

# PROMISING PATHWAYS

High School and Adult Programming  
Options for English as an Additional  
Language (EAL) Youth



Version 2.0



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Promising pathways : high school and adult programming options for English as an additional language (EAL) youth, version 2.0

Includes bibliographical references.

ISBN: 978-0-7711-6335-7 (print)

ISBN: 978-0-7711-6334-0 (pdf)

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Manitoba Education and Training  
Winnipeg, Manitoba, Canada

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This resource is available on the Manitoba Education and Training website at [https://www.edu.gov.mb.ca/k12/cur/eal/promising\\_pathways/index.html](https://www.edu.gov.mb.ca/k12/cur/eal/promising_pathways/index.html).

Available in alternate formats upon request.

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# Acknowledgements

*Promising Pathways: High School and Adult Programming Options for English as an Additional Language (EAL) Youth* was initially developed in 2009 through the cooperative efforts of Manitoba Education and Training, Manitoba Labour and Immigration, and Manitoba Advanced Education and Literacy. The document was updated in 2019 to reflect current programming options.

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# Introduction

*Promising Pathways: High School and Adult Programming Options for English as an Additional Language (EAL) Youth* was written to familiarize educational advisors with the various educational options available for young adult English as an additional language (EAL) speakers who are new to the Canadian education context. Newcomers learning English are referred to as English as an additional language (EAL) students. Adult newcomers who are learning English may also be referred to as English as a second language or English as a supplemental language learners. This document uses EAL to refer to all English language learners. The information was initially compiled through collaboration among the departments of Manitoba Education and Training, Labour and Immigration, Advanced Education and Literacy, and the Winnipeg School Division. The document was updated in 2019 to reflect current resources and programming options.

Immigrants and refugees who arrive in Canada as older teenagers and young adults face several challenges as they attempt to realize their dreams for education and employment. Not only must they adjust to a new geographical home and culture, but they generally need to learn or to improve their knowledge of one or both official languages, to transfer and complete education, and to gain access to the programs that will develop the skills they need for satisfying employment. Students who bring a strong educational background with them will likely proceed, given time and appropriate EAL support, into the usual post-secondary options. Others will pursue employment goals.

However, if students have limited formal education,\* the challenge is compounded. The usual route to graduation from a public high school into post-secondary education or skilled employment may not be feasible due to the time required to learn the language and complete a Grade 12 diploma. Students and their advisors may not be aware of the possibilities that exist within Manitoba high schools and adult programming.

When students are reaching the age of 18 and require further work to complete their high school graduation requirements or to continue developing their knowledge and improving their skills for future education or the workplace, there are many pathways that they can take. However, if those students are relatively new to Canada and are still developing their academic English language skills, especially if they have significantly interrupted prior schooling, it is especially important to ensure that they understand the available programs and what those programs lead to.

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\* Youth with limited formal education may present with a range of experiences. These experiences could include having no opportunity to attend school in their previous contexts, having significantly interrupted schooling (e.g., in the cases of some youth from refugee or war-affected circumstances), or having fulfilled all the educational opportunities that were available to them in their previous contexts (which may differ substantially from the range and length of schooling opportunities available in Manitoba).

Newcomers come with a range of experience and information

- some may not have opportunities for multiple options regarding their educational pathways
- some may have received incorrect, incomplete, or outdated information
- some are operating on assumptions about schooling based on their previous country

With respect to language development, most research agrees that students can learn to communicate interpersonally in English fairly well within one to two years, but that it takes at least five to seven years to gain academic language skills equivalent to their English-speaking peers. Students who have significantly interrupted formal education and limited literacy skills in their primary language will require even more time, possibly ten or more years. For older EAL learners, this presents several challenges such as

- meeting the language requirements of senior high school or post-secondary course work
- appearing to be ready for more challenging work because their social language skills are adequate, while their academic language skills or foundational subject-area knowledge may not yet be at a level required for accomplishing a range of more demanding tasks
- being limited to less challenging courses based on their prior learning
- being limited by school personnel's assumptions about their interests or abilities
- fulfilling family and other adult responsibilities that may prevent attendance in full-time school programs

It is essential that advice about appropriate educational options for EAL students is based on a thorough interview that takes into account their educational history, EAL assessment, short- and long-term goals, and other factors such as family life and work needs (see [Choosing the Appropriate Pathway](http://www.edu.gov.mb.ca/k12/cur/eal/intake-process/sy/index.html)). Visit [www.edu.gov.mb.ca/k12/cur/eal/intake-process/sy/index.html](http://www.edu.gov.mb.ca/k12/cur/eal/intake-process/sy/index.html) to access the following resources that can be used to assist school personnel in obtaining the necessary information to appropriately advise learners and families:

- **EAL Intake Process:** An initial English language inventory for school divisions to determine the Stage of EAL of each learner when they first register in a school.
  - **Orientation Checklist:** A brief checklist of the various aspects that school staff need to address with the student and/or the family.
  - **Initial Meeting Form:** An interview template used with families to ascertain a student's personal, family, and medical information; previous residency; linguistic and educational profiles; and legal status in Canada.

- **Linguistics and Mathematics Inventories:** Forms used for an initial assessment of a students' English language and mathematics skills.
- **EAL Student-Specific Learning Plan (SSLP) Sample and Template:** A sample SSLP for EAL students that schools can reference and a template that they can use, where appropriate. (Note: If special education needs are a factor in a particular learner's case, the school support team needs to make a clinical referral.)

Educational options should be based on the best interests of the student and are not related to their eligibility for the EAL Support Grant funding. Note that an interpreter may be needed for a newly arrived student to communicate this information. When possible, it is recommended that a trusted family member or adult from the same language community as the student is used for interpretation. Alternatively, the Winnipeg Regional Health Authority (WRHA) offers Language Access Interpreter Services for a fee.

### **WRHA Language Access**

425 Elgin Avenue  
Winnipeg MB R3A 1P2  
Telephone: 204-788-8585  
Email: [languageaccess@wrha.mb.ca](mailto:languageaccess@wrha.mb.ca)  
[www.wrha.mb.ca/professionals/language/index.php](http://www.wrha.mb.ca/professionals/language/index.php)

Students who have been part of a school program may want to involve their EAL teacher, someone who has seen their growth and achievement, for guidance in this process.

#### **Note**

The information in this document has been selected for its possible relevance to older youth and young adults with EAL and/or academic needs. It does not reflect the complete range of EAL and Adult Education programs in Manitoba.

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## Notes

# Academic Programming Options

## Manitoba Public High Schools

### Right to Attend a Public High School and Funding

Students who are under 21 years of age, as of December 31, who have not completed a high school diploma, and who meet certain residency requirements have the right to attend public school in Manitoba. The *Administrative Handbook for Schools* (available online at [www.edu.gov.mb.ca/k12/docs/policy/admin/](http://www.edu.gov.mb.ca/k12/docs/policy/admin/)) describes in further detail the provisions of right-to-attend eligibility criteria for students and obligations of divisions to students with the right to attend. Students who have the right to attend will be funded as full-time students under the Funding of Schools Program and cannot be charged a tuition fee by a school division. Divisions may enrol students who do not meet right-to-attend criteria. Generally, students who are 21 years of age or older, as of December 31, or have a high school diploma, but meet the residency requirements of right to attend, will be funded on a pro-rated basis up to a maximum of four credits.

School divisions may charge tuition fees depending on the residency status of the student.

One of the grants available under the Funding of Schools Program is the English as an Additional Language (EAL) Support Grant. School divisions may claim EAL support for eligible students whose first or primary language is other than English and who require specialized programming and/or additional services. Support is provided for a maximum of four consecutive school years.

