

## Status Update

Wednesday, January 21

### Chapter 21, Immigration and Career Training-Coordinating English Language Programs, Provincial Auditor Report Volume 2 2024

Formerly Chapter 29, Coordinating English-Language Programs, Provincial Auditor Report Volume 1 2019

Recommendation and Status at Time of Audit (Indicate whether new or outstanding)	Page	Current Status (implemented, partially implemented, not implemented)	Actions Taken to Implement Since PA Report	Planned Actions for Implementation	Timeline for Implementation
<p>Outstanding:</p> <p>We recommended the Ministry of Immigration and Career Training (formerly the Ministry of the Economy) develop a formal methodology, including regional analysis, for assessing the demand for English-language program needs.</p> <p>(2015 Report – Volume 1, p. 70, Recommendation 1; Public Accounts Committee agreement September 15, 2016) <i>Status – Implemented</i></p>	210	Implemented	<p>ICT continues to use the federal methodology to determine regional demand trends and potential client service gaps. The ministry also utilizes the annual English as a Subsequent Language program plans and labour market data to determine regional demand.</p> <p>ICT receives quarterly reporting from service delivery partners and a review of language program results to determine:</p> <ul style="list-style-type: none"> <li>• Program uptake;</li> <li>• Recorded outcomes; and,</li> <li>• Statistics on service provided to provincial vs federal clients.</li> </ul>		

<b>Recommendation and Status at Time of Audit (Indicate whether new or outstanding)</b>	<b>Page</b>	<b>Current Status (implemented, partially implemented, not implemented)</b>	<b>Actions Taken to Implement Since PA Report</b>	<b>Planned Actions for Implementation</b>	<b>Timeline for Implementation</b>
<p>Outstanding:</p> <p>We recommended the Ministry of Immigration and Career Training (formerly the Ministry of the Economy) formally assess whether regional colleges that deliver English-language programs meet its expectations as set out in its Regional Colleges' Policy Manual.</p> <p>(2015 Report – Volume 1, p. 75, Recommendation 5; Public Accounts Committee agreement September 15, 2016) Status-Implemented</p>	211	Implemented	<p>The current ICT funding model for regional colleges is based on a grant allocation, along with the submission and sign-off of a multi-year business plan and detailed program plan. This submission provides the opportunity for regional colleges to identify any changes in forecasted demand for programming, including English as a Subsequent Language.</p> <p>In the 2024-25 fiscal year, the ministry received year-end data in a timely manner from all regional colleges who deliver English as a Subsequent Language programming. ICT expects the regional colleges to report on enrolment twice a year, with outcomes and financial information included in the year-end report. The ministry had no concerns with the year-end reports submitted by the regional colleges. ICT continues to meet with the regional colleges ESL working group to discuss emerging issues and review reporting requirements to align with other provincially funded training programs.</p>		