services available in all locations where language training is offered

◆ <i>Pilot Regions</i>
◆ London
◆ Kitchener-Waterloo-Cambridge
◆ Kingston-Belleville
◆ <i>Remaining Regions</i>
◆ Toronto
◆ Peel-Halton
◆ York - Simcoe
◆ Ottawa
◆ Hamilton
◆ Windsor
◆ Durham
◆ Niagara
◆ Guelph
◆ Thunder Bay / Northern
◆ Peterborough
◆ Cornwall
◆ Brantford
◆ Sudbury / North Bay
◆ Sarnia

3 rounds of regional implementation over 2012-2013

Round 1 (8)	Round 2 (6)	Round 3 (4)
London Kitchener-Waterloo Kingston & Belleville Guelph Niagara Brantford Peterborough Cornwall	Peel – Halton Hamilton Sarnia York Durham Toronto	Windsor Thunder Bay Sudbury Ottawa

- ◆ How were regions selected for the three rounds?
 - Regional/community readiness
 - Strength of CLARS proposal to CFP
 - Completed agreement with CLARS organization
 - Completed training on CLARS Operating Standards
 - Readiness of new CLARS Centres

Implementation Components: FSL/CLIC Inclusion

- Federal (CLIC, etc.) and Provincial (FSL, etc.) French LT included in CLARS
- Ottawa, Toronto, Peel, Windsor, North Bay
- Relevant elements/policies for French CLARS to be tested before implementation

Phase 1: CLARS Centre Selection

- CFP issued across Ontario
- Selected organizations announced in April 2012
- Agreements negotiated with CIC & MCI for services to be delivered against standards

Phase 2: Regional Preparation

- Settlement agencies, LT providers, CLARS Centres
- Community Partnership Committees – collaborative planning
- Orientation Workshops
- All organizations orient/train staff and volunteers
- Apply new practices and protocols
- Ensure HARTs readiness
- Organize resources to support new approach and increased demand where relevant
- Plan transition to fit timing of regional, phased implementation

Phase 2: Regional Preparation

- School Boards – HARTs Readiness

- During learner registration at school boards, all learner data (returning and new) collected
- Data is entered into HARTs with unique file for each learner (entry by school board and/or HARTs or template)
- Data clean-up ongoing from across the school year
- School board course data entered into HARTs

Phase 2: Regional Preparation LINC/CLIC Providers – Supplemental HARTs Readiness Training

- LINC Programs to enter new course descriptions
- Classes will be described using Canadian Language Benchmarks levels.
- LINC providers already using HARTs, so supplemental training where needed on revised functions/format of new CLARS-adapted HARTs

Phase 2: Preparation for Implementation

Readiness Checklist

- training staff;
- assessing equipment needs;
- HR impacts;
- communicating new practices;
- getting HARTs-ready:
 - migrating learner data;
 - preparing course profiles in HARTs;
- developing procedures for intake / attendance / promotion / withdrawal; addressing changes in the classroom.

Phase 2: Regional Preparation - CLARS Centres Preparation

- adding assessors / staff;
- training / certification on assessments;
- infrastructure changes / additions;
- full training / application of protocols, CLARS operating standards;
- HARTs training / practice
- Community Partnership Committee (CPC)

Phase 2: Regional Preparation

- Support by MCI / CIC

- CLARS Orientation Workshops
- Advising formation / approach re. Community Partnership Committee
- Further training
- HARTs training
- Funding the migration of ESL Learner data to HARTs (MCI)
- Operational Guidelines for CLARS Centres;
- Guidelines for LTPs
- Identifying and promoting the new practices and protocols
- Timetable for phased implementation for each region

Phase 3: CLARS Pilot Expansion

- All regions adopt CLARS model, on a phased schedule
- Applying lessons learned during initial pilot to adapt and refine model
- Common model across Ontario, rolled out in phases.

Question and Answer
to this point
&
Other Feedback

CLARS Assessment Centres

What Happens at a CLARS Centre

Assessment appointment booked on HARTs by LTP, Assessment Centre, or other settlement agency / SPO.