Eligible EAL pupils are defined as

- pupils without diplomas who are under 21 years of age on December 31, who require and receive specialized programming and/or additional services to develop English language proficiency
- adult pupils with an EAL plan and demonstrated EAL support and/or who are enrolled in EAL ("E")-designated or EAL specific courses

## Note

The EAL (“E”) course designation is appropriately used for a department-developed or -approved course for which 50% or more of the learning outcomes (as outlined in the curriculum documents or frameworks for a course) have been rewritten to include language and culture learning outcomes drawn from the EAL and LAL (Literacy, Academics, and Language) curriculum frameworks for EAL students at a specific stage of EAL development. When the subject-area curriculum outcomes remain largely the same, but differentiations are made in instructional strategies, processes, reading level of texts, or time allowed, the course receives the regular F, S, or G designation. See [Appendix D: E-Designated Courses](#) for more information.

In addition to EAL curriculum, Manitoba Education and Training has developed Literacy, Academics, and Language (LAL) phases intended to develop foundational linguistic and subject-area knowledge for students with limited or no prior formal schooling. Given the foundational nature of these phases, LAL programming will be more intensive and of longer duration. Furthermore, learners’ literacy and academic learning will continue to require additional support and time as they transition to and continue in EAL and academic programming. LAL learners will normally need more than four years to complete a high school program.

Appendix C of the *Funding of Schools* document and the *Public Schools Enrolment and Categorical Grants Reporting* document should be consulted for complete details regarding funding eligibility and criteria, tuition, and EAL/LAL support. Both documents are available online at [www.edu.gov.mb.ca/k12/finance/fund\\_grant.html](http://www.edu.gov.mb.ca/k12/finance/fund_grant.html). An additional policy that may be relevant is the *Enrolment Cap Policy for International Students in Manitoba Kindergarten to Grade 12 Schools*, available online at [www.edu.gov.mb.ca/k12/schools/docs/enrol\\_cap\\_policy.pdf](http://www.edu.gov.mb.ca/k12/schools/docs/enrol_cap_policy.pdf).

School divisions in Manitoba may enrol age of majority individuals or dependants of parents in Canada with temporary resident status. They may be eligible for provincial funding based on the criteria established in the *Funding for Temporary Residents Policy*, available online at [www.edu.gov.mb.ca/k12/finance/temprespolicy.html](http://www.edu.gov.mb.ca/k12/finance/temprespolicy.html).

Several guides containing valuable information on Manitoba’s Kindergarten to Grade 12 and post-secondary education systems, student life, and culture, as well as tips to help learners adjust to life in Manitoba, are available online at [www.gov.mb.ca/ie/index.html](http://www.gov.mb.ca/ie/index.html).

## Benefits of the High School Setting

Counsellors should work with older students to determine if high school is the best setting in terms of the courses available and the EAL support available. Often it is the best setting, especially for students with significantly interrupted formal schooling, and particularly if a student has already studied in the school and has a network of support for learning and EAL needs. Even students who have completed high school in another country may wish to experience the Manitoba high school setting as a means of upgrading English and academic skills that may not be at the same level as is expected for Manitoba post-secondary programs, or as a means of learning about and sharing the common cultural reference point for young people—high school. Schools could permit such students to attend up to a maximum of four courses beyond graduation.

## Regular High School Programming Options

Depending on the secondary school, EAL students may study courses with the usual “S” or “G” designation, or, if the course outcomes and content are significantly changed to take into account a student’s language learning needs, the course may receive an EAL (“E”) designation. This differentiation should occur in learning outcomes, tasks, and learning resources.

Students may use E-designated Grade 12 courses towards graduation, but post-secondary institutions will not accept them for admission. For this reason, enrolling in a 40E course is not encouraged.

A student who graduates with E-designated Grade 12 courses will need to upgrade to “S” level for post-secondary admission, which can become expensive and time consuming. However, upgrading may be done within the high school setting or through an adult learning centre. The student and parents should be aware of the nature and the limitations of the EAL E-designation before the student begins the course.

## Special Language Credit Option

To recognize that students who come to Canada usually have proficiency in languages other than English or French, the Special Language Credit Option permits the granting of up to four credits, including a Grade 12 credit, upon passing an examination. Information and resources to assist schools in administering this credit can be found online at [www.edu.gov.mb.ca/k12/cur/languages/langcredit.html](http://www.edu.gov.mb.ca/k12/cur/languages/langcredit.html). The Special Language Credit will carry an “S” or “G” designation, depending on the language.

## Specialized Programming for Students with Significantly Interrupted Education/War-Affected Backgrounds

Students who have significantly interrupted formal education may register in several programs designed to provide the intensive support and accelerated learning they need to transition into mainstream education.

Winnipeg School Division operates several literacy centres in high schools throughout the division. Students spend up to 75% of their day in the centres developing oral/written literacy and numeracy skills. The remaining 25% of the day is spent in activity-based language classes. The schools can be contacted directly or a home school can make a referral to a literacy centre.

At this time, similar programs operate in Pembina Trails School Division, Louis Riel School Division, St. James-Assiniboia School Division, River East Transcona School Division, and the Division scolaire franco-manitobaine (DFSM). (Students who have experienced some schooling in French in their home country will often benefit from continued learning in the French language. Their English language needs will also be addressed in the DSFM program.) Other school divisions may have EAL programs in one or more high schools that incorporate intensive support for EAL learners with limited schooling backgrounds. Contact the school division offices for more information.

Manitoba Education and Training has developed a series of comprehensive resources for educators to support youth of war-affected and refugee backgrounds. The *Life After War: Education as a Healing Process for Refugee and War-Affected Children* series and *Building Hope: Refugee Learner Narratives* may be found online at [www.edu.gov.mb.ca/k12/cur/eal/index.html](http://www.edu.gov.mb.ca/k12/cur/eal/index.html).

### Adult High School

The Winnipeg School Division offers daytime regular high school courses and a Mature Student Diploma Program at the Winnipeg Adult Education Centre on Vaughan Street, as well as an Adult English as an Additional Language (EAL) Program at a new, fully operational facility on Portage Avenue.

### Winnipeg Adult Education Centre

310 Vaughan Street  
Winnipeg MB R3B 2N8  
Telephone: 204-947-1674



## Adult Learning Centres (ALCs)

### General Information

Adult learning centres (ALCs) provide opportunities for adult learners to enhance their academic qualifications, develop employment skills, and engage in lifelong learning. The centres offer a variety of Grades 9 to 12 high school credit courses. They enable learners who are 19 years of age or older to complete the Mature Student High School Diploma Program, to obtain courses that are prerequisites for attending post-secondary institutions, or to become more competitive for new employment opportunities. They also enable learners to finish the last few credits towards a regular high school diploma.

ALCs do not charge tuition, but some may charge registration and/or other minor fees.

### Requirements for Registration

While a student must be 19 years of age to be in a Mature Student Diploma Program, all ALCs will accept learners as young as 18 years of age for individual course registrations and some will accept younger learners on a case-by-case basis. More information is available online at [www.edu.gov.mb.ca/all/grad\\_req.html](http://www.edu.gov.mb.ca/all/grad_req.html). ALCs are not required to admit learners under the age of 18, but if they do, they are expected to do so in consultation with the appropriate school to ensure that the learner's best interests will be served by the ALC setting. Learners must be residents of Manitoba.

### Language Requirements

To be successful in an adult learning centre, an EAL speaker should enter with a Canadian Language Benchmark (CLB) level 7 (see [Appendix C](#)). It is not necessary to have had a formal CLB assessment because the ALC can screen for language level as part of the intake process. Some ALCs may be able to provide academic support for EAL learners, but they do not provide language training.

In addition to the Grades 9 to 12 credit courses, some ALCs may provide non-credit basic literacy upgrading for learners with sufficient speaking and listening skills. Some ALCs may provide specialized courses linked to business, industry, or career exploration. Fees may apply.

For a complete list of ALCs, visit [www.edu.gov.mb.ca/all/directory/index.html](http://www.edu.gov.mb.ca/all/directory/index.html).

## Manitoba Adult Literacy Programs (ALPs)

### General Information

Adult literacy programs (ALPs) provide adult learners with opportunities to develop the ability to understand and employ printed information in daily living activities at work, at home, and in the community.

