
Conversations for Change:

An Overview of Services
For
Immigrant Children and Youth in Calgary

Calgary, Alberta
May 2004



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To advocate human conversation, as the means to restore hope to the future is as simple as I can get. But I've seen that there is no more powerful way to initiate significant change than to convene a conversation. When a community of people discovers that they share a concern, change begins. There is no power equal to a community discovering what it cares about.

- Margaret Wheatley

Purpose of Services Overview

The purpose of the *Overview of Services for Immigrant Children and Youth in Calgary* is to gain an understanding of the services being provided to this population in order to improve overall services. The objectives are to identify gaps and capacities of available services, as well as the needs and strengths of immigrant children and youth.

Impact Statement for Services Overview

Services for immigrant children and youth in Calgary are well coordinated, accessible and culturally competent. As a result, children and youth belong, and can maximize their potential.

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Commissioned by:

The City of Calgary, Family and Community Support Services
United Way of Calgary and Area
Canadian Heritage
Alberta Learning
Alberta Community Development, Human Rights and Citizenship

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EXECUTIVE SUMMARY

The purpose of the *Overview of Services for Immigrant Children and Youth in Calgary* is to gain an understanding of the services being provided to this population in order to improve overall services. The objectives were to identify gaps and capacities of available services, as well as the needs and strengths of immigrant children and youth. The intended impact of this overview is to ensure that services for this population are well coordinated, accessible and culturally competent. As a result, immigrant children and youth would have an increased sense of belonging, and be able to maximize their potential.

In October 2003, *Pen-names Consulting* was retained to conduct the overview. A 23 member Steering Committee comprising funders, social service agencies, school board representatives and immigrant serving agencies was established. The Steering Committee informed the overview through monthly meetings. The project was completed in May 2004. This report is created as a “living text,” structured so that stakeholders can use it in a multitude of ways. It is crafted in the spirit of generating action, so that the learnings and recommendations can be implemented to improve the lives of immigrant children and youth.

The service overview involved three main stages: the distribution of a survey to stakeholders, qualitative consultations with stakeholders, and a review of literature relevant to immigrant children and youth. Four inventories outlining services for immigrant children and youth are presented in the appendices of the report and reflect information gathered up to April 2004. Although there are services being offered for families, the inventories highlight only those services specifically for children and youth. The main findings and learnings of each stage are presented within the report. A summary of key findings from the research is also included.

Summary of Research Findings

The following are the predominant learnings from the quantitative and qualitative research, and the literature review. They are explained in greater detail in the body of the report.

Areas of Need:

- *Coordinated services* for immigrant children and youth.
- *Cultural competency* for service providers.
- *Inclusive program development* that includes immigrant children, youth and families.
- *Partnership opportunities.*
- *Research* about immigrant children and youth.
- *Longitudinal support* for integration and acculturation services.
- *Accessible and sustainable funding.*
- *Addressing systemic factors* that impact immigrant children and youth, such as poverty, language, health, education and employment.

Strengths and Capacities:

- *Competent staff and volunteers* within the programs.
- *Commitment of service providers* to look for better ways to deliver services to this population and remain committed to the process of change.
- *Community support* in terms of the numbers of funders, partners, services and participants in relation to programs for immigrant children and youth.
- *Partnerships* as a strategy for meeting the needs of immigrant children and youth.
- *Funding* in terms of the number of distinctive funders and the fact that many non-public funders are supporting services to immigrant children and youth.
- *Targeted program development* is demonstrated by service providers as they are responsive to the emerging needs of immigrant children and youth.
- *School and community based programs* are being developed and delivered in the communities where there is a significant number of immigrant children and youth.
- *Strengths of immigrant children and youth* and the inclusion of these in the development of services.

Recommendations

Six core recommendations were developed and are highlighted below. The supporting rationale and suggestions for implementation for each recommendation are included in the report:

- A)** Develop a strategy to attend to the priority areas and gaps that have been identified through this overview.
- B)** Implement inter-sectoral and system wide coordination of services for immigrant children and youth.
- C)** Develop and integrate core cultural competencies into all social service, education, and health delivery practices.
- D)** Identify and share existing research about immigrant children and youth.
- E)** Strengthen relationships with schools to further promote the educational, social, and cultural development of immigrant children and youth.
- F)** Develop effective partnership strategies to support immigrant children and youth.

All change must begin somewhere. This project began with conversations among stakeholders in the field of services for immigrant children and youth. There is a synergy and commitment amongst stakeholders to continue these conversations and to begin to move them into action. It is here, that the possibility of change lies. Hence, the title of this report: *Conversations for Change: An Overview of Services for Immigrant Children and Youth in Calgary.*

Key Definitions for Reading and Interpreting the Report

The Steering Committee discussed key definitions before the project began. They realized that it was important to define the terms ‘services’ and ‘immigrant children and youth’. Consensus on the definitions helped both the Steering Committee and the consultants determine whom to approach to participate in the research. It also established parameters for the project. The following definitions are key to interpreting the findings of the research.

Defining Immigrant Children and Youth

Our definition of immigrant children and youth is “individuals, from birth to eighteen years of age who are from immigrant families, regardless of where they were born.” It is an extension of the definition of “immigrant” that appears in the *Immigrant Sector Council of Calgary 2003 –2004 Progress Report and Future Directions*.

Refugee Children and Youth

The Steering Committee in conjunction with the consultant, agreed on a definition of immigrant children and youth that included refugees, while recognizing that this population has unique needs, strengths and challenges.

Defining Services as “Specific” and “Non-Specific”

Specific services are those developed with the intent of supporting immigrant children and youth to achieve full and meaningful participation in Canadian society. Non-specific services are those that provide services to all children and youth and have immigrants participating as a part of the service.

Defining Providers of Services

Providers of services are defined as organizations or groups that offer services to immigrant children and youth within one or more of the following:

- Educational institutions
- Immigrant and main-stream serving agencies
- Community-based centres
- Community associations/groups
- Ethno-cultural organizations
- Religious organizations
- Government authorities (i.e. Calgary Health Region and Calgary Rocky View Child and Family Services)

Defining Stakeholders

Stakeholders include all individuals or groups who have a vested interest in immigrant children and youth. They include, but are not limited to:

- Funders
- Service providers as defined above
- Immigrant children, youth and their families

Defining the System

'System' refers to the service providers and stakeholders as previously defined, and the following that include, but are not limited to:

- Inter-agency collectives
- Inter-sectoral groups
- Justice
- Child welfare
- Health

1.1 Origins of the Overview of Services

In 1991, the Mayor’s Task Force cited in their *Community and Family Violence Report* the importance of attending to the needs of immigrant children and youth. The report recommended that “services and programs for immigrant, refugee, and ethnic minority youth be developed that are culturally sensitive and supportive, and which include the involvement of members of ethnic minority communities.” Since then, both formal and informal providers throughout Calgary have developed and offered a variety of services for immigrant children and youth . Today we face the challenge of offering these services in a well-coordinated manner.

Two recent significant studies were also conducted in Calgary. The first was the *Calgary Immigrant Service Evaluation and System Overview* (also known as the *Howard Report*, 2001), and the second was, *When Spider Webs Unite: Addressing the Issues Faced by Calgary’s Children and Youth*, 2002. Both reports identified that the needs of immigrant children and youth are high. However, neither report provided details regarding what the specific needs were or how to better provide services to address them. This, combined with the echoes of the Mayor’s Task Force Report recommendation, led to the *Overview of Services for Immigrant Children and Youth in Calgary*.

The purpose of the *Overview of Services for Immigrant Children and Youth* was to gain an understanding of the services being provided to this population in order to improve overall services. The objectives were to identify gaps and capacities of available services, as well as the needs and strengths of immigrant children and youth. *Pen-names Consulting* was retained in October of 2003, to conduct the overview. A 23 member Steering Committee comprising funders, social service agencies, school board representatives and immigrant serving agencies was assembled. The Steering Committee informed the work of the project through monthly meetings and the project was completed in May 2004.

1.2 Calgary Context: Statement of Need

The demographic information and existing literature specific to Calgary indicates that the immigrant population is diverse. Children and youth hail from various regions, and countries, they speak different languages and possess unique characteristics and needs depending on where they are in their process of integration (See section 5). Stakeholders in Calgary who work with this population recognize that their unique needs and capacities are not always appropriately or equitably addressed. In order to better coordinate and provide more effective services, funders and service providers in the

community are seeking to understand the big picture of what is being provided for immigrant children and youth.

1.3 Demographic Profile of Immigrant Children and Youth in Calgary

Demographic information helps us to understand the increasing diversity of this population. This increase in diversity holds important implications for the well-being of immigrant children and youth, as well as implications for service providers who will need to be responsive to this growing population. Immigrant children and youth in Calgary will continue to become more racially, culturally, and ethnically diverse based on the following local demographic trends.

The Growing Population of Calgary's Immigrant Youth

- *In 1996, there were over 9,000 Calgarians under the age of 15 who were immigrants (5 percent of the immigrant population).*
- *In 2002, 26 percent of new immigrants were under the age of 18 (2,350).*
- *In 2002, 39 percent were under the age of 26 (3,500).*
- *There were over 17,000 immigrants in Calgary aged 15-24 (10 percent of the immigrant population) (Citizenship and Immigration Canada, 2003).*
- *It has been estimated that, as of 2001, 25 percent of Calgary's children aged 15 years and under are members of visible minorities. (Bartlett et al., 2002, p. 36).*

Language and Immigrant Children and Youth

- *78.7 percent of new immigrants to Calgary in 2002 under the age of 12 did not know English or French.*
- *61.7 percent of those aged 12-17 and 53.6 percent of those aged 18-25 did not know English or French.*

Chart 3: Top 10 Languages of Immigrant Children and Youth

New Immigrants Top 10 Native Languages, Calgary CMA, 2001				
	Under 12	12 to 17	18 to 25	Total Youth
English	200	116	103	419
Tagalog	192	90	61	343
Urdu	170	61	88	319
Mandarin	225	48	42	315
Arabic	149	66	97	312
Punjabi	66	54	184	304
Korean	203	89	11	303
Spanish	98	44	53	195
Russian	61	48	37	146
Hindi	49	18	32	99

(Citizenship and Immigration Canada, 2003).