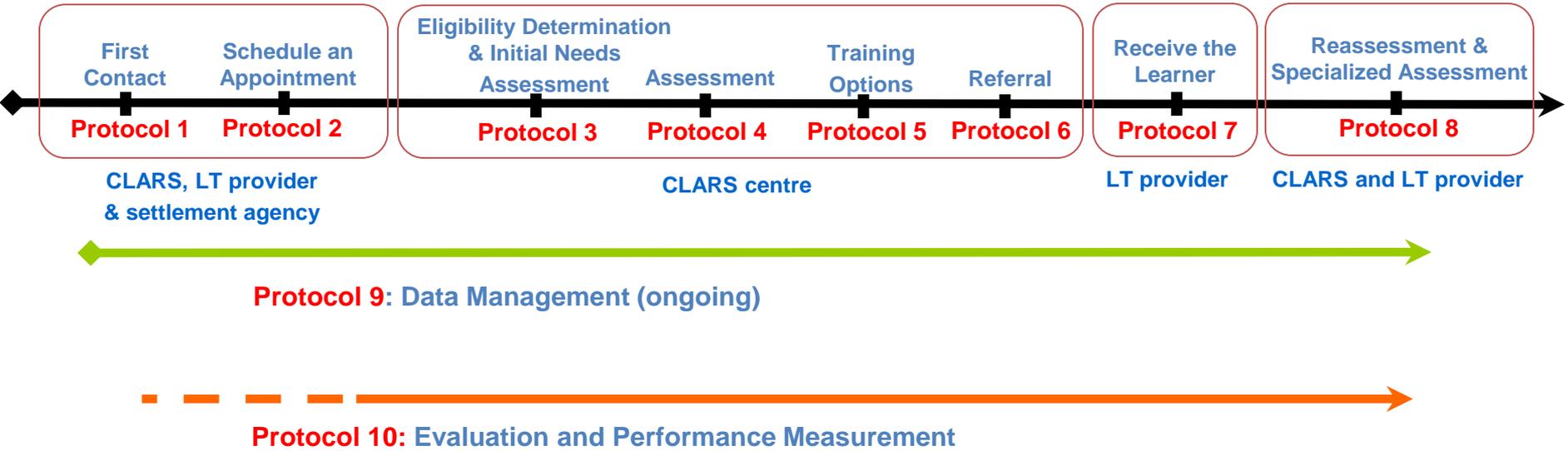
CLARS Centre:

- Screens for eligibility
- Provides intake/needs assessment re. learner's education, career goals, integration needs.
- Assessment using standardized tools, including literacy
- Provides language training options and information for other settlement needs
- Creates a learner file in HARTs, records assessment results and notifies the selected course LTP regarding the referred learner via HARTs

Relationship with LTP

- Assessors need to have a clear understanding of courses, features i.e. child care, special programming, etc.
- Assessors attend CPC meetings to share information, identify trends, problem solve, provide support
- Increase communication with LTPs to ensure understanding of benchmarks and placement
- Increase communication with LTPs regarding 'hard to place' learners i.e. learners with a wide range in benchmarks or special needs which may require a discussion with LTP to help decide where they would fit best
- LTP contacts CLARS centre through the HARTs system to request referrals
- LTP makes assessment appointments for learners

STEPS WITH PROTOCOLS IN THE COORDINATED LANGUAGE ASSESSMENT AND REFERRAL SYSTEM PROCESS



Assessor Requirements

- CLARS Centres will be able to conduct assessments using all eligible tools.
- Every assessor must be trained and certified to conduct the CLBA and/or CLBPT.
- Specific professional standards for assessors as recommended by the CLARS Advisory Committee:
 - Newly hired CLARS assessors recommended to have a valid TESL Ontario Accreditation at the time of hiring.
 - Work experience in the field of language training and/or settlement is an asset.
 - An understanding of the Canadian Language Benchmarks and their application.
- “Grandparenting” can apply to current assessors

Managing Scheduling of Assessment and Referral Services

- All clients must be assessed prior to being placed in classes
- Backdating not condoned by either funder
- Available at times reflecting scheduling of language training courses
- Should be provided within two weeks of request for assessment
- Wait times for appointments should be managed closely
- Itinerant assessment and referral services only as outlined in the CLARS Guidelines
- CLARS Centre should take measures to manage peak demand periods (3 to 4 weeks prior to Labour Day, prior to the January class start date and April)
- LTPs also have a role in managing the peak demand period by promoting the importance of getting an assessment done prior to start dates.