The majority of these programs are part-time. Instruction may be conducted in group settings or one-on-one. EAL learners must be able to understand the language of instruction.

The programming ranges from beginning level to more advanced reading, writing, document use, oral communication, and numeracy upgrading.

### Requirements for Registration

Participants in ALPs should be 18 years of age or older and residents of Manitoba.

For a complete list of ALPs, please visit [www.edu.gov.mb.ca/all/directory/index.html](http://www.edu.gov.mb.ca/all/directory/index.html).

## Supporting Learner Transitions from ALPs to ALCs

ALPs offer instruction based on the Manitoba Stages Framework (Literacy Stages 1 to 3), providing learners the opportunity to complete a Stage 3 portfolio and a Certificate in Literacy and Learning. A learner completing a Stage 3 portfolio may apply to an ALC to have their portfolio assessed and be awarded up to two elective high school credits towards their Mature Student High School Diploma for work completed at the Grades 9 and 10 levels.

The Manitoba Stages Framework was developed to meet the needs of adult literacy learners, and the levels do **not** correspond to the literacy stages described in EAL and LAL curriculum documents developed for use in Kindergarten to Grade 12 schools.

For more information about these adult literacy stages, please refer to the Adult Learning and Literacy Manitoba Stages Framework website at [www.edu.gov.mb.ca/all/stages/index.html](http://www.edu.gov.mb.ca/all/stages/index.html).

### Adult Learning and Literacy

215-800 Portage Avenue  
Winnipeg MB R3G 0N4  
Telephone: 204-945-8247  
Toll-Free: 1-800-282-8069 ext. 8247  
Fax: 204-948-1008  
Email: [all@gov.mb.ca](mailto:all@gov.mb.ca)

The *Certified Adult Learning and Literacy Centres* brochure is available online at [www.edu.gov.mb.ca/all/learners/index.html](http://www.edu.gov.mb.ca/all/learners/index.html).

# General Educational Development (GED) Services

## Purpose

The General Educational Development (GED) is an international high school equivalency-testing program for adults. It consists of a series of five tests in the following areas:

- language arts reading
- language arts writing
- mathematics
- social studies
- science

Adults who pass the five tests receive a GED Certificate. The GED Certificate is not a high school diploma. The GED testing service is not a program and test-takers require good English skills to be successful. An application fee applies.

## Acceptance of the GED

Recognition and acceptance of GED certification varies by jurisdiction and institution. In some jurisdictions, GED test scores are accepted as being equivalent to secondary school graduation requirements for the purposes of employment, promotion, and licensing, as well as admission into apprenticeship programs. Some post-secondary institutions (such as community colleges and universities) may accept GED test scores for admissions purposes.

Adult Learning and Literacy cannot guarantee that a GED certificate will be accepted by employers or post-secondary institutions in every instance. If the GED certificate is to be used for community college, university entrance, or for a job application, that institution or workplace should be contacted to find out if the GED certificate will be sufficient in meeting institutional requirements.

Information about GED testing services, such as test schedules, forms for registering to write the GED, or duplicate GED transcript application forms, are available online at [www.edu.gov.mb.ca/all/ged/information.html](http://www.edu.gov.mb.ca/all/ged/information.html).

For additional information regarding the Manitoba GED testing service, contact:

### **Manitoba Education and Training – Adult Learning and Literacy GED Testing Office**

Room 362, 340–Ninth Street  
Brandon MB R7A 6C2  
Toll-Free: 1-800-853-7402  
Fax: 204-726-6339 or 204-726-6338

## Federally Funded Language Training

Federally funded adult EAL programs are for

- permanent residents who are 18 years of age or older (People who come to Canada can be accepted under several different categories: skilled worker, business class, provincial nominee, family class, or convention refugee. All are considered permanent residents once they have landed in Canada.)
- provincial nominees (including spouses and adult children) who have received their letter of approval from the federal government

**Note:** Refugee claimants and Canadian citizens (regardless of country of birth) are not eligible for federally funded EAL programs. At the time of publication of this document, there were very few provincially funded EAL learning opportunities. Language training options could increase as funding arrangements, program availability, and eligibility guidelines change over time.

### Program Description

Federal adult EAL programs are designed to assist students in developing communicative competence in English. Most adult EAL programs are taught by teachers who are certified by Teachers of English as a Second Language (TESL) Canada.

Federally funded programs serve adult EAL learners through one of two streams:

- Regular stream programming for learners who are literate in their primary spoken language, based on Canadian Language Benchmarks (CLB) Levels 1 to 8.
- EAL literacy stream for participants that have limited or disrupted schooling from their country of origin, and/or limited first language literacy skills. These students are taught using specific methodology, resources, and pacing. Listening and speaking are based on the CLBs. Reading and writing are based on the CLBs EAL for Literacy Learners.

Adult EAL programs are **non-credit** programs. Learners complete portfolio-based language assessment within their courses and are provided with a CLB progress report of their language learning or a Language Instruction for Newcomers to Canada (LINC) Certificate at the end of the term.

There is no tuition charged for federally funded adult EAL programs. Students are permitted to reregister for programs if spaces are available and learning goals are articulated and attainable.

There are a wide variety of program options. Most programs are focused on English for employment and settlement but there may be other programs that focus on specific purposes (technology, occupation or workplace specific language, and academic preparation) or specific language skills (pronunciation, listening, technical reading, business writing, and culture). There may be part-time classes (mornings or afternoons for three hours per day, evenings for two to three hours, or Saturdays) and full-time classes (five days a week for five hours a day). Some programs have continuous intake (learners can start at any time during the year) and some are based on terms. There may be waiting lists or limited accessibility to classes at certain levels or in certain areas of the city.

There are a variety of models: school-based, community-based (women or seniors), neighbourhood programs (part-time in some neighbourhoods), regional programs, and workplace-based.

Adult EAL classes are functionally focused, task-based and learner-centred to help newcomers learn to do many things in English (e.g., apply for jobs, read the newspaper, talk to neighbours, ask questions, find information, discuss opinions, talk to the doctor, provide explanations to customers or clients, read textbooks, pay utility bills).

When a student transitions to adult EAL programming, they will need to get a language assessment through Winnipeg English Language Assessment and Referral Centre (WELARC). Manitoba Immigration and Economic Opportunities (“Job-ready English”) provides the following information about language needed to begin employment, if this is a goal or need.

### **How your Canadian Language Benchmark (CLB) translates to your occupation and your job duties**

Note: The following summary gives a general informational description only and does not represent specific industry standards or take into account specific employer job screening criteria.

**CLB 1–3:** Entry level jobs with little or no language demands may be available to you—for example, working as an office or hotel cleaner with a supervisor who speaks the same first language as you, or a dishwasher or kitchen helper with someone on staff who speaks your first language. You may be able to get a factory job at a manufacturing industry or at a food processing plant or bakery if there are other employees and supervisors already there who speak your language.

**CLB 4–6:** You may be able to get a job such as a child care assistant or home care worker working with the elderly or as a hospital cleaner. Jobs that may be open to you include counter help in a fast food restaurant, cashier, food server or assembly-line manufacturing. You will need at least CLB 6 to work in a retail position or as a security guard or bus driver.

**CLB 7+:** Child care educator and health care aide positions may be available to you, as well as most trades. CLB 8+, you will be able to compete for most professional jobs.

## Winnipeg English Language Assessment and Referral Centre (WELARC)

At WELARC, learners are assessed using the Canadian Language Benchmarks Placement Test (CLBPT) and provided with information on the complete range of adult EAL programming available in Winnipeg.

Assessors and learners will discuss a referral to the most appropriate adult EAL program. Students require a referral from this centre to enter into government-funded programs in Winnipeg. Assessors will assist learners in making an appropriate choice and make necessary registration appointments if needed.

The CLBPT language assessment is a low-stakes placement test used to determine the appropriate level of placement. EAL programs use the information from the WELARC referral (CLB levels and comments) to place the learner in the most appropriate class. Language assessors provide information on settlement or employment agencies or other services as needed by the client.

