Performance Information Report

Language Training under the Action Plan on Official Languages from 2003-04 to 2006-07

Evaluation and Quality Assessment
Canada School of Public Service

April 2008

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LIST OF ACRONYMS

APOL   Action Plan for Official languages
CSPS   Canada School of Public Service
EBP   Employee Benefits Plan
LTC   Language Training Centre
O&M   Operational and Maintenance
OLA   *Official Languages Act*
PWGSC   Public Works and Government Services Canada
RMAF   Results-based Management and Accountability Framework
SLE   Second Language Evaluation
TB   Treasury Board
TBS   Treasury Board Secretariat

EXECUTIVE SUMMARY

Purpose

The objective of this report is to describe the performance and results of the four years of *Action Plan for Official Languages* funding received by the Canada School of Public Service (CSPS) based on the commitments made in two Results-based Management and Accountability Frameworks (RMAFs). These are the *Language Training Canada's Contribution to the Action Plan on Official Languages* RMAF from July 2003 and the *Contribution by the Canada School of Public Service to the Action Plan on Official Languages* RMAF from October 2006.

Context

During the early part of this decade the Federal Government began putting greater emphasis on the language of both the workplace and service to the public. At this time there was a renewed commitment to implement the pledges of the Official Languages Act. In 2003 the *Action Plan for Official Languages* (APOL) was announced. *APOL* provided funding to governments and departments to promote language training.

On April 1, 2004 the Treasury Board's *Directive on Language Training and Learning Retention* and *Directive on the Staffing of Bilingual Positions* went into effect. These directives required Public Service Executives (EX02-EX05) in bilingual regions to be bilingual (at the CBC level[1]), and they increased the hours allotted for language training.

The result of these directives was an increase in demand for language training, particularly in order to meet statutory requirements. The Language Training Centre of the CSPS (and formerly Language Training Canada of the Public Service Commission) was unable to keep pace with the increasing demand. As a result, two RMAFs were sent to Treasury Board (TB) — one in 2003 and one in 2006 — to request funding under *APOL* for sums of $36.1 million and $12.4 million respectively. These funds were requested to address the backlog of individuals waiting to be trained, to develop and improve products and to help with the training of special needs individuals.

Conclusions

Eleven performance questions were addressed at the end of the funding periods. These questions, as per the RMAF commitments, dealt with the status of the list of individuals waiting to receive language training ("the waiting list"), the ability to train special needs individuals, and the development of learning and training products with APOL funds

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[1] According to the Directive on the Staffing of Bilingual Positions, bilingual proficiency at the "CBC" level or higher is necessary if executives are to carry out their duties and fulfill their obligation to create a work environment that is conducive to the effective use of both official languages in <u>regions designated as bilingual for language-of-work purposes</u>. CBC is the minimum level of second language ability in reading, writing and oral interaction that are required (Qualification Standards in relation to Official Languages of the Canada Public Service Agency).

Key conclusions of the report include:

Overall, the APOL funding was adequate in addressing all three language training needs as identified in the two funding requests.

CSPS successfully addressed the new and increased level of demand and provided training to 2179 individuals (172 more than planned) while maintaining an overall 89% success rate for the four years – consistent with past performance.

The waiting list was reduced from 979 to 85 over the four-year period. This was a result of a variety of factors including, for example, the increased training provided and the fact that a total of 511 individuals were eventually removed from the waiting list either because they no longer required training, they had moved to another position or department, they had retired, etc.

The School has provided training to 64 students with learning disabilities, 17 (or 36%) more than projected in the RMAFs; however, not all students with learning disabilities on the waiting list were trained. The need to deliver language training to individuals with learning disabilities remained at the time that the performance report was prepared, with 7 such individuals remaining on the waiting list at that time.

Nearly three dozen new technology-based learning products were developed. However, the requirement to develop and adapt learning products, not only for students with special needs, but also for the purpose of language maintenance, still exists.

Management Update

The Action Plan is a policy statement of the Government of Canada that strengthens the implementation obligations under the *Official Languages Act* and includes a number of initiatives aimed at the enhancement and promotion of linguistic duality in Canadian society. Ten federal institutions received funds for sectoral programs and activities related to official languages, with the School being one of those institutions.

Recognizing that this was sunsetting funding and that there were no recommendations within the report that affected delivery, management would nevertheless like to state that it is in agreement with the facts, findings and conclusions of the report 'Performance Information Report for Language Training under the Action Plan on Official Languages from 2003-04 to 2006-07". The evaluation report states that achieved results were more efficient than expected. Overall, the accomplishments and results achieved have contributed to the foundations of the renewed language training program. With the extensive development of e-learning tools, public servants now have access to leading-edge on-line language training tools through Campus*direct* the on-line campus of the School. They also have access to a variety of quality language learning services to build and sustain a bilingual workplace culture.

1.0 Introduction

1.1 Background

The *Official Languages Act* (*OLA*) established that, *inter alia*, all federal institutions "ensure respect for English and French as the official languages of Canada", and that they "support the development of English and French linguistic minority communities, and generally advance the equality of status and use of the English and French languages within Canadian society."[2]

Following the Speech from the Throne in 2002, there was a move by the Government to follow-through on the commitments made as part of the *OLA* passed decades earlier.

In March 2003, the *Action Plan for Official Languages* (*APOL*) was announced. Demand for language training was increasing at this point in time, and the backlog of individuals requiring language training began to increase, according to the government response to the second report of the Standing Committee on Official Languages' report on *Bilingualism in Public Service of Canada* (2005).

According to the *Language Training Canada's Contribution to the Action Plan on Official Languages* RMAF (2003), the Canada School of Public Service's (CSPS) Language Training Centre (LTC) received $36.1 million over three years, including $1.3 million in Public Works and Government Services Canada (PWGSC) accommodation costs. The first two years of funding were used for the setup of courses. This included the modernization and digitization of products. Approximately a quarter of these funds ($8.8 million) were meant to address the reduction of the waiting list, the list established to hold the names of individuals still requiring language training. Nearly one-third of the funds were earmarked for meeting the increased demand ($10.8 million) for training, and the remaining amount was used to improve and develop products ($13.5 million) and to improve the School's[3] ability to meet the needs of those students with learning disabilities ($3.0 million). These activities were essentially meant to meet the statutory requirements in the *OLA* (language proficiency required for positions designated bilingual).