Education and New Immigrant Youth

- Overall, many new immigrants to Calgary are well educated; in 2002, 47.6 percent of new immigrants aged 18+ held a Bachelor's or higher education degree.
- 12.9 percent of new immigrants to Calgary aged 12 to 17 had no education.
- 5.5 percent of those aged 18-25 had no education
(Citizenship and Immigration Canada, 2003).

ESL and Immigrant Youth

- The Calgary Board of Education's ESL enrolment increased from 3,073 in the 1991-92 school year to 8,836 in the 2000-02 year.
- Despite projected declines in overall enrolment, ESL enrolment is anticipated to continue increasing
(Coalition for Equal Access to Education, 2001 English as a Second Language Education: Context, Current Responses, and Recommendations for New Directions).

Immigrant Families and Poverty

- *The level of poverty based on Low Income Cut Offs (LICO) was much greater for recent immigrants at 41.6 percent, compared to 17.9 percent for Canadian-born Calgarians. This statistic reflects those immigrants who came to Calgary between the years of 1986 to 1996. The poverty rate for those who immigrated prior to 1986 was significantly lower at 18.3 percent.*

(City of Calgary, Community Strategies, Policy & Planning Division, 2003, "Fact Sheet: Poverty In Calgary")

- *In 1990, poverty rates for recent immigrants to Canada were estimated to be as high as 47 percent. This statistic further reflects that immigrants make up a high percentage of the lowest incomes in Canada, which is mirrored in Calgary's data. As children and youth are directly impacted by the family structure, poverty continues to be a systemic influence on their overall development and well-being.*

(Canadian Council on Social Development, 2000, Urban Poverty in Canada)

Refugee Children and Youth

- *In 2002, 14.8 percent of new Calgary immigrants under the age of 18 were refugees; 17.7 percent of those aged 18 to 25 were refugees.*
- *A study of refugee settlement experiences in Alberta showed that the top issues of concern for refugee youth when settling in a country were:*
 - *Friends or relatives back home – 83 percent concerned or very concerned*
 - *Finding or keeping a job – 81 percent*
 - *Their future in Canada – 77 percent*
 - *Money (personal/family income) – 76 percent*
 - *Learning English – 68 percent*
 - *Their own health – 64 percent*
 - *"Fitting in" in Canadian society – 57 percent*

(Prairie Centre of Excellence for Research on Immigration and Integration, and Population Research Laboratory, 1999)

- *38 percent of Calgary refugee youth reported they had experienced racism or discrimination.*

1.4 Implications of the Demographic Trends of Immigrant Children and Youth in Calgary

The study, *When Spider Webs Unite: Addressing the Issues Faced by Calgary's Children and Youth* (2002) produced specific recommendations, identified service issues, and noted that the sector is "somewhat fragmented" (p.14). It also identified the "increasing population of immigrant children and youth" as an important factor when

looking at issues of services and supports. The report outlined that being an immigrant had associated life risk factors, such as poverty, segregation, and unemployment (Bartlett, et al., 2002, p. iii). However, being an “immigrant” child and youth was not identified as a risk factor for achieving health and well-being. Thus, we concluded that it is important to remember that the most significant impact on the well-being of immigrant children and youth is the parent/household environment. Hence, the overall immigrant experience and the specific experiences of immigrant parents will directly impact their children.

Some researchers (Seat, 2000; Anisel, 2000) have indicated that it can be difficult to predict immigration patterns, making it hard to identify and assess patterns and trends of immigrant children, youth and their families. A number of research studies have explored trends and patterns within this specific population. One example is a longitudinal study of the health and well-being of immigrant children and youth that is currently being conducted by researchers at the University of Calgary, and University of Alberta. This study could offer valuable insight into immigrant children and youth, their needs and experiences, and provide valuable support to service providers to respond to these needs. If there is some uncertainty of immigration patterns due to changing political and international contexts, then we predict that there will be an even greater importance placed on the role of on-going research and evaluation in the area of services for children and youth. Existing and on-going research and evaluations can assist in identifying patterns of need, as well as help service providers and funders understand the complexity of these needs. One important and fairly accurate predication we can make, based on demographic information, is that as Calgary’s ethnic populations, both visible and non-visible, continue to increase so will the diversity within this population.

“Over the next decade and beyond, Calgary’s child and youth population will become more racially and ethnically diverse as we welcome new immigrants from a wide spectrum of countries. While this depends on immigration and other policy, it is likely that at least one-third of immigrant children will continue to live in poverty, although most will live in two-parent households. Because the majority of new immigrants are members of visible minority groups, some researchers predict more backlash against immigrants in economic downturns and an increased focus on issues of race and racism” (Bartlett, et al., 2002, p. iii).

1.5 Connecting to Previous Recommendations: Evaluation of Immigrant Services in Calgary

In 2001, Howard Research conducted an evaluation and system overview of immigrant services in Calgary. The evaluation produced important recommendations that are currently being implemented by the Immigrant Sector Council of Calgary (ISCC). ISCC is composed of representatives from Calgary immigrant serving agencies, ethno-cultural groups and funders. The tri-level evaluation (program, agency and system) produced seven broad recommendations. Although this report did not focus on specific services for immigrant children and youth, it did identify some needs of this population. We took the following learnings from the *Immigrant Services Evaluation* into account when conducting this overview of services.

- Youth report their priority needs as: learning English, fitting in and making friends, career counselling, learning to deal with prejudice and violence and help with homework (pp. 87 - 88).
- There is a perception that the number of immigrants coming to Calgary is increasing and that this population is becoming increasingly diverse. Most stakeholders see these trends placing more demands on a system that is already functioning at or beyond capacity (p. 13).
- The *strengths* listed for immigrant youth programming were as follows:
 - Effective in meeting expected program outcomes.
 - Provided by dedicated staff and volunteers.
 - Offer flexibility in terms of service location (e.g., home visits, drop-in).
 - Provide the opportunity for peer support and socialization.
 - Responsive to individual needs.
 - Provide academic and English language learning opportunities (p. 69).
- The opportunities for *improvement* for immigrant youth programming included:
 - Additional staff and program resources are needed.
 - More information about programs need to be made available in the community.
 - More public education to inform the public of work being done in the field of services for immigrant children and youth (p. 69).
- Factors which *facilitated* access to programs were listed as:
 - Services offered in flexible locations (home visits).
 - Dedicated staff.
 - First language counsellors (p. 72).
- *Barriers* to program access were identified as:
 - Geographic location and transportation issues.
 - Inadequate resources to meet the current demand.
 - Lack of flexible service times (p. 72).

It is important to build on previous relevant studies in the area of services to immigrant children and youth in Calgary. Thus, the *Immigrant Services Evaluation* report was helpful in enriching the recommendations of this Overview of Services (See Section 7, Recommendations).

Section 2

PROJECT APPROACH

The overall project approach is based on a mixture of *quantitative* and *qualitative* methodologies. A quantitative approach was used to collect preliminary information from service providers and to build the inventory of existing services for immigrant children and youth. A qualitative approach was used for the individual interviews and focus groups.

The design of the project was based on the *premise* of qualitative research, meaning active ongoing questioning and dialogues were sustained throughout the process in order to continually deepen the learnings. Qualitative research allows you to know and understand what you are going to do, but you do not necessarily know where you will arrive or what will be learned along the way. This was not a true participatory research project given the short-time lines, however, borrowing from the paradigm of qualitative research it was participative in nature and a dialogue based relationship was established between the consultants and the Steering Committee. Other conversations were held with a variety of service providers and with immigrant children, youth and parents.

The core stages of the project approach were *interconnected* in that the learnings from each stage informed each subsequent stage.

1. *Context Assessment*
2. *Primary Research*
3. *Analysis of Research*
4. *Recommendations*

2.1 Rationale of Project Approach

Stage 1: Context Assessment

- The context assessment sets the stage for the *kinds* of questions to ask in the primary research. This involved a literature review and survey development.

Stage 2: Primary Research

- Based primarily on a qualitative research paradigm.
- Inherently *participative* because it involves dialoguing with internal and external stakeholders.
- Approach is considered “research as capacity.” This means that the research process (gathering data) is done in a way that also builds capacity of participants. It is important to *listen* to the research participants and not decide *prior* to meeting with them what the gaps and strengths of programs and services are, or what their needs are.