Itinerant Services

<p>◆ Scheduled Itinerant Service</p>	<ul style="list-style-type: none">● Situated in a number of sites – possibly a language training provider site, community centre, Settlement Centre/NIC, ERC/Employment office,/library, elementary-secondary school, college● Assessor travels from site to site on a set schedule● Most efficient to administer R and W assessments to a group of clients. L/S still needs to be administered one-on-one● Based at a fixed service CLARS Centre● Locked files to store supplies at the frequently visited sites, ensuring test security● Appointments could be made online knowing the visit schedule
<p>◆ On-Demand Itinerant Service</p>	<ul style="list-style-type: none">● Similar to Scheduled Itinerant services● Travels to area when requested● Option to administer R and W assessments to a group of clients. L/S still needs to be administered one-on-one.

Guidelines for Implementing CLARS Assessment Centres in Ontario

See hand-out of Table of Contents

CLARS Centres - Phased Preparation (some elements concurrent)

- Negotiate contribution agreement with MCI & CIC to cover operations of CLARS Centre(s)
- Help convene and join Community Partnership Committee (CPC)
- Resource added assessors and staff
- Train and certify on bank of required tests
Address infrastructure changes/additions
- Apply full protocols and CLARS Centre operating standards
- Engage HARTs and practice/ensure fluency in use
- Provide input on timing & phase-in for expanded pilot for that region, consistent with Ontario wide-plan and timetable (with CPC and two governments)
- Enable outreach and promotion on launch of CLARS and timing

CLARS and Language Training Providers

Whats changed

On first arrival (particularly at an ESL site)

- registration on site
- assessment (placement)
- enrolment in a course
- assessment (in-class)
- continue in same course/promotion
- grey register

Under CLARS...

- ~~Registration on site~~ client referred to CLARS
- ~~Assessment (placement)~~ & referral – happens at CLARS Centre
- Enrolment in a course course must exist in HARTs
- Assessment (in class) CLBs reviewed/changed in HARTs
- Continue in same course/promotion new course must exist in HARTs or client referred back to CLARS
- Grey register HARTs generated; attendance entered in HARTs

New Protocols for LT providers

- **Protocol 1 – First Contact**
 - check interest in LT; introduce LT menu; note assessment step; explain scheduling; note eligibility requirements
- **Protocol 2 – Scheduling an Appointment**
 - Assist learner or advise on how; check eligibility; act online or via telephone; contact CLARS Centre, request appointment; inform learner of appointment and documentation required
- **Protocol 7 – Receive the learner**
 - Receive learner at course site; check assessment and referral results, status docs and HARTs referral record; check seat availability/waitlist; make attending in HARTs

LT Course Profile

- All LT courses offered by LTPs in Ontario must be listed in course database within HARTs
- LTP to accurately and fully describe the course, complete the course template and enter into HARTs
- LTP to keep each course profile up to date, including informing CLARS Centre of any profile changes
- Assessment Centres will search the course database using field descriptors that define the learners assessment results and needs (i.e. CLB level, site proximity, preferred time, child care, etc.) and discuss LT options that best match the needs of the learner

Waitlists

Waitlist for Initial Placement

- Individuals who are new to a language training program and who were not referred due to a lack of classroom or child care space or licensed child care seat.
- First priority for placement.

Waitlist for Re-Admission

- Individuals who have left the program and are now seeking re-admission to a language training course.
- Second priority for placement.

Waitlist for a Transfer

- Individuals who are already in a language training program but in a course or location that is not their preference.
- Third priority for placement.

Concern for Loss of Learners and Inactive Learners

- Perception that we are in danger of **losing learners** if they are not referred to/referred back to our program by the CLARS Centre
- CLARS Centres will be situated in the community to optimize access and convenience, proximity to transportation routes, proximity to/co-location with other settlement services, and relevant available open hours
- Principles:
 - Learner is independent and not assigned to any LTP until he/she is assessed and referred
 - Course selection driven by learner needs and interests

Building a Collaborative LT Community

- LTPs in each community to meet with CLARS Centre representatives (and other key settlement stakeholders, if relevant) to create/maintain a Community Partnership Committee
- Key to planning a LT system that meets needs of all learners in that community
- Also key to identifying and managing challenges to CLARS implementation

Community Partnership Committees

Goal:

- CLARS Centre, LTPs and other stakeholders consult and advise, contributing to the collective success of the implementation of CLARS in their community.