The $36.1 million funding was based on the assumption that new requests for language training would be 20 per month (*Contribution by the Canada School of Public Service to the Action Plan for Official Languages* RMAF, 2006). However, the demand for language training turned out to be much higher. The number of new requests rose to as high as 100 per month in fiscal year (FY) 04-05, and decreased to about 50 per month in FY 05-06 (See Chart 1 below).

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[2] Canada. Office of the Commissioner of Official Languages. Official Languages Act. http://www.ocol-clo.gc.ca/html/act_loi_e.php.

[3] This performance information report covers funding received under two separate RMAFS: one to the Language Training Canada (2003/04 – 2005/06) and the other to the Canada School of Public Service (CSPS) (2006/07). Solely for the purpose of this report, the term "the School" will be used throughout the report to describe performance throughout the full four year period.

**Chart 1: New Requests for Language Training:
Average Annual Monthly New Requests by Year**
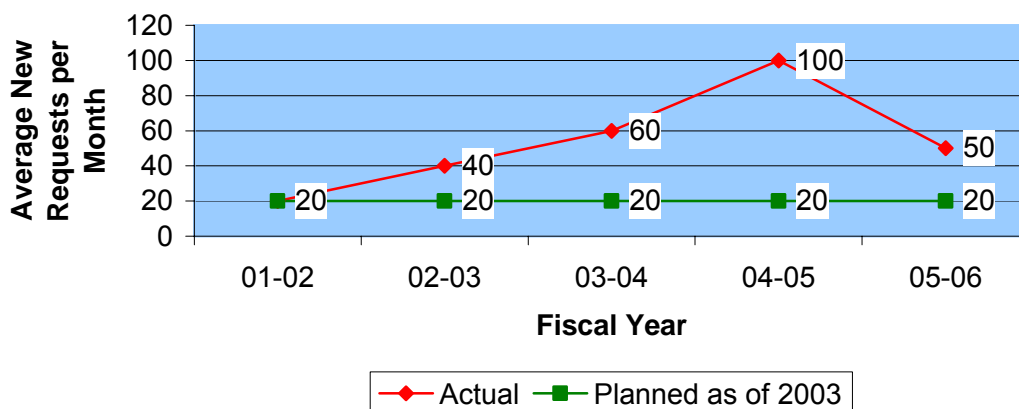
SOURCE: Canada. Canada School of Public Service. Results-based Management Accountability Framework. *Contribution by the Canada School of Public Service to the Action Plan for Official Languages. Ottawa,* 2006. P. 2

Note: Monthly data are not available from LTC, only an annual average by fiscal year was available.

CSPS identified the following list of main factors contributing to the increase in language training demand[4]:

- "the impact of the deadline for senior executives, in regions designated bilingual, to achieve the CBC level of second-language proficiency;

- increased use of non-imperative staffing, particularly for groups recruited to ensure workforce succession;

- enhanced linguistic profile requirements, from the BBB level to the CBC level;

- a greater number of language training hours, as allocated under the Directive on Language Training and Learning Retention of the Canada Public Service Agency (formerly known as Public Service Human Resources Management Agency of Canada) (April 1, 2004); and

- a greater number of students with special learning needs."

An additional funding request of $12.4 million (including $0.5 million in PWGSC accommodation costs) was made for FY 06-07 to continue to work toward reducing the backlog by 667 students. For complete financial tables reviewed and approved by Corporate Services Branch, see Appendix D.

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[4] Canada. Canada School of Public Service. Results-based Management Accountability Framework. *Contribution by the Canada School of Public Service to the Action Plan for Official Languages.* Ottawa, 2006. P. 2-3.

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1.2 RMAF Performance Information & Objectives

This report provides a retrospective summary of the School's performance information for the Results-based Management Accountability Frameworks (RMAF) titled, *Language Training Canada's Contribution to the Action Plan on Official Languages*, (2003) and *Contribution by the Canada School of Public Service to the Action Plan for Official Languages*, (2006).

This RMAF performance information report summarizes the available data used to address the questions regarding the waiting list as well as special needs (or learning disabled) students. It also reports how the School used the earmarked funds received under *APOL* to reduce the language training waiting list, ensure adequate training for individuals with special needs or learning disabilities, and improve and develop products to increase access to language training through the use of technology and tools.

1.3 Scope

The *APOL* funding was received over four years beginning in FY 03-04 and ending in FY 06-07. The RMAFs identified administrative and other performance data appropriate for addressing performance-oriented questions. The data were identified as being available in the performance measurement strategy in the two Treasury Board (TB) submissions, thus the identified performance questions were to be answered using the data sources listed.

1.4 Data Acquisition, Collation and Analysis

The data necessary to answer the performance questions (see Section 1.6) are primarily on-going administrative data that were collected and maintained in one of the School's information system. Additionally, some of the data were to be collected by the School through the use of surveys of stakeholders and students. Student satisfaction data originated primarily from voluntary electronic learner feedback through Campus*direct*.

1.5 Document Reviews and Interviews

Key documents were reviewed regarding operational procedures and strategies to anticipate and manage the waiting list.

Interviews with key stakeholders were conducted in order to better understand data collection techniques, and to acquire general knowledge of how the language training backlog had been addressed (see Appendix A for a complete list of documents reviewed).

1.6 Performance Questions to be Answered

Each of the two RMAFs contained a number of performance-related questions to be addressed. In some cases performance questions were deemed to be so similar that they were treated the same for the purpose of this report (i.e., questions 5, 6, 7). In another case a performance indicator was repeated as a performance question, and thus was eliminated as redundant.

Appendix B provides a resolution of the differences between questions from the 2003 and 2006 RMAFs and Appendix C provides clarification and greater detail on these changes.