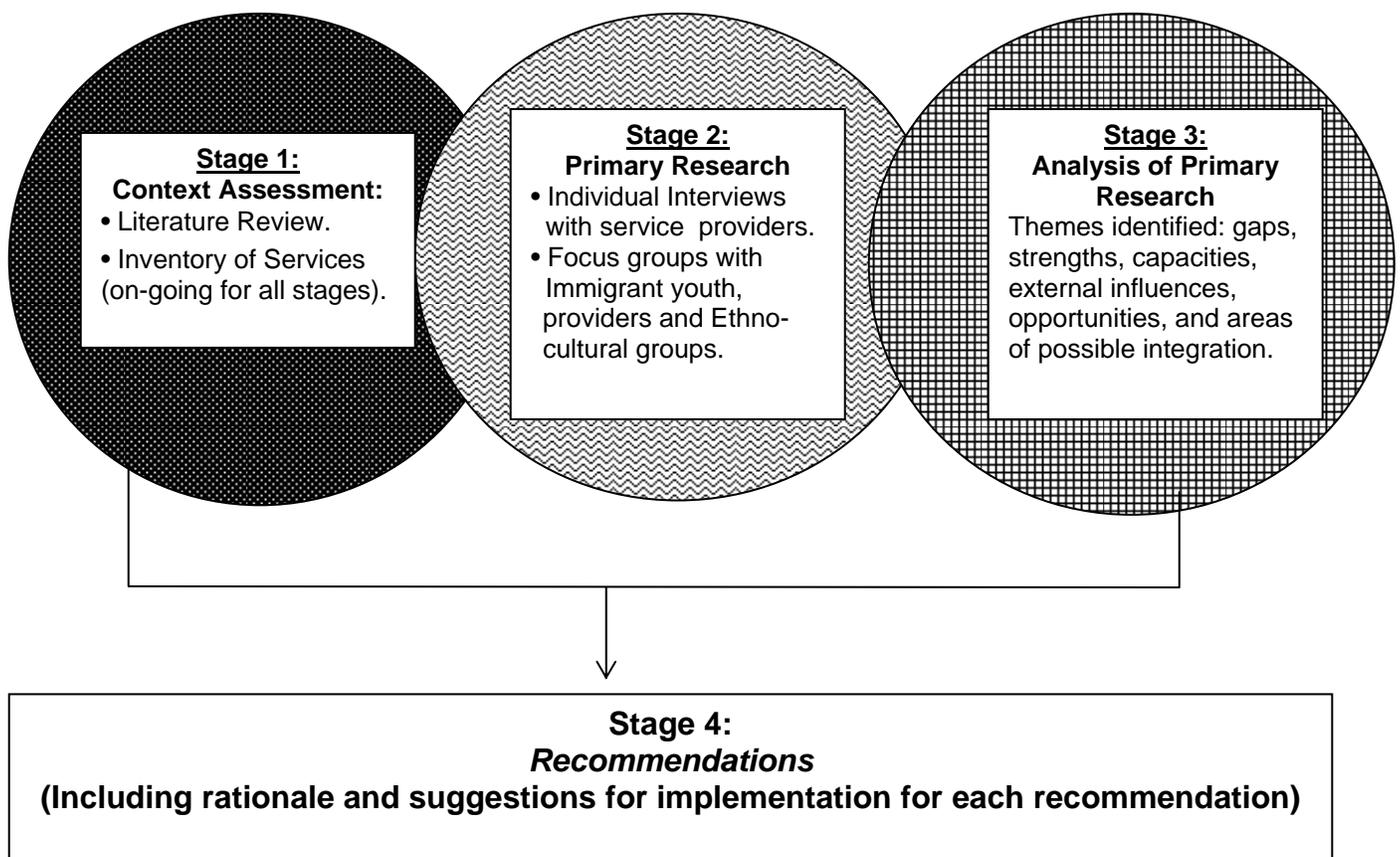
Stage 3: Analysis of Primary Research

- Highlights.
- Implications.
- Gaps/limitations in service.
- Opportunities for coordination of service.
- Strength and capacities of existing services that can be enhanced.
- Identified opportunities/areas for an integrated continuum of service.

Stage 4: Recommendations

- Recommendations were developed out of all the learnings from stages 1 – 3.
- Each recommendation includes a supporting rationale and suggestions for implementation.
- All of the findings and learnings of this overview of services are reflected in this section of the report.

2.2 Illustration of Project Stages



2.3 Quantitative and Qualitative Approach

A quantitative approach was used to develop the inventories of services for immigrant children and youth in Calgary. A survey was designed to gather information including who was offering what services, what partnerships existed and the types of funding available for services. The survey also gathered information about the perceived strengths and challenges in delivering services to this population. Internet searches and telephone calls directly to providers were also used to gather information for the inventories.

Survey objectives:

- Build inventories of available services for immigrant children and youth.
- Understand the funding sources and amounts allocated for these services.
- Determine the extent and dynamics of partnerships in the sector.
- Identify possible areas of collaboration.
- Recognize the perceived strengths and challenges of service delivery.
- Understand current evaluation practices used to inform and monitor services.

Qualitative Consultation and Participation Rate

A qualitative approach was used to further gather information. A total of 75 people were consulted (interviews and focus groups combined) for this overview including immigrant children and youth, immigrant serving agencies, mainstream agencies, and representatives from ethno-cultural groups and immigrant parents.

The following were part of the overview of services focus groups:

- Two immigrant youth focus groups:
 - Focus group number one: age range of 16 - 20, males and females from Thailand, Vietnam, Cambodia, Malaysia, Philippines, and Calgary.
 - Focus group number two: average age of 12, males and females from India, Pakistan, Argentina, Iraq, and Kashmir. All had been in Calgary under one year
- One focus group with immigrant families (mostly females, one male from Poland, China, and Pakistan)
- One focus group with mainstream providers whose focus is primarily services for children and youth.

- Two focus groups with members of ethno-cultural groups:
 - Focus group number one: included members from China, India, and El Salvador.
 - Focus group number two: included members from China, Chile, Sudan, India, Philippines, Pakistan, and El Salvador

Along with the focus groups, ten interviews were conducted with selected agencies, including Calgary Bridge Foundation for Youth, Family Matters, Calgary Immigrant Women's Association, Calgary Immigrant Aid Society, Calgary Catholic Immigration Society, Calgary Chinese Community Services Association, Chinook College, LINC Program, Youth Criminal Defence Office, North of McKnight Community Resource Centre and Calgary Mennonite Centre for Newcomers.

Project Scope

- The project had a six-month timeline, and much of the consultation occurred over the Christmas holidays. This created difficulties in accessing people in a timely manner.
- A six-month time-line can be challenging when working from a qualitative paradigm.
- The definition of immigrant children and youth included refugees.
- Accessing informal services, especially those provided by faith based organizations, proved to be very challenging because they only exist when they are needed – this fluidity makes it hard to include them in an inventory.

Section 3

QUANTITATIVE RESEARCH FINDINGS:
What the Numbers Tell Us

3.1 Background to the Survey Findings

In order to develop the inventories of services being accessed by immigrant children and youth, a survey was developed and disseminated to both formal and informal service providers in Calgary (See Appendices A, B, C, and D for inventories). Within the scope of project, the intent was to contextualize who was providing services and to what ages; which partnerships existed; where services were located and how long they had been in existence; funding trends relevant to this population; if evaluation of services was occurring and what strengths and challenges were inherent to service delivery. This section reflects the findings derived from the surveys and learnings drawn from the data.

A total of 40 out of 69 surveys disseminated were returned from service providers (57 percent return rate). Eighty-five distinctive services were identified, 45 of which were specific to immigrant children and youth. This occurred because some respondents reported offering more than one service for immigrant children and youth. The distinction between specific and non-specific services was important so that we could have an overview of available services. Interpretation of the survey results was, therefore, based on analyzing and tabulating data from these distinctive services.

The following section provides contextual explanations for collecting the data, statistical data gathered from the surveys, and highlights of the findings and key learnings drawn through analysis.

The findings and learnings are drawn only from those services defined as 'specific' to immigrant children and youth. The only exception in which findings are drawn from both specific and non-specific is the category of overall service provision.

This survey was not intended to be scientifically nor statistically exact or exhaustive in nature; rather it was used as a sample survey that would allow for an analysis of services for immigrant children and youth and to support the development of service inventories. Results are based solely on those surveys that were returned. We recognize that there are other services we have not heard from, or due to unforeseen factors could not be included in the survey.

3.2 Overall Service Provision

The purpose of distinguishing between ‘non-specific’ and ‘specific’ was to understand the extent of services being offered, based on the needs of immigrant children and youth. Secondly, there was a need to gain an overall understanding of the extent of participation of immigrant children and youth in services throughout Calgary.

Estimated Percentage of Non-Specific Services For Immigrant Children and Youth

- *83 percent of non-specific services reported having immigrant participants aged birth to 4 years.*
- *75 percent of non-specific services reported having immigrant participants aged 5-12 years.*
- *57 percent of non-specific services reported having immigrant participants aged 13-18 years.*

Estimated Percentage of Specific Services for Immigrant Children and Youth

- *18 percent of survey respondents reported having specific services for immigrant participants aged birth to 4 years.*
- *25 percent of survey respondents reported having specific services for immigrant participants aged 5-12 years.*
- *44 percent of survey respondents reported having specific services for immigrant participants aged 13-18 years.*

Findings:

- A number of mainstream agencies estimate a high percentage of this population participating in programs that are designed for and delivered to the general population.
- Most mainstream providers have some level of participation of immigrant children and youth. Participation ranged anywhere from 5 – 90 percent.
- Most mainstream providers do not statistically track the participation level of immigrant children and youth in their services.
- There were not many respondents who identified services provided specifically for immigrant children aged birth to 4 years, yet participation in non-specific services was reported as being very high.

Learnings:

- As the population of immigrant children and youth increases and becomes more dispersed throughout Calgary, tracking their participation in all services becomes very important. Demographic information could support funders in setting funding priorities for this population, while providers can respond to emerging population trends and develop programs accordingly.
- Further discussions are needed to determine if there is a need to develop more services specific to young immigrant children, or whether the needs of this group are being met in mainstream agencies, given the high rate of participation of this age group.

3.3 Partnerships

We asked questions relevant to partnerships to better understand which service providers were working in partnership and what age groups were most impacted.

Estimated Specific Services That Identified Working in Partnership

- *58 percent of all specific services are offered in partnership.*
- *42 percent of all specific services are not offered in partnership.*

Estimated Specific Services That are Offered in Partnership Based on Age Groups

- *23 percent of specific services for children aged 0-4 years are offered in partnership.*
- *45 percent of specific services for children aged 5-12 years are offered in partnership.*
- *68 percent of specific services for youth aged 13-18 years are offered in partnership.*

Findings:

- More than half of the respondents reported offering their services in partnership.
- Partnerships specific to immigrant youth aged 13-18 were particularly high.
- There are minimal partnerships for pre-school immigrant children.
- A high percentage of specific services reported partnering with non-specific services.