### Winnipeg English Language Assessment and Referral Centre (WELARC)

400-275 Portage Avenue  
Winnipeg MB R3B 2B3  
Telephone: 204-943-5387  
Email: [info@welarc.net](mailto:info@welarc.net)  
[www.welarc.net/](http://www.welarc.net/)

## Federally Funded Language Training Outside of Winnipeg

Learners outside of Winnipeg can also access federally funded language training. They can visit the settlement agency in their community for information on assessment and referrals to language training.

### **Westman Immigrant Services (Brandon)**

1001 Pacific Avenue  
Brandon MB R7A 0J2  
Telephone: 204-727-6031  
Fax: 204-725-4786  
Email: [info@westmanimmigrantservices.ca](mailto:info@westmanimmigrantservices.ca)  
[www.westmanimmigrantservices.ca/](http://www.westmanimmigrantservices.ca/)

### **Regional Connections Immigrant Services (Winkler, Morden, or Altona)**

Email: [info@regionalconnections.ca](mailto:info@regionalconnections.ca)  
<http://regionalconnections.ca/>

Winkler Office  
2-295 Perry Street  
Winkler MB R6W 4A6  
Telephone: 204-325-4059

Morden Office  
34 Stephen Street  
Morden MB R6M 2G3  
Telephone: 204-822-4387

Altona Office  
30 Main Street  
Altona MB R0G 0B1  
Telephone: 204-324-6858

### **Other Areas of Manitoba**

For other areas of Manitoba, learners can use the following online resources to find a settlement agency in their community that can provide referrals to language training:

Manitoba Association of Newcomer Serving Agencies (MANSO)  
<https://mansomanitoba.silkstart.com/companies/>

Immigration and Economic Opportunities  
[www.immigratemanitoba.com/choose-manitoba/welcoming-communities/](http://www.immigratemanitoba.com/choose-manitoba/welcoming-communities/)

## Adult EAL Online Learning

### **English Online Inc.**

Suite 610-294 Portage Avenue

Winnipeg MB R3C 0B9

Telephone: 204-946-5140

Toll-Free in Manitoba: 1-877-335-7489

Email: [info@myenglishonline.ca](mailto:info@myenglishonline.ca)

<http://myenglishonline.ca/>

- self-directed English lessons online
- teacher support is available
- student must meet eligibility requirements
  - proof of Canadian immigration status
  - a current assessment of CLB language level



## Workplace Preparation (Work and/or Study)

While all immigrant students should be encouraged to complete their high school education if this aligns with the informed choices of the students and their families, some may need to enter the workforce as quickly as possible. The following programs offer a variety of employability supports for immigrant youth. If possible, students who need to find employment should be shown ways to combine work with ongoing education.

### **BUILD Inc.**

Unit 200-765 Main Street  
Winnipeg MB R2W 3N5  
Telephone: 204-943-5981  
<http://buildinc.ca/>

### **Community Living disABILITY Services**

[www.gov.mb.ca/fs/clds/index.html](http://www.gov.mb.ca/fs/clds/index.html)

### **Industry, Training, and Employment Services**

[www.gov.mb.ca/wd/ites/index.html](http://www.gov.mb.ca/wd/ites/index.html)

[www.gov.mb.ca/wd/ites/tes/jobs\\_careers.html](http://www.gov.mb.ca/wd/ites/tes/jobs_careers.html)

### **Life and Employability Enhancement Program (LEEP)**

The Salvation Army Barbara Mitchell Family Resource Centre  
51 Morrow Avenue  
Winnipeg MB R2M 1A5  
Telephone: 204-479-8330  
<https://mansomanitoba.silkstart.com/companies/the-salvation-army-barbara-mitchell-family-resource-centre>

Participants will have access to learning modules to assist them to develop the necessary skills, self-esteem, and confidence to be able to function in Canadian society and access education and/or employment opportunities. Modules will include self- and cultural awareness, communication skills, effectively dealing with emotions, financial skills, employability and job maintenance skills, elements of a healthy lifestyle, understanding the justice system, and rights and responsibilities as a citizen.

The program runs four sessions, each with eight participants. Each session includes six weeks of group-based employment training and ten weeks of supervised work experience and job trial placements, which are expected to lead to employment for the participants. Participants are given close follow-up and support while in both work placements and employment.

The program accepts participants ages 18 to 29, from war-affected countries, facing multiple barriers to employment, and/or receiving Employment and Income Assistance. The Salvation Army also works with local immigrant groups to identify young people who would be suitable for this program.

## **Manitoba Job Skills Development Centre (locations by regions)**

[www.gov.mb.ca/wd/ites/contact.html](http://www.gov.mb.ca/wd/ites/contact.html)

### **Manitoba Start**

271 Portage Avenue  
Winnipeg MB R3B 2A8  
Telephone: 204-944-8833  
Email: [frontdesk@manitobastart.com](mailto:frontdesk@manitobastart.com)  
<https://manitobastart.com/>

### **Newcomer Employment and Education Development Services Inc. (N.E.E.D.S.)**

251 Notre Dame Avenue  
Winnipeg MB R3B 1N8  
Telephone: 204-940-1260  
Email: [needsinc@mymts.net](mailto:needsinc@mymts.net)  
[www.needsinc.ca/](http://www.needsinc.ca/)

Services include

- an introduction to Canadian education for refugee youth aged 6 to 17 who are awaiting placement in Canadian schools
- an employment focus to help immigrant and refugee high school students (Grades 10 to 12) develop the employability skills required to enter and successfully participate in the Canadian labour market
- an after-school youth program to assist newcomer youth with English language skills development and to provide information designed to help the youth to successfully settle and integrate into Canadian society

### **New Directions – Training Resources for Youth (TRY)**

500-717 Portage Avenue  
Winnipeg MB R3G 0M8  
Telephone: 204-786-7051  
Fax: 204-774-6468  
<https://newdirections.mb.ca/training-education-programs/training-resources-for-youth/>

### **Personalized Employment Preparation (PEP)**

Boys and Girls Clubs of Winnipeg

300-61 Juno Street

Winnipeg MB R3A 1T1

Telephone: 204-982-4948

[www.bgcwinnipeg.ca/programs/education-and-career-exploration/  
personalized-employment-program](http://www.bgcwinnipeg.ca/programs/education-and-career-exploration/personalized-employment-program)

### **Youth Employment Services (YES)**

614-294 Portage Avenue

Winnipeg MB R3C 0B9

Telephone: 204-987-8661

[www.youthemploymentservices.com/](http://www.youthemploymentservices.com/)

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## Notes

# Financial Supports

## Canada Revenue Agency Child and Family Benefits

[www.canada.ca/en/revenue-agency/services/child-family-benefits.html](http://www.canada.ca/en/revenue-agency/services/child-family-benefits.html)

- The Canada child benefit (CCB) is a tax-free monthly payment for eligible families to help them with the cost of raising children under 18 years of age. To be eligible for CCB, you must live with the child and be a resident of Canada.
- The child disability benefit (CDB) is a tax-free monthly payment for families with children under 18 years of age who have a prolonged mental or physical impairment. The CCB automatically includes this benefit if your child is eligible.

## Employment and Income Assistance (EIA)

[www.gov.mb.ca/fs/eia/](http://www.gov.mb.ca/fs/eia/)

EIA helps people who have no other way to pay for basic personal and family financial needs. Wherever possible, the program helps them find a job or get back to work. This program does the following:

- provides income assistance to persons in need
- provides employability assessments, personal job planning, work incentives, and other supports to help participants enter or re-enter the labour force
- offers additional financial assistance to persons with disabilities who are receiving income assistance, to help them pay for some of the costs associated with their disability

## Employment Insurance (EI)

Service Canada Centre  
Portage Place Mall, Floor Ground, Unit 122  
393 Portage Avenue  
Winnipeg MB  
Telephone (toll-free): 1-800-206-7218  
[www.canada.ca/en/services/benefits/ei.html](http://www.canada.ca/en/services/benefits/ei.html)

EI provides temporary financial assistance for unemployed Canadians while they look for work or upgrade their skills. To find out if they qualify for this program, students should visit the Service Canada Centre or submit an online application.