Community Partnership Committees

Objectives

- To help promote adoption of CLARS among relevant community constituents;
- To identify and understand local conditions relevant to success;
- To develop strategies to advance CLARS in a rigorous and consistent fashion across the community;
- To provide advice/guidance on problems that arise during the implementation, especially where those issues relate to constituent involvement and practices;
- To help monitor the CLARS progress and help identify problematic trends/patterns that may need to be addressed.

CPC

Regional Supply and Demand Analysis

Analysis of each region using HARTs reporting data:

- numbers of learners and where they live;
- number of training sites;
- number of assessments of new learners;
- number and location of LTPs;
- geographic distribution of courses offered
- number of CLARS Centre sites;
- number of assessors, full time and part time

CPC

Regional Supply and Demand Analysis

- Data mapped onto regional geographical map to portray the current pattern of supply and demand
- Gap and trend analysis
- Combined totals and maps used to inform projected CLARS assessor capacity, infrastructure and location patterns
- Definition of each region (including communities within) and total projected annual assessments for each region included in CFP to reflect expected 'assessment demand'

Service Delivery Principles

- **Third party rule** – A school board/SPO/organization that delivers LT cannot also deliver CLARS services or conduct assessment and referral/placement; nor can it own, control or have a legal relationship to a CLARS organization.
- **Co-location** – A CLARS centre cannot be co-located with a SPO providing LT, except in extraordinary circumstances and where approved by both governments.
- **Assessor–Instructor Separation:** An assessor employed by a CLARS Centre cannot also instruct LT or provide any LT services to immigrants in the community; similarly an active LT instructor cannot take on a role as assessor through a CLARS organization.

Staff and HR Considerations for School Boards

- Some staff who provide both LT and assessment services will have to choose one or the other (instructors can stay with LTPs, assessors can become candidate employees of a CLARS Centre)
- Front line staff of school boards may also be affected as these organizations reconfigure the whole LT process to fit with the new conditions
- School boards affected will want to discuss the options for reconfiguring and reforming roles with those affected including employees and unions where relevant
- School boards affected will want to plan a transition path and timetable to fit with the launch of CLARS

LTPs - Phased Preparation for CLARS (some elements are concurrent)

- Migrating ESL Learner data to HARTs (school boards)
- Profiling courses in HARTs
- HARTs training, practice
- Participating in CLARS Orientation Workshops
- Community Partnership Committee (CPC) to enable collaborative LT planning and implementation of CLARS
- Applying new practices and protocols (# 1, 2, 7) in operations
- Identifying and addressing any org & HR impacts

Guidelines for Language Training Providers for CLARS

See hand-out of Table of Contents

Readiness Checklists

- In regional table groups (CLARS Centres, LTPs)
Review Readiness Checklist (LTP or CLARS list)
- For each item, assign a priority related to your region and organization (1= Must do, 2= Ought to do, 3= Nice to do). Add 'other consideration' items if needed
- Note those items where government or other outside support will be needed (note type of support)
- Share results with whole group (main priorities, challenges arising, main areas where support needed)
- Hand in one form per regional table group/organization (each region = one form covers all LTPs, one for the CLARS organization)



Lunch

CLARS Implications for Language Training

Vision for the LTP

- CLARS centre is the entry for CIC and MCI-funded language training programs.
- LTPs and regional CLARS Centre a community joined by a web-based data management system (HARTs).
- All courses will be in the HARTs database.
- Additional supports such as child care or transportation also noted.
- LTP makes preliminary determination of eligibility for publicly-funded language training. Assessment appointments can be booked directly in HARTS.
- A learner who comes with a current assessment (within last 12 months) can be enrolled in an appropriate level.
- Because learners will have the option of being directly referred to your program, you will be able to manage enrolment & withdrawals in your courses.
- Language proficiency updates will also be recorded in HARTs

Learner Routing and Receiving

Using the list of training options, the learner will be able to choose the course s/he wishes to attend based on availability.

Learner options:

Option 1

Choose a course while at the CLARS Centre:

- Learner goes to the LTP and is made attending according to Protocol 7.
- LTP then follows established procedures to complete the referral in HARTs.
- If the learner referred to one course offered by a given LTP and chooses to attend another appropriate course with the same LTP, LTP can both refer and make attending the learner

Option 2

Take list of options, decide later:

- Learner goes to an LTP offering a course he/she is eligible for
- LTP searches the HARTs database to ensure that the learner's assessment has not expired (within last 12 months)
- LTP sends a request through HARTs to CLARS to have the student referred to a specific course at the location.
- LTP makes attending the learner.