Learnings:

- The percentage of partnerships for pre-school immigrant children is low, which raises the question as to why, and is there a need to develop more partnerships for this age group?
- Considering that more than half of the respondents reported offering services in partnership with other stakeholders, there is a need to define the term 'partnership.' Its meaning may have been interpreted differently among providers.
- Increasingly service providers are looking for opportunities to enhance service delivery through the development of partnerships. Given the high percentage of partnerships, a model of service delivery that identifies best or promising practices in the development of partnerships would be very beneficial.

3.4 Service Locality and Length of Time They Have Been Offered

We gathered information about where services are offered. We wanted to know if there were gaps in services and what, if any, inequities in service delivery were based on geographical distributions. Additionally, we wanted to see if there was correlation between location of service provision and those areas with high immigrant populations.

Geographical Areas Where Specific Services are Located¹

- *25 percent of providers offered specific services in NW Calgary.*
- *50 percent of providers offered specific services in NE Calgary.*
- *45 percent of providers offered specific services in SW Calgary.*
- *63 percent of providers offered specific services in SE Calgary.*

Findings:

- Services are primarily being offered in areas where population of immigrant children and youth are high.

Learnings:

- Local population demographics appear to be a major consideration for service providers in the development of specific services.
- As the immigrant population continues to disperse, services will continually need to be developed locally to meet the needs within each community.
- Consideration of where services could be located is important if the needs of this group are to be addressed.
- Accessibility for immigrant children and youth and the equitableness of service provision for users of the service remain important considerations in program and service development.

¹ These findings are not intended to equal 100 percent as many providers offer more than one service in different quadrants of the city.

Length of Time Specific Services Have Been Offered

We asked how long a service has been offered to determine whether specific services are demonstrating sustainability and to better understand the impact of services.

- *30 percent of specific services have been in existence for 1 year or less.*
- *20 percent of specific services have been in existence for 2-3 years.*
- *9 percent of specific services have been in existence for 4-5 years.*
- *41 percent of specific services have been in existence for 5 or more years.*

Findings:

- One-third of specific services offered have been in existence for less than one year.
- A high percentage of services have been in existence for a period of five or more years.
- Service provision drops past the first year of operation (20 percent) and further declines into the fourth year (9 percent).
- Unique services are often considered “pilot” initiatives.

Learnings:

- Pilot projects do not have adequate and/or sustainable funding. Therefore, it is often difficult for agencies to secure the resources required to have integrated evaluation plans that could demonstrate the effectiveness of the service.
- There is a need for longer-term sustainable funding and an increased commitment to support newer services to become established and to evaluate their impact.
- Acculturation for immigrant children and youth is a long-term process and requires long-term funding.
- The emerging diverse needs of immigrant children and youth, and the changing priorities of funders may contribute to the fragmentation of services.

3.5 Funding

We asked questions about funding to gain a snap shot understanding of who are the funders of services in this area and what they are funding². As more funders move towards coordinated funding approaches, it will be important to understand which funders are active in supporting this population and what their priorities are from year to year.

Findings:

- Respondents identified twenty-five different funding sources.
- The largest amounts of individual service funding come from United Way, Calgary Rocky View, FCSS, and Alberta Learning.
- 'Other' funders generally contributed lower individual amounts of funding, yet they represent 58 percent of all reported funding to this population. For example, Human Resources Development Canada and Health Canada were the largest contributors identified in the 'other' category, each funding programs in excess of \$100K. Social Venture Partners, Citizenship and Immigration Canada, Trico Homes and Casinos were the next highest with contributions in excess of \$50K. Foundations such as Wild Rose and Burns, along with corporate and private donations, Angels of Love, Calgary Community Adult Learning Association, Industry Canada and National Crime Prevention made up the majority of 'other' funders in the \$50K and under category.
- The majority of services reported having only one funder.
- One hundred percent of culturally specific programs such as Vietnamese, Sudanese and so forth, received all or a very high percentage of their funding from 'other' funding sources.
- Social and recreational programs were the least supported services and funding in these areas came primarily from 'other' funders.
- High levels of funding were reported for either 'short-term' or 'long-term', but significantly less funding was provided for the timeframes in between.

² These funding statistics are not scientifically exact as not all respondents provided detailed funding information. (Calgary Health Region for example was identified as a funder however, details of funding were not provided by the respondents).

Learnings:

- The high number of identified funders illustrates a good deal of support for specific services; however, funding continues to be disparate.
- Corporate, private and 'other' funding makes up the majority of overall funding to this population, which reflects support from the community for services.
- Having only one primary funder could potentially leave programs vulnerable and compromise their sustainability should the funder's priorities change.
- When respondents identified who was funding their services, a pattern emerged regarding the individual funder's priorities based on the 'themes' of services they were supporting.
- It would be valuable to further develop coordinated funding approaches, which will support adequate and sustainable funding.
- Since we know that acculturation is a long and complex process, there is need for more funding to be provided to services that have been in existence for two to four years. This would allow for the development, implementation and measurement of impact.

3.6 Measurement and Evaluation of Services

It was important to understand if and how service providers and funders evaluate and measure the effectiveness of services for immigrant children and youth. Evaluation is no longer an add-on feature of programming, but an integral component of service design and delivery. It is the aggregate of all evaluation and measurement results that will inform the eventual development of best or promising practices.

Specific Services Measuring Effectiveness of Service

- *90 percent of specific services reported that they are measuring their services for effectiveness.*
- *10 percent of specific services reported that they are currently not measuring their services for effectiveness.*

Methods for Measuring Effectiveness

Findings:

- The majority of services are being measured for effectiveness.
- The main methods for measuring effectiveness are evaluation (38 percent); program statistics (30 percent); community consultation (28 percent); and best practices (28 percent).
- There are a number of different measurement and/or evaluation tools being used in isolation or in conjunction with other tools to measure service effectiveness.
- Most services are measuring service effectiveness in some manner; however there are minimal reports or findings that have been disseminated that increase understanding as to what difference these services are making for immigrant children and youth. In instances where service evaluations have been completed, the results have been used to enhance service delivery.

Learnings:

- There is a significant amount of measurement occurring in practice, but few results are appearing or being disseminated. It is important to continue to measure outcomes, harvest the results and share them among service providers and funders.
- As the majority of services are being measured for effectiveness, there should be data that can be interpreted and shared amongst all stakeholders in order to generate an understanding of what difference the services for immigrant children and youth are making.
- There is a readiness and growing capacity within the field of services to continue to build on evaluation and the eventual development of best or promising practices.

3.7 Strengths and Challenges of Providing Services to Immigrant Children and Youth

Survey respondents from specific services were asked to provide comments in Section 3 of the survey. However, some non-specific providers also included their input; therefore information for the following section was collated from feedback provided by both groups. These findings represent 48 percent of all respondents.

The purpose of asking providers of specific services to offer input into the strengths and challenges of delivering services to immigrant children and youth was to gather insight into factors that support or hinder service delivery to this population. This feedback was then used to inform part of the qualitative consultation process and guide in the development of focus group and interview questions.

Findings:

Strengths:

- Funding is available through a variety of avenues.
- Understanding of cultural diversity/sensitivity, diversity of staff members and the level of staff commitment.
- Partnership development and the number of cultural groups, and agencies offering services to immigrant children and youth.
- Services facilitate integration of children and youth into school, and community and provide skills to adjust to a new culture.
- Internal competencies such as staff, board and program development.
- Community and corporate support for the programs.

Challenges:

- Immigrant children and youth have challenges in accessing services and service providers face challenges in connecting with immigrant children and youth.
- Often both service providers and the target population are not aware of the continuum of services that is available.
- There is a lack of physical space to offer services, especially for recreational/social activities.
- Language and lack of translation services is a major barrier to accessing services and to market existing services.

- Stereotyping and perceptions about immigrant youth is a constant challenge.
- Sustainable organizational resources such as funding, recruiting and retaining qualified, competent staff and volunteers.

Learnings:

- Strengths and challenges are often interconnected. Funding, for example, was noted as a strength and a challenge. Their interconnectedness is reflective of a complex field of services, as well as the differing perceptions of issues.
- There are many services available to immigrant children and youth, yet they are often disparate, resulting in accessibility challenges. The vast range of services currently in place needs to be coordinated.
- Language needs and the lack of translation services continue to create a barrier for both services providers and those needing to access services. Improved language services would improve access to other services.
- There is a need for a greater understanding of this population in order to enhance services and accessibility to immigrant children and youth.
- Organizations find it a challenge to keep skilled staff. Thus more cost-effective and accessible professional development and training initiatives to benefit staff are needed. Enhanced training in turn will build the capacity of individuals and strengthen the organizations.
- There is a need for more physical space to offer services for immigrant children and youth, especially for recreation programs. Schools and community groups could explore the possibility of sharing space.

Section 4

**QUALITATIVE RESEARCH FINDINGS:
What the People Tell Us**

The following findings highlight significant features and learnings of the focus groups and individual interviews. By providing these results, we can gain a deeper understanding of particular experiences.

4.1 Background to the Qualitative Findings

Two focus groups were held with immigrant youth: one with a group of 12-year olds, and the other group ranged in age from 16 to 20. It is important to distinguish between the two groups because their needs as well as their insights vary. Direct quotes are distinguished as “12 Year Old Immigrant Youth” and “Older Immigrant Youth.” Also, five focus groups and 10 interviews were held with representatives from mainstream service providers, immigrant serving agencies, and ethno-cultural groups.

This section is arranged in two main segments:

- Perspectives from Immigrant Children and Youth
- Perspectives from Service Providers

Within these segments, the main themes are presented in no specific order of priority, as they are intended to inform and offer a description of what the research participants said, and the possible implications of their perspectives.