Additionally, Question 10 relates to the adequacy of *APOL* funding in serving the School's purposes. Therefore, the answer to this question can be viewed as an overall summary of program performance with regard to *APOL* funding use by the School.

Finally, Appendix C contains financial tables provided by the School to further inform the reported linkages of program results to program financial/funding data.

2.0 Results

2.1 Question 1

Is there still a need to provide language training in response to excess demand in order to meet statutory requirements?

Findings:

Answer: No

This question has been pre-empted by recent changes in the CSPS language training policy and delivery model. Since April 1, 2007, CSPS no longer has the mandate to deliver statutory and non statutory language training. This change is in line with the new model for language training in the Federal Government. The new policy on learning, training and development has delegated the responsibility for training to Deputy Heads of Departments and Agencies. Departments and Agencies are now responsible to plan, ensure access and provide funding for all types of language training. Therefore, this question is no longer relevant to CSPS. However, looking at the numbers below, one could conclude that, from a Departmental perspective, there is still a need to respond to an excess demand.
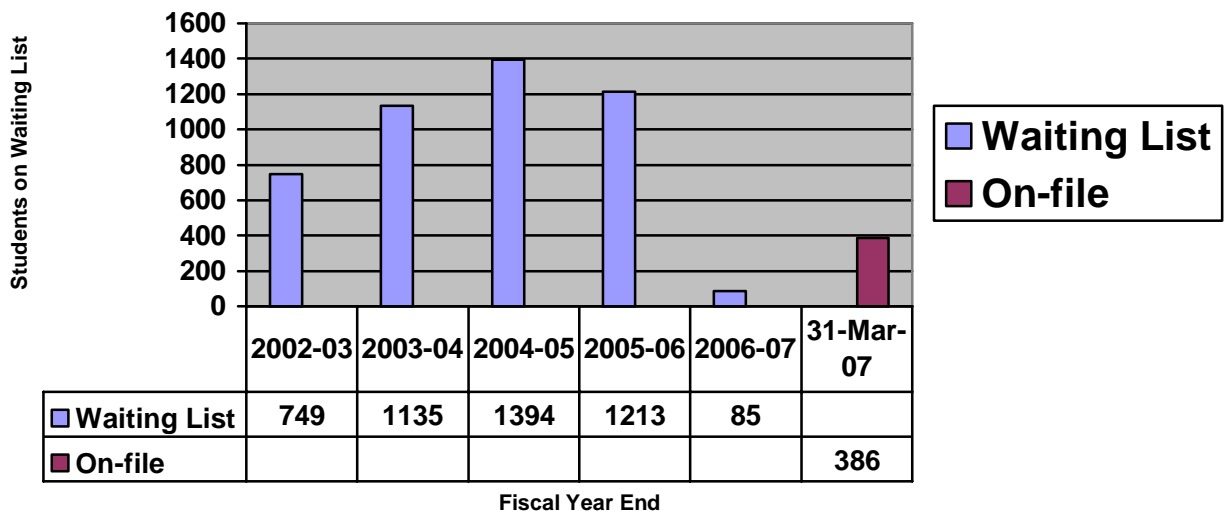
Although the list of individuals waiting to receive language training ("the waiting list") at March 31, 2003 was 749 individuals, at the time of the first request for funds in June 2003 the waiting list had reached 979 individuals. Although the School offered language training to 1562 students during the first three years, the waiting list had grown to over 1200 by the end of this period. As pointed out in section 1.1, this was due to an un-forecasted increase in demand for language training, outside of the School's control. Consequently, the School requested an additional $12.4 million in 2006 to further reduce the waiting list. During this fourth year, the waiting list was reduced to 85. This was accomplished due to two main factors. First, the School provided training to a total of 617 students while at the same time not adding any new names to the waiting list, thereby not allowing it to increase in number. Given the upcoming implementation of the new mandate for language training, Departments were advised that no new training requests would be added to the School's waiting list. Some Departments continued to submit new training requests to the School, but they were advised that all new requests would only be "acknowledged" by the School. Those names were then placed "on-file", but were not added to the waiting list held by the School.

The second factor contributing to the reduction of the waiting list was the validation of the training requirements of the individuals that were on the list by the various departments and agencies. During course loading, a total of 511 individuals were eventually removed from the waiting list either because they no longer required training, they had moved to another position or department, they had retired, etc.

Since the waiting list has been reduced to a very low level compared to years past, there is no longer a need to provide language training according to the status of the waiting list in order to meet statutory requirements, the response to the question of whether there is still a need to provide language training in response to excess demand is no.

Chart 2 below displays the waiting list totals at the end of each fiscal year, beginning with the year prior to *APOL* funding, and includes a column for the number of individuals that were "on-file" as of March 31st, 2007.

Chart 2: Language Training Waiting List at Fiscal Year End (Statutory)

	2002-03	2003-04	2004-05	2005-06	2006-07	31-Mar-07
Waiting List	749	1135	1394	1213	85	
On-file						386

Fiscal Year End

SOURCE: Language Training Centre Database

2.2 Question 2

Is there still a need for language training for students with learning disabilities, to allow them to satisfy statutory requirements?

Findings:

Answer: Yes

Contrary to other types of training, the responsibility to deliver language training to students with learning disabilities still rests with the School. There are currently 31 students with learning disabilities on language training and 7 are currently waiting for language training.

The private school market for language training is not yet prepared to provide language training to individuals with learning disabilities, thus the School retains this function. Departments and Agencies are now responsible to fund this type of training. Consequently, CSPS training for the learning disabled is done on a cost-recovery basis.

As of March 31, 2007, individuals with learning disabilities requiring language training still existed; as a result, the need to train these people still exists.