Option 3

Go to a different LTP site from the one originally referred to:

- New LTP can send a request through HARTs to CLARS to have the learner referred to a specific course at that location
- LTP makes attending the learner.

Attendance Recording & Monitoring

- LTPs need attendance policies and procedures to keep course lists up-to-date.
- Instructors rely on course registers for an accurate snapshot of their course, identifying active learners, and making decisions about inactive learners.
- Administrators also rely on up-to-date and accurate course registers for reporting and statistical purposes.
- Frequent and timely updating of attendance records through HARTs ensures that course registers are current.
- LTPs should develop a system of collecting and entering attendance information into HARTs and printing updated registers on a regular basis.

Tracking and Reporting – HARTs

- a web-based client management database
- has been used at the LINC assessment centres in Ontario to capture and track learner data such as:
 - background information,
 - assessment results, referrals,
 - course enrolment,
 - settlement and other needs.
- Under CLARS, HARTs will continue to collect client information for all LINC and ESL eligible clients
- can provide LTPs with all information and statistical data pertaining to their learners, locations, and courses
- can provide valuable data to CPCs, funders to identify trends, gaps

Tracking and Reporting – HARTS Reports

1. Standard Reports

- Standard reports are readily available for quick reference e.g.
 - **Attendance Report**
 - **Monthly Report**
 - **Language Report**
- Information such as
 - **new clients,**
 - **returning clients**
 - **client attendance history**
 - **progress and withdraw clients**
 - **languages spoken by clients**
 - **monthly attendance per course per site**
 - **other pertinent information**

Tracking and Reporting – HARTS Reports

2. **Dynamic Reports**

- Dynamic reports allow you to build your own report from the available fields of data. Through step-by-step screens, the built-in wizard help you build the desired report.
- Allow for more complex reports on many kinds of course and learner data in HARTs.

LTP HARTs Readiness

Stage I

- All learners are assigned 4 CLB
- All learners are on one master list (spreadsheet)
- All courses have descriptions in HARTs
- All courses are identified by 4 CLB

LTP HARTs Readiness

Stage II

- All courses are entered into HARTs, activated
- All learners are entered into HARTs
- LTP continues to enter all **new** and **returning** learners to HARTs
- LTP continues to progress learners using HARTs

Placement and Promotion

Current Practice (MCI-funded programs)	New CLARS practice
Learners enrolled in a course	Assessment CLB s entered into HARTs; referral is made
Attendance captured on Grey Register (ESL/FSL)	Attendance captured on <u>HARTs</u> register
Learners are assessed & progressed in class	Learners are assessed and progressed – new CLB s entered into HARTs
Learners exit program	Learners' CLB s entered into HARTs

How Are Learners Placed?

Placing learners in skills-based courses (L S R W) according to **CLBs** and client's expressed needs

- Placement for those courses would be guided by the related **CLBs**

How Are Learners Placed?

Integrated courses that cover all skill areas:

“When placing learners into integrated courses that cover all four skills, the assessor must review the class curriculum focus and program organization at each (LTP) site as well as the factors that the assessor considered when making the holistic decision assigning the Benchmarks. Keeping these in mind, in a holistic deliberation on where to place a learner in an integrated course, more weight should be given to the learner’s listening and speaking Benchmarks in order to build learner success.”

Emphasis on Listening & Speaking in referral to all-skill courses

Placing learners by first considering listening and speaking scores:

- addresses a learner's need to participate in the classroom.
- Learners who cannot speak or listen at the class level cannot understand the teacher's directions or speak to fellow learners.
- Build success by ensuring students can communicate orally at the class level.
- Placing learners in classes on the basis of their oral skills rather than on their lowest benchmark only (which is common at some language training sites) reduces student frustration and the range of levels in the class.
- Narrow range of levels ideal for student
- Easier to differentiate reading and writing tasks than listening and speaking activities

What's Changed for my LT Course?

Need to have...

- course focus (e.g. writing for academic prep)
- course CLB range (e.g. CLB 6-8)
- assessment tools for in-class assessment
- assessment tools for exit / promotion

What's Changed for my LT Course?

Need to know...