4.2 Perspectives from Immigrant Children and Youth	4.3 Perspectives from Service Providers
<p>Themes:</p> <p>4.2 A) Gender, Racism and Resiliency</p> <p>4.2 B) Education</p> <p>4.2 C) Integration</p> <p>4.2 D) Employment</p> <p>4.2 E) Services</p>	<p>Themes:</p> <p>4.3 A) Emerging Areas of Need</p> <p>4.3 B) Enhancing Service Delivery</p> <p>4.3 C) The Role of Schools</p> <p>4.3 D) Partnerships</p>

4.2 Perspectives from Immigrant Children and Youth

4.2 A) Gender, Racism and Resiliency

- *Immigrant youth openly discussed challenges they face; yet they talked about how they do not let the challenges discourage them.*
- *Immigrant youth spoke about experiencing racism, ethnic profiling and bullying.*
- *There are distinct gender differences in how male and female immigrant youth are perceived and treated.*
- *Religious customs and traditions are important to both younger and older immigrant youth.*

There is a resiliency and wisdom amongst immigrant youth. They accept many of their challenges as part of life. Most youth had experienced some kind of teasing and their responses to it were non-violent, and often philosophical in nature. The younger group indicated that they prefer to deal with challenges on their own. The older youth focus group shared a similar perspective. Their stories and experiences of racism, and gender bias, are accepted as a part of their lives, and although they do not like it, they said they just “deal with it” and learn to live with it.

The group of 12 years old immigrant youth all shared experiences of being teased because they are from a different culture, yet they did not identify this as racism. They noted that the first few months of being in Calgary and at school is hard, but that it “gets easier” once they make friends. The older immigrant youth, particularly the males, spoke of experiences that they interpreted as racist or as ethnic profiling. They shared stories of being pulled over by police, or being treated unfairly by people in authoritative roles because they are a visible minority, particularly if they were male and of Asian decent. The older immigrant youth group also talked about how the media unfairly positions them as being in gangs.

Maintaining the traditions of specific cultures is important to immigrant families and parents, and this often includes different responsibilities being assigned based on their sex. The younger females talked about gender difference, not as a political issue, but one that they respected as part of their culture. Yet, they also recognized that it limits them. It is interesting to compare this to the older female youth who were better able to articulate their frustrations with this situation.

“Don't listen to other kids, because in 2 - 3 months, they are going to get used to you.”

- 12 Year Old
Immigrant Youth

“When you don't know what to do, you listen to your heart.”

-12 Year Old
Immigrant Youth

“They [other children] pick on brown people a lot.”

- 12 Year Old
Immigrant Youth

“Any Asian with yellow hair is seen as a gang member.”

- Older Immigrant Youth

“If you are from a different culture, you get teased a lot.”

- 12 Year Old
Immigrant Youth

“Parents fulfill the boy's wishes first.”

- 12 Year Old Female
Immigrant Youth

“I agree with my parent's reason for not allowing the girls to do things, but we are then deprived of so many experiences.”

- Older Female
Immigrant Youth

“Religion is more important than English”

- 12 Year Old
Immigrant Youth

4.2 B) Education

- *Education is extremely important to the parents of immigrant youth.*
- *Older immigrant youth empathized with their parents' emphasis on the importance on education. They perceived that their parents had very hard lives in their countries of origin, and understood that because of that, they wanted a better life for them in Canada.*
- *The younger immigrant group felt that some teachers do not always understand their needs.*

Most families immigrate to Canada in order to have a “better life” not just for themselves, but also for their children. The key factor noted by immigrant youth in attaining a better life is education. The youth spoke explicitly of the pressure for them to do well in school, and that they are “always studying.” There is a great importance placed on the children’s ability to excel in school. Immigrant youth noted that they sometimes feel the pressure of having to do well in school because their parents moved to Canada so they could have a better life.

The younger group shared stories of how some teachers in the mainstream classes do not understand their unique needs as ESL students. They talked about how sometimes it is hard for them in mainstream classes, like science, because they are learning English at the same time.

“Parents have high expectations for us.”
- Older Immigrant Youth

“Our parents had to give up school to support our family, so school is very important to them.”
- Older Immigrant Youth

“When I’m in math and science, I say to my teacher, ‘can you slow down bit, I don’t understand this because I’m in ESL’, and he just says, ‘it doesn’t matter, in this class you’re all the same.’”
- 12 Year Old Immigrant Youth

4.2 C) Integration

- *Immigrant children and youth are balancing two or more cultures. As they integrate further into mainstream culture, they are also trying to find ways to maintain their own culture.*
- *The issues experienced by new immigrant youth, and immigrant youth who are in a process of acculturation, are very different.*
- *Informal networks of friends and family members from their own cultures were pivotal in helping immigrant youth adjust in Calgary.*

“Sometimes the more you integrate, the more you feel trapped between cultures.”
- Older Immigrant Youth

Integration can create a feeling of living between two worlds. Youth want to uphold the traditions and culture of their parents, while becoming part of their new culture. They indicated that a sense of belonging is essential to their overall well-being and successful integration. The social and support network for the younger youth was primarily made up of friends from school, or other friends from families of the same culture that assisted

them when they first moved to Calgary. This is consistent with a finding from the Literature Review (See Section 5) whereby friends are one of the main spheres of influence for immigrant youth. However, another finding in the Literature Review is that only having friends from the same culture can become a barrier to integration.

The youth also noted that there is a “natural division” between newly arrived and more established immigrant youth. This highlighted how important it is to understand and address the immigrant youth have different service needs depending on how long they have been living in Canada.

4.2 D) Employment

- *Career information was noted as very important and an area of great need.*
- *Information about and access to part-time job information was noted as important.*

Immigrant youth talked about how it would be helpful to talk to someone about career options. They wanted to discuss this with someone other than their school counsellors because they perceive them as being very busy. Part-time jobs are also very important because both parents of many immigrant youth work long hours. Youth often work part time to help support their family and to acquire spending money.

4.2 E) Services

- *There is a lack of awareness among immigrant youth of services available to them.*
- *There is a need for more venues where immigrant youth can share their concerns with service providers.*
- *Both younger and older immigrant youth expressed the need for more space to just “hang out”.*
- *Opportunities to be able to take more leisure trips were often noted.*
- *The cold weather in Calgary and the cost for winter activities is perceived as a “restriction” to participating in programs.*

“I don’t think they [service providers] are doing a very good job if we don’t know about them [services].

- Older Immigrant Youth

“Basically, it’s a matter of leisure.”

- Older Immigrant Youth

The most common way immigrant youth find out about a service is through friends and their school. One youth noted that she took part in a service that she really enjoyed, because the providers came to the school to do a presentation.

Immigrant youth want to be heard and to feel like they have a voice. They want more opportunities to talk about who they are, what they need and what is important to them. They would like more venues in which to be engaged, including the opportunity to participate in more focus groups. The younger group expressed a desire to do more things that take them to new places in Calgary, such as the zoo and Banff. Given that they had all been in Calgary for less than a year, they wanted to explore Calgary and Alberta as a way to learn more about their new home.

“Hanging out” with friends and playing sports were the most common activities noted by both younger and older immigrant youth. They like to spend their time at the mall (some had part-time jobs there); go to the gym; talk with friends on the phone; and study. The younger youth liked to play sports, go to the mall, do homework, and phone friends. Some programs they mentioned that they really like being a part of are the Bridge Club (offered through the Bridge Foundation) and the Girls Culture Club (offered by Calgary Immigrant Women’s Association) because they “make new friends”.

When the weather is cold it is hard to do things outside, especially if youth have come from countries with warmer climates. When the weather is cold they would rather just stay in, or prefer places like the mall to hang out. They also noted that winter sports are very expensive and high costs are a barrier.

4.3 Perspectives of Service Providers

4.3 A) Emerging Areas of Need

- *The increased involvement of immigrant youth in justice related issues.*
- *The lack of culturally sensitive transition housing and foster homes available for immigrant youth.*
- *Poverty is a significant issue for immigrant children and youth and their families.*

Providers within the justice system have noticed a disproportionate number of immigrant youth represented in court. There is no current research or assessment to substantiate this, and as such will need to be further explored.

Immigrant youth who are at risk of family violence and homelessness need alternative housing supports that are culturally appropriate. This is especially the case with foster homes. Agencies are struggling to match the growing number of immigrant children and youth in need of residential care with families from a similar cultural background.

To fully understand and support immigrant children and youth, there is a need to recognize that many immigrant families struggle with issues of poverty and many are considered to belong to the growing ranks of the working poor.

4.3 B) Enhancing Service Delivery

- *Understanding the unique issues of refugee children and youth and how they are different from immigrant children and youth.*
- *Structured and unstructured recreation services are enriching the lives of immigrant children and youth.*
- *There is a need for programs that facilitate social networks.*
- *Ethno-cultural groups could become more of a resource to both mainstream and immigrant serving agencies.*
- *Most services and support offered through ethno-cultural groups are volunteer-based, so it is difficult to spread their time out and focus on children and youth.*

"People also confuse 'refugee' and 'immigrant.' And they confuse refugee issues and they see lots of stuff about refugee camps and they have experiences of people who do not have high literacy and they transfer that thinking to, 'oh, well all immigrants have low literacy or they all bring issues.'"
- Service Provider

"Agencies need to re-examine their services to ensure they are appropriate and inclusive of immigrant children and youth...and to address barriers to their programs, including those that are hidden or not intentional."
- Service Provider

"There is a need to expand the recreation component to include recreation and sports from other cultures, less hockey and more soccer etc."
- Service Provider

- *Immigrant children, youth and their families often access services because they are located close to where they live.*
- *Funding remains a challenge; it is not sustainable or equitable.*
- *There is a lack of knowledge amongst service providers of services available to immigrant children and youth.*
- *Involving immigrant youth in programming and delivery of services was noted as very important for developing mentors, and ensuring programs reflect the needs of the participants.*
- *Mainstream agencies expressed a desire to be more culturally competent.*
- *Post-secondary educational institutions could play a role in addressing core cultural competencies.*
- *There would be benefits to sharing evaluations, and research focused on immigrant children and youth in Calgary.*

It is important for service providers to have knowledge of services available for easy referral. As the needs of immigrant children and youth become ever more complex and diverse, it becomes harder for service providers to be able to respond. To effectively do this, they must be aware of the various services that are available. Having access to up-to-date information will assist providers in service delivery.