2.3 Question 3

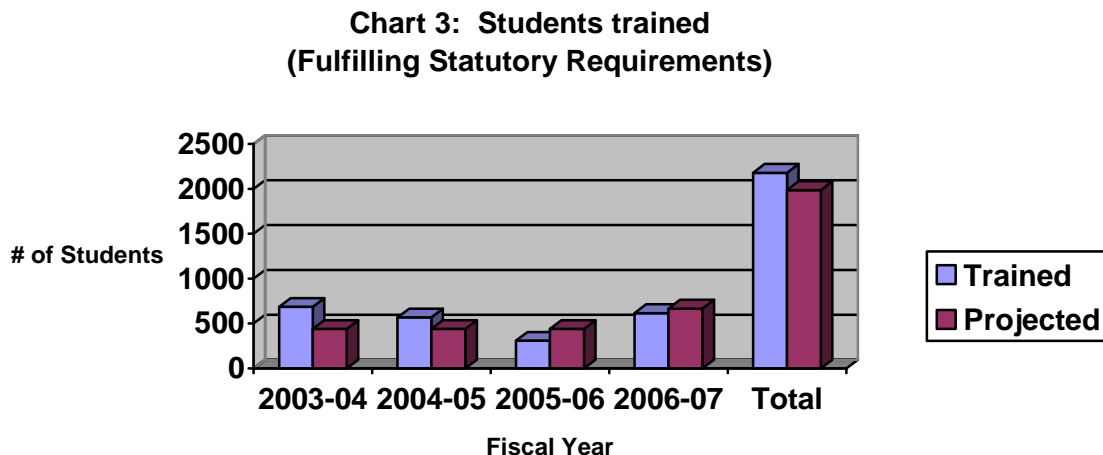*Has LTC successfully provided training to students?*

Findings:

Answer: Yes.

The first request for funding in 2003 indicated that the School projected to train 1320 individuals with $19.6 million ($8.8 million to reduce the waiting list by 600 students and $10.8 million to deal with increased demand by a projected 720 students); and 15 to 20 students with learning disabilities ($3.0 million). The second request for funding in 2006 indicated that the School projected to train 667 students (640 regular students and 27 students with learning disabilities) with $12.4 million.

During the first 3 years, the School was able to train 1562 students, 222 above the projected target. During the 4th year of *APOL* funding, the School was able to train 617 students, 50 students less than projected. Overall, LTC provided training to 2179 students versus the 2007 students forecast (172 above projected target).

Chart 3 below provides a breakdown by fiscal year of the number of individuals who received statutory language training.

Chart 3: Students trained
(Fulfilling Statutory Requirements)

SOURCE: Language Training Centre Database

Chart 4 provides the success rate at the Second Language Evaluation (SLE) at the end of their training with the School and the pre-qualified providers. Overall, the School has successfully provided training to a large proportion of its students. The School has demonstrated an average success rate of 89% over the past four years (FY 03-04 to FY 06-07) for students fulfilling statutory requirements. Chart 4 below illustrates the "success"[5] rate by fiscal year.

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[5] "Success" is defined simply as those students who succeeded in passing their Second Language Evaluation test after having received language training.

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Chart 4: Language Training Success Rates for All Individuals (Fulfilling Statutory Requirements)
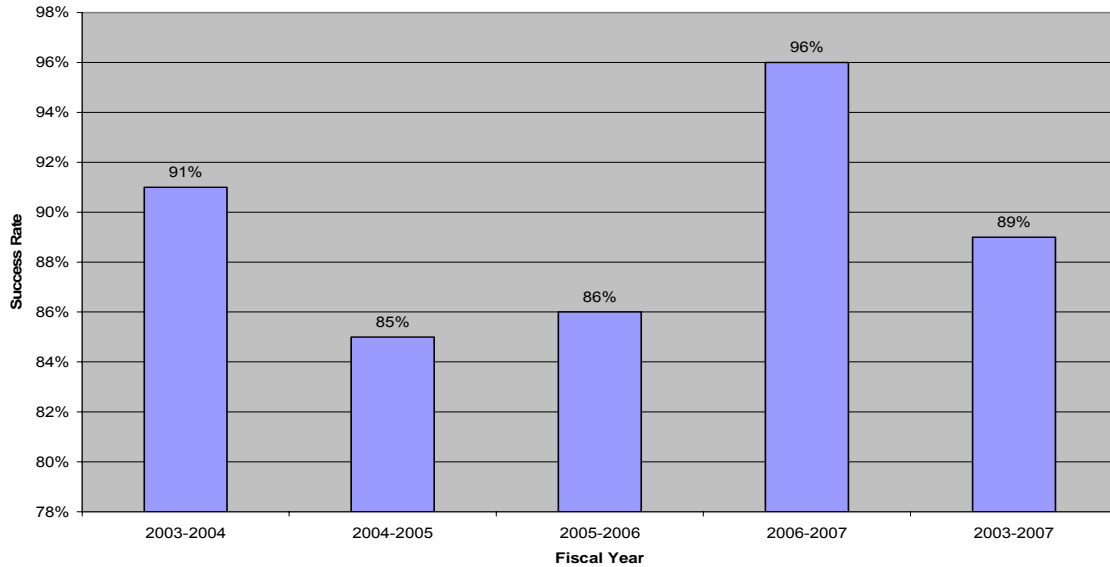
SOURCE: Language Training Centre Database

In conclusion, the School successfully addressed the new and increased level of demand and provided training to 2179 individuals (172 more than planned) while maintaining an 89% four year average success rate – consistent with past years' performance. The waiting list was reduced from 979 to 85 over the four year period. At the end of the fourth year, there were still 85 individuals (including learning disabled students) on the waiting list and 386 "on-file". Those names were all returned to Departments and Agencies and were no longer retained by the School.

2.4 Question 4

Have students with learning disabilities been trained as planned, and in a timely manner so as to satisfy statutory requirements?

Findings:

Answer: Yes.

The initial request for funding indicated that the School projected to train between 15 to 20 students with learning disabilities with $3 million, while the second request indicated that the School projected to train 27 students with learning disabilities with $1.8 million.

During the first three years, the School was able to train 36 students with learning disabilities, 16 students above projected target. During the fourth year of *APOL* funding, the School provided

training to 28 students, 1 student more than projected. Over the four years, training was provided to 64 students with learning disabilities, 17 students above the projected targets.