## **Manitoba Housing**

2nd Floor-352 Donald Street  
Winnipeg MB R3B 2H8  
Telephone: 204-945-4663  
Toll-Free: 1-800-661-4663  
Email: [housing@gov.mb.ca](mailto:housing@gov.mb.ca)  
[www.gov.mb.ca/housing/](http://www.gov.mb.ca/housing/)

## **Supporting Employment and Economic Development (SEED) Winnipeg Inc.**

80 Salter Street  
Winnipeg MB R2W 4J6  
Telephone: 204-927-9935  
Fax: 204-927-9930  
Email: [info@seedwinnipeg.ca](mailto:info@seedwinnipeg.ca)  
<http://seedwinnipeg.ca/programs>

SEED offers asset-building programs that help participants meet their savings goals, money management classes, and other services.

# Choosing the Appropriate Pathway

## Considerations (Intake Checklist/Questions)

The selection of an appropriate educational pathway should be based on knowledge of a number of factors. Gathering this information should begin when students first arrive and have their language proficiency and academic achievement assessed. It may be necessary to use an interpreter. Teachers should first consult their school and/or divisional administration to determine what options for interpreters exist within the division.

Interpreters can be arranged through Language Access Interpreter Services.

### Language Access

Winnipeg Regional Health Authority  
425 Elgin Avenue  
Winnipeg MB R3A 1P2  
Telephone: 204-940-8570  
Fax: 204-940-8650

[www.wrha.mb.ca/professionals/language/index.php](http://www.wrha.mb.ca/professionals/language/index.php)

In some cases, interpreters may be arranged for newly arrived (up to one year) students through Welcome Place, Accueil francophone, and for immigrant students through the Immigrant Centre. Please note there is a cost associated with the interpreter services. For young people who have more English, it is still important to allow sufficient time for conversations and to give students information both orally and in written form. The variety of options may also be a new experience for some students; students may need time and an opportunity to discuss them with their family or other adults in their community.

Students who are over 18 years of age or not attending high school can go to the Winnipeg English Language Assessment and Referral Centre (WELARC) for CLB assessment and counselling if they want to access federally funded language training (see [page 14](#) for more information).

Considerations for all students include the following:

- age (see [page 5](#) for implications of age)
- residency (both immigration status and place of residence)
- right to attend
- country of birth/other countries of residence, cultural background
- education or learning experiences (school/refugee camp/informal)
- diploma or certificates completed; however, documents may not be available
- work experience (e.g., trades, farming, selling in the market, domestic)

- knowledge of English listening/speaking/reading/writing, as assessed on the Manitoba K-12 EAL stages or, if 18 years of age or older, CLBs
- goals of student and family—short-term and long-term
- financial and settlement supports
- non-school responsibilities (e.g., family, work)

Considerations for students who are currently in school but thinking about leaving include the following:

- why they are considering leaving (e.g., difficulties in courses, discouragement, financial need, family situation, moving)
- what their starting point was and where they are now (education and language, adaptation to Canadian culture, and school environment)
- goals

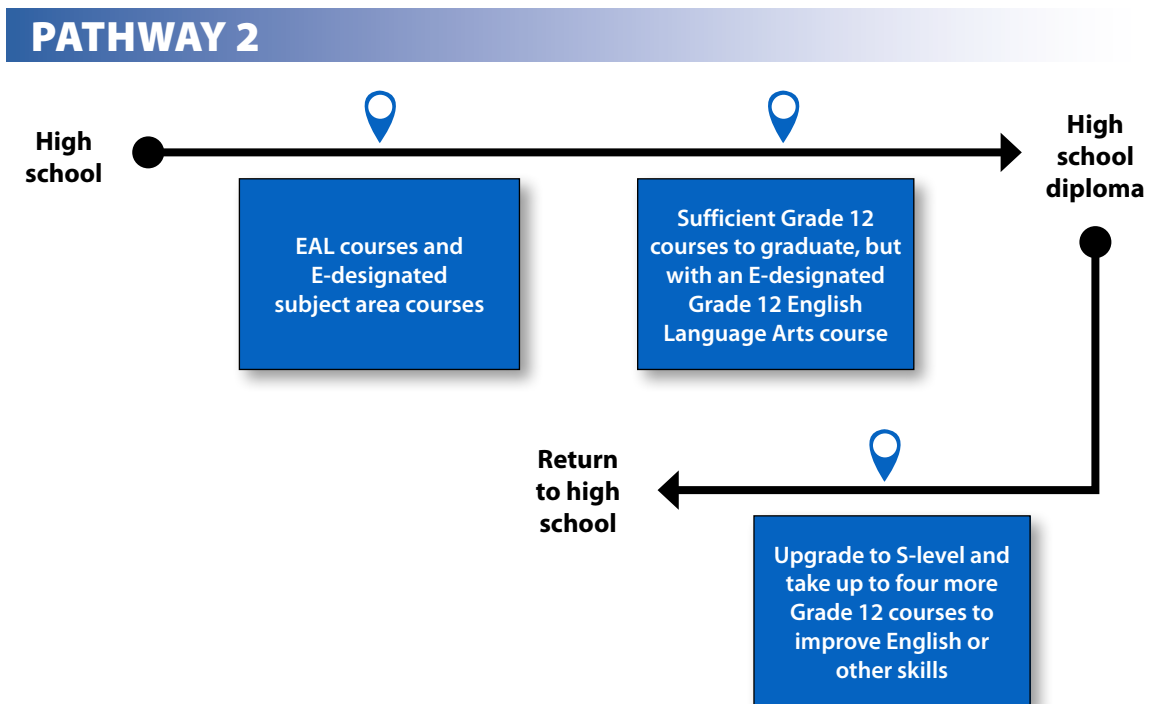
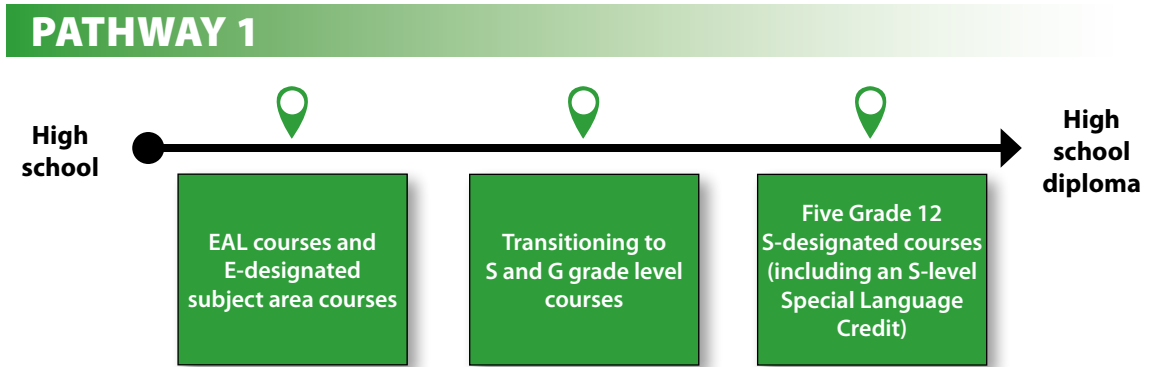
Considerations for when older students with EAL needs have not completed their high school diploma, but are determined to leave the high school setting, include the following:

- It is especially important to encourage them to keep the doors open for education.
- The concept of lifelong learning may not be part of their previous experience, and students need to know that in Canada, they can continue their education through different means and at multiple points in their lives.
- Look at programs where students can continue to learn English and acquire skills, but also continue to get the necessary education. Encourage them to prepare for flexibility in the job market, not just one path.
- Stress that English proficiency will be the most important key to accessing good jobs and future education.
- Stress the need to develop essential skills for the workplace.