Recreation programs were commonly noted as important because of the positive impact they can have on immigrant children, youth and their families. However, they are not readily perceived as valid or substantial programs in terms of fostering successful adaptation. Programs or services that facilitate social networks for this population address isolation and help with integration into mainstream society.

Efforts of ethno-cultural groups are often perceived as separate from the work of agencies. Cultural groups are playing an important role in welcoming people from their own cultures. There is very little financial support for ethno-cultural groups, either for building organizational capacity or to develop and deliver services for this population. As such, most ethno-cultural groups try to support their children and youth in a voluntary, ad-hoc basis. Given the logical connection between these groups and their participants, it may be of value to explore how to further engage ethno-cultural groups in service delivery, either through specific program funding or partnerships.

"Institutions that are serious about being culturally competent need to engage immigrant children, youth, families and communities---not just talk, but take action to influence the organization."
- *Ethno-cultural Member*

"The youth want [to work with] younger people who are hip and cool. So you can bring in someone who is cool, but they are not quite there yet in terms of experience and maturity and all of those good things which you get when you bring in someone who is more established. Younger people are willing to roll around in the mud with the kids...you need some people who get right in there with the kids."
- *Service Provider*

"Families are often left out of programs for children and youth, and this is in direct contradiction with most cultures that view participation as family based, including extended family."
- *Service Provider*

The federal government defines youth as people between the ages of sixteen and thirty, and this is the group that is eligible for federal dollars. Provincial program and funding emphasis is on prevention (ages zero - six). This means there is a challenge to find funding for programs aimed at participants aged six to 16. To ensure equitable and comprehensive services are available and meet the needs of immigrant children and youth, the funding system should reflect and support all ages.

There is a level of inclusiveness of practice that could emerge from developing and sustaining cultural competencies. Post-secondary educational institutions could play a role by developing curricula, or including cultural competencies within the curricula. This would help prepare people working within human care (teachers, social workers, nurses, physicians, etc.) to work with diverse populations.

With the increase in research and evaluations, it is important to ensure that the learnings are not lost, and more importantly that the recommendations are implemented. Aggregating the learnings will assist in reducing duplication of services and may allow for new research and assessment areas to be explored.

4.3 C) The Role of Schools

- *Schools are seen as a key medium for disseminating information about available services.*
- *Schools are often recognized as an important and relevant way of accessing immigrant children and youth.*
- *Schools are the primary forum for socialization and integration.*
- *Schools are seen as the “hub” or “heart of the community.”*
- *Partnerships between schools and other providers are desirable and effective ways to deliver better services to immigrant children and youth.*
- *Schools play a key role in providing space for programs.*

“Schools are a natural gathering place for community.”
- Service Provider

“The school has to be recognized as and returned to being the heart of a community...the demise of community schools had a serious impact on the whole community and, in particular, the ethnic communities.”
- Service Provider

The involvement of schools in connecting with immigrant children, youth, and families was seen as very important to service provision and planning. Generally, immigrant children and youth can access services offered on-site at schools more easily than services offered elsewhere. Service providers expressed a desire for better access to school space outside of regular school hours.

Schools are seen as having an ability to play a key role in the social and cultural development of children. Service providers described schools as “the hub” of the community, and as a natural place to build upon for accessing and delivering services to immigrant children and youth.

4.3 D) Partnerships

- *Partnerships were perceived as very valuable and beneficial, despite the inherent challenges.*
- *Partnerships between schools and immigrant serving agencies, ethno-cultural groups, and family resource centres, are seen as effective ways to deliver services.*
- *There is a fear of sharing information and knowledge among service providers because of competition for funding.*
- *Duplication of services is not necessarily a bad thing, if the “big picture” of services is understood.*
- *Partnerships between mainstream agencies and ethno-cultural groups, and mainstream agencies and immigrant serving agencies are recommended.*

Partnerships are seen as valuable, yet complex. It may take time to address the “fear of sharing” that has been created by the competition for funding. Service providers described this as a “change management process.” Understanding and sharing information could assist in the development of best practices relevant to partnerships and will likely lead to more successful outcomes.

Service providers commented that it is difficult to know how to find potential partners or how to best approach other agencies and organizations, especially ethno-cultural groups. Partnerships between schools and service providers are seen as key, yet some providers were unsure what these partnerships would look like. Much of the capacity for partnerships with schools was seen to depend upon the support of the principal of the school.

Providers recognize that time and energy needs to be committed in order for partnerships to be successful. By understanding all of the services available to immigrant children and youth, providers can more readily make referrals to appropriate services. Additionally, they could better identify strategies to work in a more cooperative, coordinated way and create partnership opportunities.

“School partnerships are key—they have the kids on-site and they need the services there, but the agencies are not always considered to be part of the process. It depends on individual schools and principals—if they support the work, then you’re in.”
- *Service Provider*

“It will help to see the ‘big picture’ of services for immigrant children and youth. Big picture will help to see where duplication is. If you have the big picture, then duplication is not an issue. In fact, it will make it easier to develop partnerships and share knowledge, and to know who is doing what.”
- *Service Provider*

“I love the idea of a partnership, say between a mental health agency [i.e. mainstream agency] and an immigrant serving agency. I love the concept. I don’t know exactly what it looks like, but I really like it.”
- *Service Provider*

Section 5

REVIEW OF LITERATURE AND FINDINGS

5.1 Insight into Immigrant Children and Youth

There is currently a surge in research studies and projects focused on immigrant children and youth. These are needed and welcome because as the population of immigrant children and youth increases, so does the need to understand their unique challenges and capacities. The largest gap in the available literature is in the area of understanding the needs of children between the ages of 6 and sixteen. This is consistent also with the lack of funding for this age group as most funding is directed towards the previous years (0–6), and the youth years (16-24).

Although research focuses on immigrant children and youth, we found that little research examines the ‘lived experiences’ of this population. The literature positions immigrant children and youth differently from their non-immigrant counterparts, mostly because their “needs” are different. A study of lived experiences would require a large time commitment and sustainable funding, but would bring forth a contextual understanding beyond the current predominate method of framing based on needs and challenges. The danger in continually framing this population in a discourse of need is that it can categorize children and youth as perpetually “needy.” Understanding how they are different will help inform service delivery, but we must move beyond ‘need’ if we are truly going to understand the complex world of immigrant children and youth.

Overall, our review of the literature on immigrant children and children of immigrants shows there is *very little direct research*, especially in the critical area of access to social services. Emerging trends indicate the need to integrate a number of key issues that include the demographic and socio-economic characteristics of immigrant groups, social and cultural differences in the world of children across communities, the organizational abilities of communities to gain access to social services, the significant impact of racism upon recent immigrant groups’ abilities to adjust successfully to Canadian society, and the need for public policy that addresses the specific needs of immigrant communities (Kobayashi, 1998, pp. 8).

5.2 Immigrant Children

Immigrant children were primarily defined in the following ways: 0 to 4 (preschool age) and 5 to twelve (elementary school age). There are limitations to the age and groupings used for this overview as defining age can limit the inclusion of culturally diverse age development perspectives, which may differ from the age continuum used in Canadian society.

Overall the research and literature point out that there is a need to focus on immigrant children and youth (Anisel, 2000). Our literature review uncovered that there is more information available about immigrant youth than there is about immigrant children. As children and youth often share many similar characteristics and needs, to some extent, we can use existing research on youth to draw some conclusions about the needs of children.

The similarities between immigrant children and youth lie mostly in the areas that influence development and include family, friends, culture, education, and the larger community. Many researchers who explore the issues and needs have recognized that the educational context is the “fundamental significance for the adaptation and socialization of children from immigrant families” (Kobayashi et al., 1998, p. 13).

We also noticed a gap in ‘direct research’ on immigrant children particularly in relation to accessing social services. We propose that this lack of direct research exists because it is difficult to separate immigrant children from the immediate context of family. Rather than try to create direct research in this area, it is more important to have information on immigrant children that *includes* the parents and/or family. Research in the United States (Kobayashi, et al, 2000) indicates that when understanding the settlement and integration process for immigrant children, that their experiences are most significantly related to their own home experience. It is the make-up and the factors that affect the entire family that has the most affect on the children, including parents education level, language ability, employment, income, values, traditions and pre-migratory experiences (i.e. Trauma) (Kobayashi, et al, 2000).