Given the funds available, the School was able to offer training in a timely manner to those 64 students with learning disabilities who received training. However, it was not able to train all students with learning disabilities on the waiting list, thus not everyone received training in a timely manner.

Finally, as stated earlier, the responsibility to deliver training to individuals with learning disabilities rests with the School; therefore it will continue to train students with learning disabilities on a cost recovery basis.

2.5 Questions 5-7

The three following questions have been combined and are answered together because they are very similar in nature. All of these questions relate to the development of products, their appropriateness and the extent to which they met expected needs (depending on the type of products – statutory training, non-statutory training, or special needs training).

> *Have appropriate and sufficient electronic products been developed to meet statutory requirements, in accordance with the needs and priorities identified with partners?*

> *Have appropriate and sufficient products been developed for special needs students, to meet statutory requirements in accordance with the needs and priorities identified with partners?*

> *Have appropriate and sufficient products been developed and made available online to meet non-statutory requirements in accordance with the needs and priorities identified with partners?*

Findings:

With regard to the first question, 15 electronic products, including 7 product updates and one study, were completed to meet statutory language training requirements.

For special needs students, a total of 11 activities (two related studies) or products were developed to meet statutory requirements.

For non-statutory training requirements, seven products were developed and made available online.

The majority of the *APOL* funds earmarked for product development and improvement were spent on developing products for statutory requirements, and products for non-statutory requirements were developed exclusively in the latter years of *APOL* (i.e. 2004 – 2006).

Overall, the funding received under *APOL* allowed the School to develop or improve a number of products. In FY 03-04 there were three uses of funds for either direct product development or research to facilitate product development – one product update and two studies on language training.

In FY 04-05, the School developed or improved 19 different products – 7 were updated, while 12 were newly developed.

Finally, in FY 05-06, another 16 products were developed, improved or researched, 5 were updated, 11 were newly developed and there was one piece of research conducted.

Table 1 below displays the products developed or improved with funds provided under *APOL* and referred to in questions 5-7. Newly developed products are identified in bold text, updated products are in italics, and studies or research are denoted by underlined text.

Table 2 below displays the number of students who accessed the tools/courses that were developed during the period from April 1, 2004 until March 31, 2007, as well as the results of several questions from the satisfaction survey asked of students regarding their experiences with the products.

Table 1: Products Developed or Improved Using *APOL* Funding

	03-04 Type of Use	04-05 Type of Use	05-06 Type of Use
Electronic Products for Statutory Requirements	**- Update of content and creation of an electronic format for Programme de français langue seconde – Niveaux A, B et C**	**- Update of content and creation of an electronic format for Programme de français langue seconde – Niveaux A, B et C** **- Update of content and creation of an electronic format for Interface Canada (Level B – Eng)** **- Update of content and creation of an electronic format for Gambits 1, 2,3 and Telephone Gambits** **- Update of content and creation of electronic format for idioms 1 and 2** **- GIFT – French Grammar at Your Own Pace (repackaged for on-line availability)** *- SLE Preparatory Exercises on-line, in French and English* *- Development of Brisons la glace* *- Breaking the Ice (Level 0) – CD & On-line* *- Development of Eloquium for online use*	**- Update of content and creation of an electronic format for Programme de français langue seconde – Niveaux A, B et C** **- Update of content and creation of an electronic format for Interaction Canada (Level C – Eng)** **- Update of content and creation of an electronic format for Interface Canada (Level B – Eng)** **- Update of content and creation of an electronic format for part of the Phonology Series** *- Development of Active Offer and Service Delivery Tool (On-line)* *- Development of Article TRAPS (On-line)* *- Development of Phase 1 of Programme de français langue seconde – Niveaux A et B – Self-paced* <u>- Research on virtual recorder for further integration of products</u>
Products for Special Needs Students in Statutory Training	<u>- Study on First Nations Students and Language Training</u> <u>- Study on allophones (and visible minorities) and Language Training</u>	**- Adaptation of PFL2-C for the blind** **- Adaptation of PFL2-C for visually impaired** *- Brisons la glace* *- Breaking the Ice* *- Development of 2 courses for students who failed their level C exam once*	**- Adaptation of PFL2-A & B for the visually impaired** *- Development of Introduction au français langue seconde* *- Active Offer and Service Delivery Tool* *- Cultural Awareness course for teachers* *- Purchase of hearing aid equipment* *- Development of 1 course* for students who failed their level C exam twice
Products Available Online for Non-statutory Requirements		**-** *Brisons la glace* *- Breaking the Ice* *- GIFT – French Grammar at Your Own Pace* *- SLE Preparatory Exercises on-line, in French and English* *- Grammar exercises* *- Technological investments (virtual recorder, cds, portal, etc.)*	*- Active Offer and Service Delivery Tool* *- Development of Phase 1 of Programme de français langue seconde – Niveaux A et B – Self-paced* *- Development of Article TRAPS (On-line)* *- Technological investments (virtual recorder, cds, portal, etc.)* *- Promotion*

Font Indication: *Italic – Newly Developed Product;* **Bold – Updated Product**; <u>Underline – Study/Research</u>

Table 2:   Student Use of and Satisfaction with Tools Developed

Students Who Accessed Tools Developed with *APOL* Funding

*Sample size is smaller than 10 therefore data are not reported

Student Survey Results

Tool/Course	Number of Student Users	Number of Satisfaction Survey Respondents	The content of this learning product is relevant to my current or future job.		The content was accurate and current.		I will recommend the use of this learning product to others.	
			Strongly Agree or Agree	Strongly Disagree or Disagree	Strongly Agree or Agree	Strongly Disagree or Disagree	Strongly Agree or Agree	Strongly Disagree or Disagree
Brisons la glace (C118-1E)	290	*						
Brisons la glace (C118-2E)*	426	*						
Breaking the Ice (C118-1F)*	245	*						
Breaking the Ice (C118-2F)*	178	*						
GIFT – French Grammar at Your Own Pace	8,356	129	64%	2%	62%	2%	57%	6%
SLE Preparatory Exercises on-line, in French and English (C108E)	5,607	137	60%	4%	62%	4%	64%	2%
SLE Preparatory Exercises on-line, in French and English (C108F)	3,886	129	62%	2%	56%	1%	66%	2%
Active Offer and Service Delivery Tool	451	*						
Development of Phase 1 of Programme de français langue seconde – Niveaux A et B – Self-paced	1,278	*						
Development of Article TRAPS (On-line)*	178	*						