When referring a student to a pathway, please set up an appointment and provide the student with name of contact, address and directions, time, and guidance on what to say (e.g., “I want to talk to \_\_\_\_\_ about \_\_\_\_\_”).



Please note that a student can follow many pathways depending on their age of entry, education, interest, skills, and life situation. The following diagrams show examples of possible pathways.



## Scenarios

### Scenario 1

You are advising Roberto, a 17-year-old who has age-appropriate schooling in his first language (he has completed 21 out-of-province and Manitoba credits) but whose English is not strong. He is experiencing family pressure to work instead of going to school, though he would like to complete high school in addition to helping his family financially.

#### Issues to Consider

- When does Roberto turn 18?
- How close is Roberto to high school graduation?
- What is his EAL stage?
- What are his goals?

#### Suggested Response

You can encourage him to stay in school and assist in accessing job-finding resources. It would be appropriate to discuss with the family, and any influential community members who may be involved, the advantages of completing a high school diploma. It may be possible as a compromise for Roberto to consider evening or part-time high school programs if full-time work becomes a necessity. At age 18, Roberto will have access to programs that combine work skills and language in the workplace.

### Scenario 2

Farah is an 18-year-old with limited formal education and wants to register at your high school. The last grade level she completed in school was Grade 6 in her home country.

#### Issue to Consider

- Does your high school have appropriate supports (e.g., an EAL teacher with specialized training and an EAL program for students with interrupted schooling)?

#### Suggested Response

Farah has the right to attend school; the key is to identify the most appropriate supports in the most suitable location. If your school does not have the necessary supports available, it may be appropriate to refer Farah to another high school in your division that does have such supports, or to a school of choice. If Farah chooses to remain in your school, do a thorough assessment of her EAL and prior educational experiences and establish an EAL Student Educational Plan that takes into account both language learning and academic needs.

If Farah turns 19 by the end of December, she would be eligible to enter as a mature student, but you may need to advise her that it will require more than the eight credits to develop the skill levels in order to succeed at the Grade 12 level.

### Scenario 3

Liping is a 19-year-old graduating with mostly E-designated credits. She will need further language and academic upgrading to continue on to post-secondary education.

#### Issues to Consider

- What is the best learning environment for Liping—a high school or an ALC?
- Does she need to work to support herself?

#### Suggested Response

Liping can do four post-diploma credits free of charge at any school or ALC. It is possible that she could stay in high school and repeat her Grade 12 courses at the S-level, and she should be given the opportunity to do so. She may want to take one or two courses at a time along with work or adult EAL. She can attend courses at an ALC, if she prefers.

### Scenario 4

Maurice is a 16-year-old with limited formal education and no literacy skills in his first language. He dreams of being an engineer.

#### Issue to Consider

- How can you help Maurice develop feasible short-term and long-term goals?

#### Suggested Response

Maurice will need help in identifying an appropriate school that has the Literacy, Academics, and Language (LAL) programming support he needs. He will require a thorough assessment and a detailed educational plan. Like many newcomer youth, Maurice has hopes and dreams for his life in Canada. He may need help recognizing which elements of his future goals are attainable in the short-term (i.e., developing literacy skills) and which objectives will be long-term (i.e., post-secondary studies). If gaining admission into an engineering program at a university seems too distant a goal for the immediate future, exploring a related yet more attainable goal in the short-term (e.g., the electrical program at Manitoba Institute of Technology and Trades [MITT]) may be more feasible and appropriate.

## Scenario 5

A newly arrived family in your division enrolls their three adolescent sons, Mikhail (age 16), Tomas (age 17), and Yuri (age 19), at your school. The boys have limited formal education. Within three months, the family decides they want the sons to leave school and go to work instead.

### Issue to Consider

- What information can you provide about future options for Mikhail, Tomas, and Yuri?

### Suggested Response

School counsellors, when possible, should meet with the family to discuss options, and it would also be appropriate to invite a community support worker to the meeting, if available. The most appropriate option for one of the sons may not be the most appropriate choice for all three, so it would also be important to get a sense of what each child's priorities and goals are and advise them accordingly. It is important to make the family aware that part-time and evening school, or returning to school later on after joining the workforce for a period of time, are all possibilities. Ultimately, it is important for the school to let the family know that a variety of educational options exist and to respect the family choices that are made.

## Scenario 6

Hana, a 15-year-old government-assisted refugee (GAR) from Syria, arrived in Canada in December 2015 and settled with her parents and brother in Brandon. Previously, her family spent four years in Jordan, arriving there early after the start of the war in Syria. They rented accommodation, the parents had jobs, and Hana attended school in Jordan. She read about Canadian history in her spare time. At present, the family has saved enough money to be able to buy a house. Hana completed a year of EAL, has won multiple awards for volunteerism, is completing extra credits at summer school, and plans to attend post-secondary.

### Issue to Consider

- Are E-credits necessary for Hana?

### Suggested Response

Hana is successfully meeting academic and language learning goals at an accelerated pace. EAL specialists in the school/division should be consulted and meet with Hana as appropriate to determine if any ongoing supports are needed, but since Hana is doing very well and has plans for post-secondary education, she should be guided in taking regular credits to prepare her for post-secondary education.

## Scenario 7

Prior to settling in Winnipeg, Ahmed, a 16-year-old Syrian youth had lived with his family for several years in a refugee camp in Turkey, where he worked as a butcher to help supplement the family income. He enjoyed this work immensely and was very proud to be able to help support his family.

In Canada, he is required to attend high school. He is not finding his courses relevant or useful, and wants only to resume full-time work as a butcher.

### **Issue to Consider**

- How can Ahmed be supported in pursuing his goal, which does not include finishing high school?

### **Suggested Response**

Options should be explored for Ahmed to participate in vocational education and a co-op program that will support him in his goals. Options could also be discussed for Ahmed to attend school part-time and work part-time.

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## Notes

## Resources

### Manitoba Education and Training Publications

- *Administrative Handbook for Schools*  
[www.edu.gov.mb.ca/k12/docs/policy/admin/](http://www.edu.gov.mb.ca/k12/docs/policy/admin/)
- *Assessment of EAL and LAL Learners: Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming*  
[www.edu.gov.mb.ca/k12/cur/eal/framework/index.html](http://www.edu.gov.mb.ca/k12/cur/eal/framework/index.html)
- *Early Years: Manitoba Kindergarten to Grade 4 Curriculum Framework for English as an Additional Language (EAL) Programming*  
[www.edu.gov.mb.ca/k12/cur/eal/framework/ey/index.html](http://www.edu.gov.mb.ca/k12/cur/eal/framework/ey/index.html)
- *Middle Years: Manitoba Grades 5 to 8 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming*  
[www.edu.gov.mb.ca/k12/cur/eal/framework/my/index.html](http://www.edu.gov.mb.ca/k12/cur/eal/framework/my/index.html)
- *Senior Years: Manitoba Grades 9 to 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming*  
[www.edu.gov.mb.ca/k12/cur/eal/framework/sy/index.html](http://www.edu.gov.mb.ca/k12/cur/eal/framework/sy/index.html)
- *English as an Additional Language (EAL) Intake Process: Early Years – DRAFT (June 2019)*  
[www.edu.gov.mb.ca/k12/cur/eal/intake-process/ey/index.html](http://www.edu.gov.mb.ca/k12/cur/eal/intake-process/ey/index.html)
- *English as an Additional Language (EAL) Intake Process: Middle Years – DRAFT (June 2019)*  
[www.edu.gov.mb.ca/k12/cur/eal/intake-process/my/index.html](http://www.edu.gov.mb.ca/k12/cur/eal/intake-process/my/index.html)
- *English as an Additional Language (EAL) Intake Process: Senior Years – DRAFT (June 2019)*  
[www.edu.gov.mb.ca/k12/cur/eal/intake-process/sy/index.html](http://www.edu.gov.mb.ca/k12/cur/eal/intake-process/sy/index.html)
- *Evaluating Non-Manitoba Course Completions for Senior Years Credits: A Guide for School Administrators*  
[www.edu.gov.mb.ca/k12/docs/policy/op\\_credits/index.html](http://www.edu.gov.mb.ca/k12/docs/policy/op_credits/index.html)
- *Funding for Temporary Residents Policy*  
[www.edu.gov.mb.ca/k12/finance/temprespolicy.html](http://www.edu.gov.mb.ca/k12/finance/temprespolicy.html)