- when to update course profile and why
- when to change course CLB
- the implications of assessment results for my learners

What's Changed for my Learners?

My learners need to know ...

- their placement assessment benchmarks
- their current benchmarks
- reason for promotion or continuing in same class
- options available to them if they withdraw from a course

Changes at my Location

Need to ...

- learn course profile and CLB ranges of all courses offered at my site
- display Can-do checklists in class
- course outline in class
- engage in ongoing dialogue with colleagues for promotion and referral to other courses
- engage in ongoing dialogue with my learners regarding assessment, promotion and referral to other courses

Best Practice

Display...

- all course outlines in a visible area
- CLB posters for all levels (Can-do Checklists) displayed prominently
- learning path for the location (i.e. all class profiles, CLB range, course timetable, etc.)
- contact information for site
- feedback box
- other

Q & A and Feedback

Follow-up & Action Planning

Community Partnership Committee

- In regional mixed table groups (table group includes both CLARS Centre and LTPs)
- Review CPC Terms of Reference
- Create a draft first/next meeting agenda for your regional CPC in the format:
 1. What we will need to continue doing as a region (top 3 items)
 2. What we should stop doing as a region (top 3 items)
 3. What we must start doing as a region (top 3 items)
- Share results with whole group (top 3 items in each area)
- Hand in one form per region

Where to From Here

- In regional mixed table groups (table group includes both CLARS Centre and LTPs)
- Build a preliminary action plan for follow up after this session
- ACTION PLAN: Using template provided....
 1. List main action steps to address the Priority 1s in your two Readiness Checklists (CLARS + LTPs)
 2. List main action steps to start/advance your Community Partnership Committee (CPC)
 3. Outline who and how would create a regional/community *transition plan* to enable and guide your community partners during the preparation (Phase 2) leading to the Expanded Pilot (Phase 3)
 4. Look ahead to training sessions – which reps and how many projected to attend from your region (LTPs, CLARS staff)
- Share results with whole group (main actions/ focus of actions)
- Hand in one form per region

CLARS Pilot Expansion

- HARTs transition and training
- CLARS Centres preparation and training
- LTP preparation and training
- CIC and MCI support for preparation and training for CLARS Centres and LTPs
- Expanded Pilots in remaining regions

Informing Your Organization's Staff

- Review take away package of slides and hand-outs for use in briefing in back home settings
 - Orientation Materials and Briefing Package:
www.hartssystem.ca/clarsorientation
-
- Briefing PPT deck
 - Briefing Hand out package
 - Readiness Checklists (CLARS, LTPs); Action Plan
 - CLARS Introductory video
 - CLARS Centre Operating Guidelines
 - LTP Guidelines for CLARS
 - Operating Standards for CLARS
 - New Language Placement and Progression Guidelines



Coordinated Language Assessment and Referral System (CLARS) Supporting Language training for immigrants in Ontario

Background

As you may know, the federal and provincial government departments responsible for immigration (Citizenship and Immigration Canada and the Ministry of Citizenship and Immigration respectively) under the COIA Strategic Plan have undertaken to create a new coordinated approach to language assessment and referral based on common standards and protocols and delivered in a consistent fashion across the province. This vision of a new common approach is called CLARS. The government partners created an advisory group of language training and assessment experts and representative stakeholders (the CLARS Advisory Committee) to provide advice on the details of the new CLARS and how it should be implemented. The committee has been convened and working continuously since July 2009. The design, elements and related policies for CLARS have all been developed and refined and are ready for implementation. The new CLARS model and approach have also been successfully piloted in three Ontario communities

Following the CLARS Orientation Session for each region, participants who wish to access certain documents to assist them in briefing their back home staff and colleagues on CLARS Implementation, or to access key CLARS Guideline documents, can do so by clicking on the relevant links below to access the document/file:

-  Briefing PPT deck for use by participants in back home organizations
-  Briefing Hand out package for use by participants in back home organizations
-  Readiness Checklist (CLARS)
-  Readiness Checklist (LTPs)
-  Action Plan template
-  CLARS Centre Operating Guidelines
-  LTP Guidelines for CLARS
-  Operating Standards for CLARS
-  Intro video of two learners in CLARS for use by participants in back home organizations

 **Need help? Contact the Helpdesk**

Follow-up to Today

Additional comments or questions arising from today can be sent to :

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Thank you....