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A large number of students utilized the electronic products developed with *APOL* funds, as the chart suggests. The majority of students who used these products and provided voluntary electronic feedback felt that the materials were relevant, accurate and current and would recommend the products to others. It should also be noted that another nine questions were asked on the survey, but the three presented here were particularly relevant to answering the performance questions in this section. Additionally, the response rates do not include100% of the users; thus, the indicated percentages reflect only a sample of students.

It is of interest to note that following the cut-off time frame of this report (March 31, 2007), over 15 presentations on the electronic products available were made between April and June 2007 by the School to a variety of audiences including: Federal Government departments, Regional language training centers, other government department national forums (i.e., Quebec), National Manager's Forum, Official Languages Forum, Les Rendez-vous de la Francophonie, etc. By April 2007, 3837 users had accessed blended and self-paced language training products. As a result of the additional promotional work, this number had increased by 12.8% with an additional 491 users accessing blended and self-paced language training products by the end of May 2007.

Table 3 below lists the top 10 language products on Campus*direct* as defined by level of access:

Table 3: Top 10 language products on Campus*direct*

APRIL 2007		MAY 2007	JUNE 2007
1	C108E - Second Language Evaluation (SLE) Preparatory Exercises	C108E -Second Language Evaluation (SLE) Preparatory Exercises	C108E - Second Language Evaluation (SLE) Preparatory Exercises
2	C116E - GIFT French Grammar at Your Own Pace	C116E - GIFT French Grammar at Your Own Pace	C116E - GIFT French Grammar at Your Own Pace
3	C108F - Exercices préparatoires à l'évaluation de la langue seconde (ELS)	C108F - Exercices préparatoires à l'évaluation de la langue seconde (ELS)	C108F - Exercices préparatoires à l'évaluation de la langue seconde (ELS)
4	C123E - Programme de français langue seconde - Niveaux A et B : Objectifs de formation 1 à 40	C123E - Programme de français langue seconde - Niveaux A et B : Objectifs de formation 1 à 40	C123E - Programme de français langue seconde - Niveaux A et B : Objectifs de formation 1 à 40
5	C207 - Enjeu des mots	C124E - Consolidations	C124E - Consolidations
6	C124E - Consolidations	C188 - Self-assessment Tool for Oral Interaction in French	C127E - Auto-évaluation – Activités écrites
7	C185 - French Makes Sense 1	C185 - French Makes Sense 1	C207 - Enjeu des mots
8	C179 - Apprivoisez l'ELS - Écrit 1 : En-têtes, listes et titres	C207 - Enjeu des mots	C126E - Auto-évaluation – Activités orales
9	C188 - Self-assessment Tool for Oral Interaction in French	C179 - Apprivoisez l'ELS - Écrit 1 : En-têtes, listes et titres	C188 - Self-assessment Tool for Oral Interaction in French
10	C125E - Une saison au ministère de l'Habitation	C125E - Une saison au ministère de l'Habitation	C185 - French Makes Sense 1

2.6 Questions 8-9

Is there still a need to develop products for special needs students to meet statutory requirements?

Is there still a need to develop products to meet non-statutory requirements?

Findings:

Answers: Yes.

Numerous discussions held over the years with students, Official Languages representatives and other stakeholders have revealed that the need to develop new products and to adapt existing learning products to cater to the needs of individuals with learning disabilities still exists. In fact, the need to develop new products will always remain as new needs are constantly discovered along with the evolving technology that often brings new opportunities or requirements to adapt the products. The need also exists for non-statutory requirements for professional development purposes. In fact, the School has the responsibility for researching and developing products for the acquisition and maintenance of second language skills including for special needs students. This is part of the new model for language training and is funded through its A-base budget.

2.7 Question 10

Has the funding provided been adequate to meet language training needs as set out in the submission to Treasury Board, as scheduled?

Findings:

Answer: Yes

APOL funding was adequate in addressing all three language training needs as identified in the two funding requests. Consequently, the School successfully addressed the new and increased level of demand and has provided training to 2179 individuals; the waiting list was reduced from 979 to 85 over the four-year period. Furthermore, nearly three dozen new technology-based learning products were developed. These products were widely utilized and, overall, students appeared quite satisfied with their quality.

However, as previously mentioned, the need to deliver language training to individuals with learning disabilities remains. As stated earlier, the private sector is not ready to take on the delivery of language training in this sector. Furthermore, the requirement to develop and adapt learning products, not only for students with special needs, but also for the purpose of language maintenance, still remains.

Overall, the funding received under *APOL* allowed the School to develop or improve a number of products. In FY 03-04 there were three uses of funds for either direct product development or research to facilitate product development – one product update and two studies on language training. In FY 04-05, the School developed or improved 19 different products – seven products were updated, while twelve were newly developed. Finally, in FY 05-06, another 16 products were developed, improved or researched ─ 5 were updated, 11 were newly developed and one piece of research was conducted.

Appendix A: Documents Reviewed and Interviews Conducted

Documents:

Canada. Canada School of Public Service. *Results-based Management Accountability Framework. Contribution by the Canada School of Public Service to the Action Plan for Official Languages.* October, 2006.

_____. Department of Justice*. The Official Languages Act. Ottawa,* 1985.

_____. Language Training Canada*.* Results-based Management Accountability Framework. *Language Training Canada's Contribution to the Action Plan on Official Languages.* Ottawa, 2003.