- *Funding of Schools*  
[www.edu.gov.mb.ca/k12/finance/schfund/index.html](http://www.edu.gov.mb.ca/k12/finance/schfund/index.html)
- *Public Schools Enrolment and Categorical Grants Reporting*  
[www.edu.gov.mb.ca/k12/finance/enrol\\_reporting/index.html](http://www.edu.gov.mb.ca/k12/finance/enrol_reporting/index.html)
- *Special Language Credit Option: A Policy and Administrative Handbook for Grades 9 to 12, with Responses to Frequently Asked Questions*  
[www.edu.gov.mb.ca/k12/docs/policy/lancredits/index.html](http://www.edu.gov.mb.ca/k12/docs/policy/lancredits/index.html)





## **Appendices**

Appendix A: Students with Limited Formal Education

Appendix B: Manitoba Senior Years and LAL Stages

Appendix C: Relationship of the EAL and LAL Curriculum Framework to the Canadian Language Benchmarks

Appendix D: E-Designated Courses

Appendix E: Special Language Credit Option

Appendix F: Interpreter Resources

Appendix G: Acronyms and Abbreviations



## Appendix A: Students with Limited Formal Education

Students who arrive with limited formal education tend to have limited academic experiences and knowledge that they can transfer to the learning of English and other subjects in a formal school setting, though they may have well-developed life skills and experiences. Thus, language learning and programming is a more complex and challenging experience for such learners because they will also need to develop foundational academic knowledge and skills (numeracy, science, and other subjects) before transitioning into grade level or adult academic programming. These students will usually require more than the traditional four years of high school to develop the literacy, academics, and language skills needed for many post-secondary options. This can be done through a combination of specific courses for literacy, academics, and language development (LAL) for the first stages and E-designated content courses, followed by carefully supported transitions into regular courses or into some of the adult programs listed in this document. As students may need to combine school, work, and family responsibilities, flexible programming with opportunities to acquire vocational and life skills will be helpful. It is also important for advisors, educators, and support providers to be aware that newly arrived youth, in general, and youth from war-affected and refugee backgrounds in particular, may have unique stresses that can impact health and overall wellness.

### Placement

For students arriving with a background of limited formal education, consideration should be given to both their educational needs and a placement at an age-appropriate grade level. This determination must be made on the basis of each student's circumstances. Age-appropriate placement may be acceptable in one case and not in another. Some students may benefit from being placed in a lower grade level, allowing for more schooling to fulfill their educational needs. Since granting credits does not replace formal schooling, a general rule of thumb is to place arriving students at the Grade 9 level as an initial placement. An education plan should be made based on an interview (with student, parents, etc.), portfolios, and an assessment in language, literacy, and other subjects. This combination of approaches should help confirm the student's appropriate grade level. The intent is to offer these students the foundational schooling that will help them succeed beyond high school.

Consideration may be given to the student's previous complementary education, informal education, and strengths and skills. Credits may be granted following an assessment of the student's abilities. It is recognized that the school, having spoken with the student and parent, and gathered and studied all available and pertinent information, is in the best position to make this decision.

It is important to maintain high expectations of students' future success.

Further information on evaluating schooling completed out of the province (or out of Canada) is available online at [www.edu.gov.mb.ca/k12/docs/policy/op\\_credits/index.html](http://www.edu.gov.mb.ca/k12/docs/policy/op_credits/index.html).

A template for developing an EAL Student-Specific Learning Plan is available in the EAL and LAL curriculum frameworks available online at [www.edu.gov.mb.ca/k12/cur/eal/framework/index.html](http://www.edu.gov.mb.ca/k12/cur/eal/framework/index.html).

## Appendix B: Manitoba Senior Years and LAL Stages

The *Senior Years: Manitoba Grades 9 to 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming* describes Senior Years (Grades 9 to 12) EAL students' language proficiency in five stages. However, these stages describe the development of students who demonstrate age-appropriate literacy in their dominant language and who have had educational experiences similar to those that would be expected for their age group.

For Middle and Senior Years learners who have limited or no previous school experience and little or no literacy in any language, there are two separate phases of learning. The EAL and LAL curriculum framework refers to these students as literacy, academics, and language (LAL) learners and describes two phases: LAL Phase 1 and LAL Phase 2.

While both EAL and LAL students at all grade levels need to develop basic personal language before moving on to more complex and broader stages, LAL learners also need the literacy, numeracy, and academic foundations that literate EAL learners have already acquired in their earlier education.

After completing LAL Phases 1 to 2, students are likely to move to EAL Stages 2 to 3 (Middle Years or Senior Years). They usually progress at the same rate as literate EAL students in learning to speak the language, but will require continued attention to literacy and academic skills even after they enter EAL programming.

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## Notes

# Appendix C: Relationship of the EAL and LAL Curriculum Framework to the Canadian Language Benchmarks

## Overview

For students who need to continue to develop their EAL proficiency or who are seeking admission into certain programs, it is important to understand the relationship of the *Senior Years: Manitoba Grades 9 to 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming* and the Canadian Language Benchmarks (CLBs) that are used in adult programming. The CLBs are the tool used to assess and guide programming for provincially funded adult EAL programs in Manitoba.

Both the EAL and LAL curriculum framework and the CLBs are based on the idea that learners proceed through a series of stages. CLBs are divided into twelve stages, while in the EAL and LAL curriculum framework, Senior Years students move through five stages of EAL development. Both of these sets of stages assume that the learners are adding English to age- or grade-appropriate literacy and schooling in another language.

Learners who have limited or no literacy in another language need to develop literacy at the same time as learning English. The CLBs use the EAL Literacy Benchmarks to assess and program for these students. These EAL Literacy Benchmarks are divided into a pre-reading and pre-writing phase, called the Foundation Phase, followed by Phases 1, 2, and 3. The EAL and LAL curriculum framework uses two phases of LAL. LAL Phase 1 corresponds (approximately) to the Foundation Phase of the EAL Literacy Benchmarks, and LAL Phase 2 corresponds with Phases 1 to 3 of the EAL Literacy Benchmarks.

## How Do the CLB Stages and the EAL and LAL Curriculum Framework Articulate with One Another?

The CLB comprises 12 levels of EAL development. These EAL levels do not correspond to the 12 grade levels represented in the Kindergarten to Grade 12 education system. As the description provided earlier suggests, learners at CLB levels 8 to 9 may be considered to be at a point where they can successfully participate in post-secondary education from a language proficiency perspective.

The Senior Years EAL and LAL curriculum framework comprises five stages of EAL development. At the end of Stage 5, students are at a point in their language development where they are proficient additional language learners or in other words, at an appropriate age- and grade-level of development. Therefore, the end of Stage 5 of the EAL and LAL curriculum framework corresponds approximately with CLB level 9. A recent research project that involved an analysis of Manitoba’s *Grade 12 EAL for Academic Success* course intended for Grade 12 learners at a Stage 5 level, “benchmarked” the course as being at a CLB level 9 (Petit and Slivinski).

The charts below provide an approximate guide to the articulation between the EAL and LAL curriculum framework and the CLBs.

### EAL and LAL Curriculum Framework, Senior Years EAL Stages

1	2	3	4	5
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### Canadian Language Benchmarks

1	2	3	4	5	6	7	8	9
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## Appendix D: E-Designated Courses

Both EAL and LAL students may take EAL (“E”)-designated courses. The E-course designation identifies any curriculum developed or approved by Manitoba Education and Training that has been rewritten for EAL learners at the school level. E-course designation is sometimes referred to as E-credit, E-course, or E-designation. The E-course designation signifies that the learning expectations of a course have been substituted to facilitate English language acquisition and to assist the student in making the transition into high school programming.