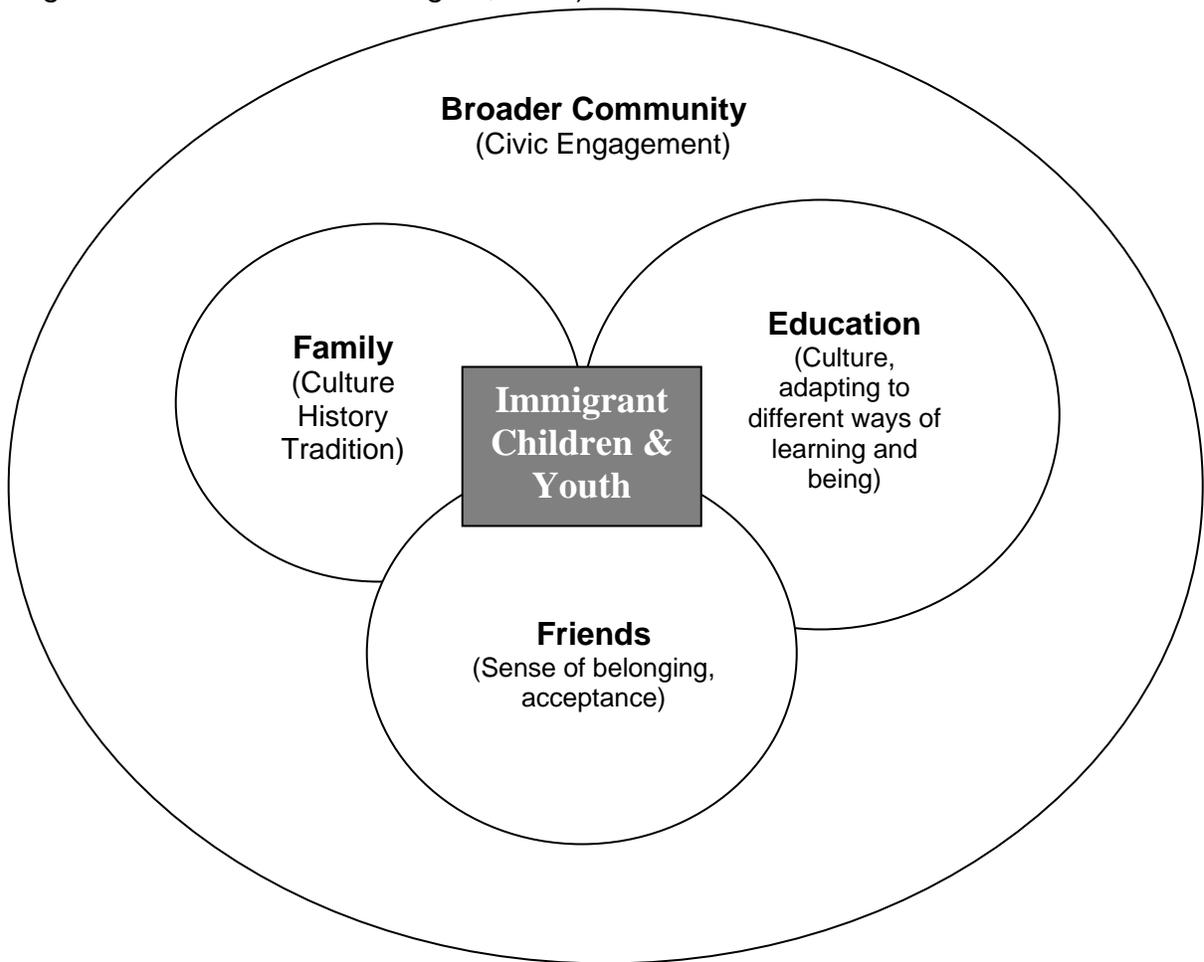
Documentation from local agencies in Calgary that work with immigrant children revealed they most often include parents and families in the design of their programming. *A Handbook for Developing a Resource Centre for Immigrant and Refugee Families with Children Ages 0 –6* (Shimone; Este, and Clarke et al 2003), identifies some of the unique challenges families face. The Handbook identifies the following issues:

- Poverty
 - Isolation
 - Social exclusion versus social inclusion
 - Language development
 - Separation anxiety
 - Culture shock
 - Attachment
- (Shimone; Este, and Clarke et al 2003, pp. 5 - 8)

Areas of Influence on Children and Youth

To understand the needs and issues of immigrant children and youth, it is critical to include and attend to the immediate context they live within. Other areas identified as having the most influence and affect on the issues of this group include the broader community, family, school, friends and culture.

The diagram illustrates the spheres of influence (*Enhancing Services and Supports for Immigrant Youth in Waterloo Region, 2000*).



Pivotal and informative research studies being conducted across Canada are exploring and documenting the complex needs of immigrant youth, which are key to offering appropriate and effective services. Recent studies have also been conducted by the Centre for Research and Education in Human Services (2000), The Joint Centre for Research on Immigration and Settlement (2000), and the Family Service Association of Toronto (2000). Across these national studies (including but not limited to those identified above), there are common themes that emerge in terms of the many challenges being experienced by youth.

Immigrant youth encounter a variety of challenges as they adapt to their new country and home. Not only do they share the same challenges as their parents (for example language proficiency and establishing a network of support), but they also deal with the complex issues associated with being a youth. Fundamental to all youth is the importance of having a sense of belonging, which for immigrant youth can be amplified given the complex nature of being from a different culture than the mainstream.

5.3 Inter-related Influencing Experiences on Immigrant Youth

The following areas were identified as the predominate experiences that influence the lives of immigrant youth:

- A. English language.
- B. ESL programs.
- C. Education /schooling experiences.
- D. Support network (often is the same ethnic group that make up the network).
- E. Feelings of belonging (fitting in) to mainstream society.
- F. Learning to live “in between” their lifestyles created inside the home with their families, and the lifestyle created outside the home.
- G. Traumatic pre-migration experiences.
- H. Prejudice and discriminatory behaviours.
- I. The age of youth when they come to Canada.
- J. Parental pressures for youth to not only succeed in school, but to excel.
- K. Lack of knowledge of services and resources available to them.
- L. Victimization/bullying with school.
- M. Ethnic resiliency.

5.3 A) English Language

English language proficiency is considered fundamental to the well-being of immigrant youth. The ability to communicate, express intentions, and be understood is vital to adapting to a new culture and country. Language barriers can exacerbate educational difficulties, create family difficulties, reduce employment opportunities, produce low self-esteem and increase discrimination (Kilbride et al., 2000). In school, limited language skills can make it hard to speak with peers, express feelings and understand teachers and instructors. In response to these language challenges, immigrant youth are generally placed in English as a Second Language (ESL) program, which are intended to help them focus on acquiring English language skills. Although ESL instruction can be beneficial, it can also be perceived as isolating them from their classmates as they are removed from regular classes to receive ESL instruction (Seat 2000).

“Language proficiency difficulties comprise one of the major struggles newcomer youth face in attempting to adapt and integrate into Canadian society” (Seat, 2000, p.26).

5.3 B) ESL Programs

ESL is an important component of the academic success of immigrant youth. There is increasing attention to the role of ESL within education and its relationship to overall well-being. (Seat, 2000). ESL plays a very specific role in supporting new immigrant children and youth to acquire the language and cultural cues that will assist them in their integration. Youth from different cultures have an opportunity to come together in a space where they can foster relationships, and develop a sense of confidence as they acquire English language skills.

The role of ESL is addressed in different ways throughout the literature, from the positive roles it plays in supporting immigrant youth, to some of the more detrimental impacts it can have if not effectively delivered, or integrated into the school system (Anisel, 2000; Kobayas, 1998; Seat, 2000). This tells us that there is a need to more fully unpack the role and overall value of ESL in the education system as well as in the lives of immigrant and youth. Recent research is exploring the high drop-out rates of ESL students (Roessingh, 2001). Some researchers have noted that this could simply be that ESL alone cannot sufficiently cope with the increasing complexity and interrelated challenges that immigrant youth experience outside of the classroom (Anisel, 2000). ESL learners encounter many disadvantages in high school as reported by Dr. Hetty Roessingh. ESL drop-out rates have been reported as high as 74 percent at one large urban representative high school in Calgary (Watt & Roessingh, 2001, p. 6). There continues to be a pattern of ESL drop-outs between 73 and 76 percent for high school students (Watt & Roessingh, 2001, p. 8). According to Alberta Learning (1992) dropout out rates are at 61 percent for ESL students between grades 8 and 12.

“The loss of so many academically competent learners needs to be understood as lost human and educational capital.... [Few students] will ever realize their true academic potential, until the education system recognizes the core nature of ESL instruction in the educational development of ESL students” (Watt & Rousing, 2001 p.17).

5.3 C) Education / Schooling Experiences

Education was commonly noted as a significant influencing factor on the well-being of immigrant youth (Anisel, 2000, Seat, 2000). Learning and education is considered a “liberating force towards the equalization of opportunities in an ethnically stratified society” (Anisel, 2000 p.17). Thus, much of the current and future well-being of immigrant youth rests in part on the shoulders of the education system which has already created various programs and special education classes, in response to the unique needs of this group. Much of the literature focused on the role of the school in the lives of immigrant youth noted that schools need to clarify their roles beyond the scope of ESL programs. Simply put, the positive impact of ESL is recognized in the research, yet it is not sufficient on its own to respond to the inter-connected challenges immigrant youth face, such as alienation, racism and poverty (Anisel, 2000).

“The school setting may be thought of as a microcosm that reflects the larger, newly emerging Canadian reality. The students variously originated in sophisticated, big-city Beirut, the refugee camps of Bangkok, rural Vietnam, and the mountains of Kurdistan. Some have an intact, academically oriented educational background, and yet others have never been to school and have never held a ballpoint pen” (Watt & Roessingh, 2001, p.7).

Education is not only academic, but is a ‘social world’ that is based upon and lived out through communication, relationships among students, and the ongoing interpretation of language and cultural cues (Keith, 2000). It has also been reported that there is a need to address and eliminate race, ethnic, gender and class biases in the school system (Keith, 2000). Fully integrated educational systems will accommodate the diverse needs of immigrant children and youth. To develop an integrated model, there is a need to build strong linkages between schools and other systems and the community. This, along with greater parental involvement, will work to ensure that the needs of all youth

and children are more holistically addressed in the educational system (Johnson & Peters, 1994, pp. 441-455).

Education is valued highly in most immigrant cultures and most immigrant youth tend to value education, their teachers and peers. The inter-related challenges of being an immigrant youth, such as struggles with language, and the complexity of cultural integration, can sometimes make the school experience difficult. In research studies across Canada immigrant youth report that their teachers are not responsive to their needs. Yet, some admit that there are teachers who are comfortable working and teaching in diverse settings. The key is to develop the skills and competencies of all teachers to address the diverse and complex needs of immigrant children and youth (Kaldas, 2001).

5.3 D) Support Network

A strong support network is important for all children and youth. For those who are 'at-risk' or in the periphery of mainstream culture, the existence of a positive support network is key for healthy child and youth development (Kilbride et al., 2000). For immigrant youth, peers from the same culture are frequently one of the best means of support in meeting settlement and adaptation needs. There is often not much interaction or socialization between immigrant and Canadian youth, which ultimately leads to distinct groupings and isolation for some (Kilbride et al., 2000). It has been documented that successful integration into Canadian society is facilitated by a network of friends, family and community and that isolation and alienation is often the result of feeling cultural differences and discrimination (Kilbride et al., 2000).