_____.Public Works and Government Services Canada. *The Action Plan for Official Languages*. Ottawa, 2003.

_____. Treasury Board of Canada Secretariat. *Directive on Language Training and Learning Retention*. Ottawa, 2004.

_____. Treasury Board of Canada Secretariat. *Directive on the Staffing of Bilingual Positions*. Ottawa, 2004.

Appendix B: Resolution of Differences in Questions from the 2003 and 2006 RMAFs

Resolution of Differences in Questions from the 2003 and 2006 RMAFS

Note: Italicized font indicates wording change between RMAFs.

Question		Performance Indicators		Data Source		Final Question Asked
2003	2006	2003	2006	2003	2006	2007
Is there still a need to *do* language training *to meet* excess demand *to meet* statutory requirements?	Is there still a need to *provide* language training *in response to* excess demand, *in order to satisfy* statutory requirements?	- Extent to which the waiting list has been *eliminated* - Number of *requests* for language training *per* year	- Extent to which the waiting list has been *reduced* - Number of *applications* for language training *each* year	- LTC Database - LTC Reports	- LTC Database - LTC Reports	Is there still a need to provide language training in response to excess demand, in order to satisfy statutory requirements?
Is there still a need for training for students with learning disabilities *to meet* statutory requirements?	Is there still a need for language training for students with learning disabilities*, to allow them to satisfy* statutory requirements?	Number of students *identified* with learning *disabilities that still require* training	Number of students with learning disabilities *who still need* language training	- LTC Database - LTC *Records*	- LTC Database - LTC *Files*	Is there still a need for language training for students with learning disabilities, to allow them to satisfy statutory requirements?
Is there still a need to develop products for special needs students to meet statutory requirements?		*Outstanding needs (identified during consultations with partners) and newly identified needs*		*LTC Records*		Is there still a need to develop products for special needs students to meet statutory requirements?
Is there still a need to develop products to met non-statutory requirements?		*Outstanding needs (identified during consultations with partners)*		*LTC Records*		Is there still a need to develop products to meet non-statutory requirements?
Has the waiting list been *eliminated*?	Has the waiting list been *reduced*?	Number of students on the waiting list	Number of students on the waiting list	LTC Database	LTC Database	N/A - performance indicator was repeated as a performance question

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Question		Performance Indicators		Data Source		Final Question Asked
Has LTC successfully trained students	Has the LTC successfully trained students?	LTC Success Rate	LTC Success Rate	LTC Database	LTC Database	Has LTC successfully trained students?
Have appropriate electronic products been developed to meet statutory requirements, in accordance with the needs and priorities identified with partners?		*- Extent to which products developed meet needs* *- Level of satisfaction of students and departments*		*- Student Survey* *- Stakeholder Survey*		Have appropriate and sufficient electronic products been developed to meet statutory requirements, in accordance with the needs and priorities identified with partners?
Have appropriate and sufficient products been developed for special needs students, to meet statutory requirements?		*- Extent to which products developed meet the needs of special needs students* *- Level of satisfaction of special needs students*		*Student Survey*		Have appropriate and sufficient products been developed for special needs students, to meet statutory requirements in accordance with needs and priorities identified with partners?
Have students with learning disabilities been trained as planned and in a timely manner, *to meet* statutory requirements?	Have students with learning disabilities been trained as planned, and in a timely manner, *so as to satisfy* statutory requirements?	- Number of students with learning disabilities *who have* successfully completed language training *- Level of satisfaction of students*	- Number of students with learning disabilities *having* successfully completed language training *- Student satisfaction level*	- LTC Database - Student Survey	-LTC Database - Student Survey	Have students with learning disabilities been trained as planned, and in a timely manner, so as to satisfy statutory requirements?

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Question		Performance Indicators		Data Source		Final Question Asked
Have appropriate and sufficient products been developed and made available online to meet non-statutory requirements?		- Extent to which products developed meet the needs identified during consultations with stakeholders - Extent to which products are available in electronic format and/or online - Extent to which products are requested and/or used by clients - Level of satisfaction of partners and client departments		- Website Review - Stakeholder Survey		Have appropriate and sufficient products been developed and made available online to meet non-statutory requirements in accordance with needs and priorities identified with partners?
Have the *funds* provided been *sufficient* to meet language training *needs as specified In the TB Submission, according to the planned schedule?*	Has the *funding* provided been *adequate* to meet language training needs *as set out in the submission to Treasury Board, as scheduled?*	- Extent to which the funds received *were sufficient* to meet language training needs - extent to which objectives *were or were not* achieved	- Extent to which funding received *has been adequate* to meet language training needs - Extent to which objectives *have been* achieved	- Financial Records - LTC Reports	- Financial Records - LTC Reports	Has the funding provided been adequate to meet language training needs as set out in the submission to Treasury Board, as scheduled?

Note: Italicized font indicates wording change between RMAFs.

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Appendix C: Question Modifications for Clarity

Final Performance Report Question #	RMAF Source Year	Original RMAF Question	Issue With Original Question	Final Wording of Question	Data Sources
1	2003 & 2006	Is there still a need to provide language training in response to excess demand, in order to satisfy statutory requirements?	The indicator for this question is the same as the question being asked in Original Question number 3.	NO CHANGE (but answered together with Original Question number 3)	The waiting list fluctuation between 2003 and 2007
2	2003 & 2006	Is there still a need for language training for students with learning disabilities, to allow them to satisfy statutory requirements?	NO ISSUES	NO CHANGE	The number of students with a learning disability that are still needing to be trained
n/a	2003 & 2006	Has the waiting list been reduced?	Question is indicator for Question #1	See question #1 above	See question #1 above