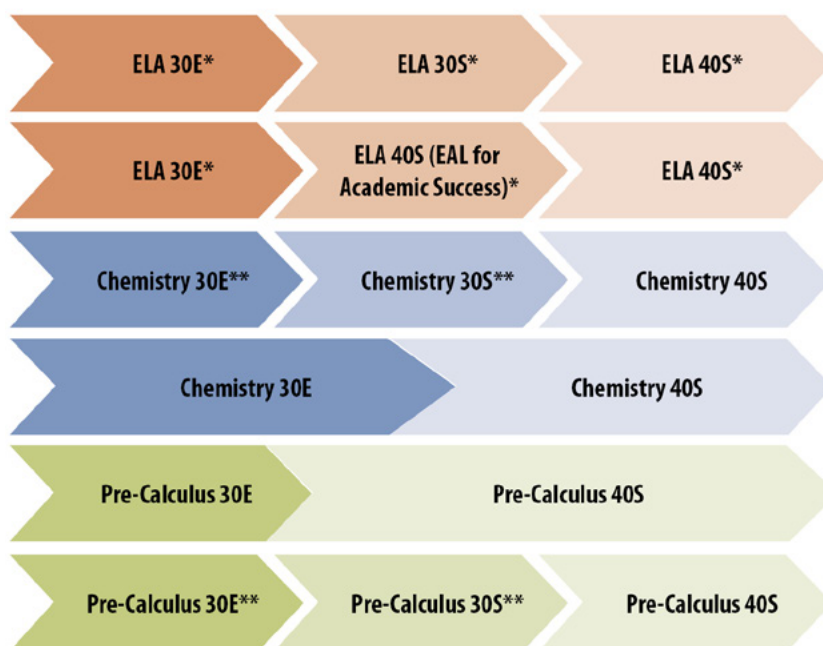
The E-course designation assumes that the student has prerequisite content-area learning in the subject but is in the early stages of English language acquisition. The focused EAL component of an E-course designation provides the context for students to develop general English language, subject-area language, and grade-level content-area learning. Content-area courses that have a strong activity-based component (e.g., physical education, art, music, foods) will provide contextualized opportunities for language development.

LAL students will need planned learning experiences that intentionally build foundational academic concepts that are critical for success in general high school courses based on the LAL phases and appropriate subject-area learning. The foundational academic concepts can come through specialized LAL department-developed or department-approved curricula. E-courses will help LAL students gain content-area background. As students gain content-area concepts, they will need ongoing literacy and numeracy supports even though their oral language appears to be stronger.

When the curriculum expectations and goals of a specific course are substituted to accommodate the special learning requirements of individual EAL students, the E-course designation can be used. In this case, significant adaptations are defined as changing curriculum goals. Learning outcomes are designed specifically to develop basic interpersonal communication skills, cognitive academic language proficiency, and subject-area knowledge to prepare EAL students for success in high school courses where English is the language of instruction. E-course learning outcomes are identified before a student begins the course(s).

The E-course designation is not intended to restrict access; rather, it is used to transition students to grade-level high school programming. The E-course designation, while capable of meeting graduation requirements, may not meet various post-secondary entrance requirements. Schools must help students ensure that they meet the entrance requirements of the post-secondary education, training, or work situations the students intend to pursue. To maintain academic rigour and to program for post-secondary options, it is recommended that students do not enroll in 40E courses. It is recognized that in some exceptional cases, a student may benefit from earning 40E credits. An EAL student should have prior approval of a school administrator to register

for a 40E credit course and should understand the implications to their future educational pathways with a 40E designation. Some possible pathways start by registering the student in a 30E class:



E-course designation provides students with the opportunity to continue the development of their English language skills and foundational knowledge in a specific subject area. Therefore, the E-designated courses weave together EAL curriculum goals and selected subject-area expectations. Learners at earlier stages of EAL development who require a greater degree of differentiation and instruction will focus primarily on general English language development rather than on the subject-area learning expectations. As students move towards the higher stages of language acquisition, instruction will increasingly focus on academic EAL language skills and developing subject-area knowledge, values, and skills that are related to the subject and are appropriate for their grade level.

\* A student may hold more than one ELA credit at the 30S and the 40S levels; they can be at the E or the S level. ELA 40S *EAL for Academic Success* cannot be used as the required ELA credit for graduation. It can be an optional credit.

\*\* A student may not hold credit for both 30E and 30S courses in any subject area except ELA.

Senior Years learning experiences are intended to provide EAL students with appropriate programming and the benefits of a variety of high school learning experiences, as well as to facilitate their successful transition into non-EAL classes. The E-course designation does not set time limits to meet learning expectations. Due to the nature of the learner and the course, it may take longer than a term or a semester to complete. Although the time to complete these courses varies, the expectations for learning, content, and rigour cannot be compromised. The goal is to enable students to transition more easily into mainstream courses.

The EAL designation is not to be confused with the modified (M) course designation, which involves curricular modifications that take into account the learning requirements of students with significant cognitive disabilities. Divisional supports such as consultants, clinicians, and others may be able to assist in the process of deciding whether to provide the student with an M-course designation.

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## Notes

## Appendix E: Special Language Credit Option

The Special Language Credit Option is a challenge-for-credit mechanism that allows students in high school to obtain credits for proficiency in languages other than English or French, which are the two official languages of instruction in Manitoba. The languages for which students may challenge for credit vary from year to year. Schools are responsible for coordinating and administering Special Language Credit Option examinations.

The Special Language Credit Option provides for the recognition of Manitoba's linguistic diversity. Senior Years students proficient in languages other than English or French are eligible. This includes students who have

- recently arrived in Canada
- maintained proficiency in a first or a heritage language
- developed proficiency in an additional language in an alternative setting

Manitoba Senior Years students who demonstrate competency in a language other than English or French may claim credits in accordance with the following:

- only one special language credit may be earned at each of the Senior Years
- the maximum number of special language credits allowable towards provincial high school diploma requirements is four—one credit each at Grades 9 to 12 and two credits towards a Mature Student High School Diploma
- special language credits are recognized as department-approved credits, not School-Initiated Courses (SICs)

Special language credits may be used to meet optional credit requirements:

- Students enrolled in Senior Years programming and adult or evening Senior Years classes are eligible for special language credits.
- Languages eligible for special credit are classified by
  - languages for which department-developed or -approved curricula are available (S-level)
  - languages for which department-developed or -approved curricula are not available (G-level)

Complete information is available online at [www.edu.gov.mb.ca/k12/docs/policy/lancredits/document.pdf](http://www.edu.gov.mb.ca/k12/docs/policy/lancredits/document.pdf).

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## Notes

## Appendix F: Interpreter Resources

Teachers should first inquire about available interpreter services in their school and school division. Interpreters are available through Language Access Interpreter Services (LAIS) on a fee-for-service basis. Information is available online at [www.wrha.mb.ca/professionals/language/index.php](http://www.wrha.mb.ca/professionals/language/index.php).

The Manitoba Interfaith Immigration Council Inc. works primarily with immigrants of refugee origins. Volunteers or staff may be able to assist with interpretation for some languages. Information is available online at [www.miic.ca](http://www.miic.ca).

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## Notes



## Appendix G: Acronyms and Abbreviations

AEL: Advanced Education and Literacy

ALC: Adult Learning Centre

ALL: Adult Learning and Literacy

CCB: Canada Child Benefit

CDB: Child Disability Benefit

CLB: Canadian Language Benchmarks

CLBPT: Canadian Language Benchmarks Placement Test

EAL: English as an additional language

ESL: English as a second language or English as a supplemental language

EI: Employment Insurance

EIA: Employment and Income Assistance

GED: General Educational Development

LAL: Literacy, Academics, and Language

SIC: School-Initiated Course

TESL: Teachers of English as a Second Language

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## Notes



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Printed in Canada  
Imprimé au Canada