Final Performance Report Question #	RMAF Source Year	Original RMAF Question	Issue With Original Question	Final Wording of Question	Data Sources
3	2003 & 2006	Has the LTC successfully trained students?	Does not include usage or other definitions of 'success'	NO CHANGE	Student met the requirements necessary for his/her position (i.e. PSC test)
4	2003 & 2006	Have students with learning disabilities been trained as planned, and in a timely manner, so as to satisfy statutory requirements?	NO ISSUES	NO CHANGE	Missing data for "planned" and "timely" (referring to wait list size, and length of time on wait list) Student met the requirements necessary for his/her position (i.e. PSC test)
5	2003	Have appropriate electronic products been developed to meet statutory requirements, in accordance with the needs and priorities identified with partners?	Implicit notion that this results largely from the responses of stakeholders.	Have appropriate and sufficient electronic products been developed to meet statutory requirements, in accordance with the needs and priorities identified with partners?	Data on products is available, but no data on needs/priorities; Not answered with data source in RMAF (client/stakeholder satisfaction survey)

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Final Performance Report Question #	RMAF Source Year	Original RMAF Question	Issue With Original Question	Final Wording of Question	Data Sources
6	2003	Have appropriate and sufficient products been developed for special needs students, to meet statutory requirements?	Implicit notion that this results largely from the responses of stakeholders.	Have appropriate and sufficient products been developed for special needs students, to meet statutory requirements in accordance with the needs and priorities identified with partners?	Not answered with data source in RMAF (client/stakeholder satisfaction survey)
7	2003	Have appropriate and sufficient products been developed and made available online to meet non-statutory requirements?	Implicit notion that this results largely from the responses of stakeholders.	Have appropriate and sufficient products been developed and made available online to meet non-statutory requirements in accordance with the needs and priorities identified with partners?	Not answered with data source in RMAF (client/stakeholder satisfaction survey)

Final Performance Report Question #	RMAF Source Year	Original RMAF Question	Issue With Original Question	Final Wording of Question	Data Sources
8	2003	Is there still a need to develop products for special needs students to meet statutory requirements?	NO ISSUES	NO CHANGE	Not answered with data source in RMAF (client/stakeholder satisfaction survey)
9	2003	Is there still a need to develop products to meet non-statutory requirements?	NO ISSUES	NO CHANGE	Not answered with data source in RMAF (client/stakeholder satisfaction survey)
10	2003 & 2006	Has the funding provided been adequate to meet language training needs as set out in the submission to Treasury Board as scheduled?	Conclusion based on responses to all other questions	NO CHANGE	Responses from all questions above

Appendix D: Financial Tables*

*Note: The financial tables included here have been reviewed and approved by Corporate Services Branch.

Multiyear Financial Report – Action Plan for Official Languages (PALO)

	BUDGET				EXPENSES				SURPLUS (DEFICIT)			
	Salary	EBP	O&M	TOTAL	Salary	EBP	O&M	Total	Salary	EBP	O&M	Total
Fiscal year 2003/04												
Training	3,264,280	652,856	5,317,652	9,234,788	3,096,794	619,359	5,093,917	8,810,070	167,486	33,497	223,735	424,718
Technology	729,000	145,800	1,280,580	2,155,380	691,274	138,255	1,100,732	1,930,261	37,726	7,545	179,848	225,119
Total	**3,993,280**	**798,656**	**6,598,232**	**11,390,168**	**3,788,068**	**757,614**	**6,194,649**	**10,740,331**	**205,212**	**41,042**	**403,583**	**649,837**
Total approved by TBS				11,673,128								
Fiscal Year 2004/05												
Training	3,058,000	657,470	3,598,500	7,313,970	3,080,717	662,354	3,530,984	7,274,055	-22,717	-4,884	67,516	39,915
Technology	818,500	175,978	3,039,300	4,033,778	835,909	179,720	2,863,619	3,879,248	-17,409	-3,743	175,681	154,529
Total	**3,876,500**	**833,448**	**6,637,800**	**11,347,748**	**3,916,626**	**842,075**	**6,394,603**	**11,153,304**	**-40,126**	**-8,627**	**243,197**	**194,444**
Total approved by TBS				11,664,980								
Fiscal Year 2005/06												
Training	2,849,500	569,900	2,860,500	6,279,900	2,842,017	568,403	2,828,404	6,238,824	7,483	1,497	32,096	41,076
Technology	1,120,000	224,000	4,262,100	5,606,100	1,079,583	215,917	3,872,468	5,167,968	40,417	8,083	389,632	438,132
Total	**3,969,500**	**793,900**	**7,122,600**	**11,886,000**	**3,921,600**	**784,320**	**6,700,872**	**11,406,792**	**47,900**	**9,580**	**421,728**	**479,208**
Total approved by TBS				11,458,200								

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Multiyear Financial Report – Action Plan for Official Languages (PALO)

	BUDGET				EXPENSES				SURPLUS (DEFICIT)			
	Salary	EBP	O&M	TOTAL	Salary	EBP	O&M	Total	Salary	EBP	O&M	Total
Fiscal Year 2006/07												
Training	3,844,679	768,936	7,240,276	11,853,891	3,835,631	767,126	7,071,256	11,674,013	9,048	1,810	169,020	179,878
Technology	0	0	0	0		0	0	0	0	0	0	0
Total	**3,844,679**	**768,936**	**7,240,276**	**11,853,891**	**3,835,631**	**767,126**	**7,071,256**	**11,674,013**	**9,048**	**1,810**	**169,020**	**179,878**
Total approved by TBS				$ 11,895,443								
Total for 4 years												
Training	13,016,459	2,649,162	19,016,928	34,682,549	12,855,159	2,617,243	18,524,561	33,996,963	161,300	31,919	492,367	685,586
Technology	2,667,500	545,778	8,581,980	11,795,258	2,606,766	533,892	7,836,819	10,977,477	60,734	11,886	745,161	817,781
Total	**15,683,959**	**3,194,939**	**27,598,908**	**46,477,806**	**15,461,925**	**3,151,134**	**26,361,380**	**44,974,439**	**222,034**	**43,805**	**1,237,528**	**1,503,367**
Total approved by TBS				$ 46,691,751								

Note:

In 2003/04, PSC imposed a freeze of all expenses and a cut of $283K of the PALO budget
An amount of $501k was transferred from 2004/05 to 2005/06.

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