"Trust support, intimacy, interactive relationship, mutual understanding, positive self-feelings and feelings of spontaneity with friends from the same culture have been mentioned as the most important factors that fulfill and increase the participant's social needs, functioning and involvement, personal satisfaction, security, self-esteem, and the development of personal marketable skills such as pride and feelings of acceptance, belonging, attachment etc" (Seat, 2000, p. 28).

5.3 E) Belonging to Mainstream Society

Most immigrant youth strongly agree that having a sense of belonging is important to their well-being and describe belonging as feeling part of their peer group, community, and society at large. The struggle for some is the desire to embrace the values and norms of their culture of origin (Kilbride et al., 2000). This may create challenges for immigrant youth who do not adapt, to some extent, to mainstream societal values. They can be at an increased risk of experiencing further isolation, alienation, and other emotional stressors. Immigrant youth are constantly being confronted with challenges when seeking to define themselves within a new cultural context. They "are struggling to reconcile two separate cultural existences as they attempt to adjust to the social norms of the host society while maintaining their own heritage (Kilbride et al., 2000, p.4).

"For a teenager to succeed they must negotiate a cultural identity in two different worlds. In one, she must incorporate the values, beliefs, and customs of the dominant culture; in the other, the cultural values of the country from which she has emigrated must be maintained" (Este & Yee, 1997, p.4).

5.3 F) Learning to Live “In Between” the Lifestyles Created Inside the Home With Their Families, and the Lifestyle Created Outside the Home

Tension can be created as immigrant youth begin to integrate and balance the customs and traditions of their culture of origin, (which is a pivotal aspect of their identity), while learning to adapt to mainstream society (Kilbride, 2000). Immigrant parents may interpret this as a loss of cultural context and as a threat in terms of their children losing their cultural identity. Most immigrant families and parents want to see their children maintain their traditional cultural values and heritage and be successful in their new country (*Immigrant Youth in Canada: A research report from the Canadian Council on Social Development*, 2000).

5.3 G) Traumatic Pre-Migration Experiences

Trauma experienced prior to coming to Canada needs to be acknowledged especially for refugee children and youth who often are fleeing dangerous and violent situations. Those that migrate to Canada as refugees, often have been affected psychologically by war and related traumas (Cabral, 2000; Fuligni, 2002; Seat, 2000). Aggressive actions and behaviours of refugee children and youth can sometimes be connected to their pre-migration experiences and should be addressed as part of a successful integration process (Fulgini, 2002).

“Pre-migratory war experiences and exposure to aggression, brutality, terror, disempowerment, etc., comprise greater additional risk factors specific to youth that may increase the likelihood of serious settlement and adaptive consequences and increased mental health problems in their new Canadian living environment” (Seat, 2000, p.31).

5.3 H) Prejudice and Discriminatory Behaviours

Several studies and reports conclude that there is an increased potential for racism when the economy is struggling (Bartlett, et al, 2002). As diversity increases, the potential for discriminatory behaviour among different ethnic groups is real. Discrimination can be multi-directional; not only can immigrant youth be discriminated against, but some immigrant youth may also behave in discriminatory ways against other cultures (Keith, 2000). Those experiencing discrimination are at an increased risk of social isolation, depression, behaviour problems, violent behaviour and incarceration. Discrimination is not only something that happens between individuals, it is also a systemic issue. There is a need to begin to identify and address how discrimination is situated in systems. It is important to identify negative presentations of ethnic groups in the media and in education systems. Systems, much like people, operate on a number of assumptions and in regard to immigrant and diverse ethnic communities, these assumptions are often incorrect and discriminatory in nature. (Seat, 2000).

“Because the majority of new immigrants are members of visible minority groups, some researchers predict an increasing focus on issues concerning race and racism, more backlash against immigrants in economic downturns, more emphasis on multicultural programs, and more exploration of integration issues” (Bartlett, et al., 2002 p. 41).

5.3 I) *The Age of Immigrant Children and Youth When They Come to Canada*

Age is considered a key factor that influences and affects the resettlement process. (Seat, 2000). It is much harder for immigrant youth to adapt to Canada if they already started going to school in their home countries. Often they have developed strong friendships and social networks in their homeland, thus increasing their sense of isolation and disconnection in Canada (Seat 2000).

5.3 J) *Parental Pressures for Youth to Not Only Succeed in School, But to Excel*

Often immigrant families migrate to Canada in order for their children to have a better quality of life; central to this is education. Seat (2000) noted that “good school and academic success was seen by parents as the only way to get ahead” (p.34). Sometimes, the youth’s desire to be involved in non-academic activities, such as sports, is not seen by parents as contributing to their education goals, and this becomes an area of familial tension. The focus on educational achievement often becomes a significant stress for immigrant youth as they try to fit into their new culture, engage with their peers, and respond to the pressures of their parents.

5.3 K) *Lack of Knowledge Among Immigrant Youth About Services and Resources Available*

Research studies across Canada consistently find that youth do not feel well informed about services and resources available to them (Seat 2000; Anisel 2000). For immigrant children and youth this is even more pronounced, as they are often further removed from mainstream society and the various systems and institutions that operate to support them. Making services available and accessible is a challenge for many providers, especially given the challenges of language, knowledge of location(s), and cultural differences.

5.3 L) *Victimization / Bullying in School*

As diversity and the number of visible minorities’ increase there is the potential for additional social conflicts based on differences of culture, beliefs and behaviours. Sometimes there is increased tension between mainstream students and immigrant youth (Anisel, 2000). Victimization also occurs at all levels of school.

5.3 M) *Ethnic Resiliency*

Some researchers have identified that most immigrant youth are protected by what they have coined “ethnic resilience” (Anisel, 2000, p. 48). Immigrant youth do have a strong sense of resiliency, and it is valuable to focus efforts on further building on these strengths.

5.4 Emerging Best or Promising Practices in the Field of Services for Immigrant Children and Youth

Our most significant finding is that there are no collective best practices related to services for immigrant children and youth. As one researcher noted, “There is no real attention being paid to this age group of newcomer youth” (Anisel, 2000, p.1). In a research study in Toronto that set out to identify and define best practices, it was discovered that one significant challenge is *how* the sector is defined. In order to be able to identify best practices and consistently measure for impact, there must be agreement on who is included in the work. For example, are services for immigrant children and youth a sector or a sub-sector? Also, given that some organizations are measuring outcomes, and some are not, how will the sector agree on common outcomes, aggregate outcome data and report them to the wider community?

These questions are central to informing the development of best practices and were also reflected in the recommendations of the *Evaluation of Immigrant Services in Calgary*, which identified the need for a system level logic model. The Immigrant Sector Council of Calgary has already made some progress in developing this model however, more questions remain, such as: “should services for immigrant children and youth be linked into this logic model? And, “should this target population have its own sector logic model into which the organization outcomes roll into system level outcomes?”

Evaluation is inextricably linked to outcomes, and as more and more service delivery organizations develop outcome measures in Calgary, there is greater potential to be measuring and establishing the difference that these services make for immigrant children and youth. It will be the thoughtful culmination of evaluations, outcome measures and philosophies of practice, which will inform the development of best practices.

The sparseness of research literature about immigrant children and youth is not a surprise finding, given that this field of study is still emerging. Recognition of the need for more research, combined with the increasing immigrant children, youth and families in Canada, means there is now a surge in research and evaluations in these areas. Yet, there are currently no aggregate evaluations, or standards that can be identified as “best practices” for this population. Harnessing and establishing a coherent system for reporting and understanding research findings from the studies and projects is critical to developing best practices. In the meantime, we can look at the identification of “best practices” as *emerging* best practices.

Themes of Emerging Best Practice

The development of best practices is key to creating a system of services that reflect the on-going emergent needs of immigrant children and youth.

Some important reasons for developing best practices include:

- Efforts to improve services;
- Share information and resources among formal and informal service providers;
- Encourage dialogue between service providers;
- Encourage reflection and responsiveness of services; and
- Develop a knowledge base that emerges from practices of evaluation, outcome measurement, and various kinds of research.

Best practice themes have emerged in two different areas: the *kind or type* of services that are available and *how* the services are delivered. The following are beginning to look at best practices in terms of service delivery and outcomes.

- Education
- Health
- Mental health
- Language
- Employment
- Accessibility of services
- Outreach (community-based services)
- Focus on youth
- Diversity and cultural competence (Seat, 2000).

In 1998, the Canadian Council for Refugees (CCR) produced a report of *Best Settlement Practices for Settlement Services for Refugees and Immigrants in Canada*. Although there are some differences between best practices for settlement services, there are many relevant practices that could inform the development of best practice for immigrant children and youth in particular. The following 12 best practices developed by CCR, are examples of the transferability of these learnings.

- Services are accessible to all who need them.
- Services are offered in an inclusive manner, respectful of, and sensitive to, diversity.
- Clients are empowered by services.
- Services respond to needs as defined by users.
- Services take account of the complex, multifaceted, interrelated dimensions of settlement and integration.
- Services are delivered in a manner that fully respects the rights and dignity of the individual.
- Services are delivered in a manner that is culturally sensitive.

- Services promote the development of newcomer communities and newcomer participation in the wider community, and develop communities that are welcoming of newcomers.
- Services are delivered in a spirit of collaboration.
- Service delivery is made accountable to the communities served.
- Services are oriented towards promoting positive change in the lives of newcomers and in the capacity of society to offer equality of opportunity for all (*Best Settlement Practices*, 1998, pp.15-17).

5.5 Cultural Competency in Working with Immigrant Children and Youth - An Emerging Best Practice

In our literature we found a growing recognition of the need for service providers to be culturally competent. There is also a need for more culturally competent practices and philosophies within social services, health, and education in the development and delivery of services to immigrant children and youth. Cultural competency “refers to a set of congruent behaviours, attitudes and policies that enables human service organizations to work effectively with various racial, ethnic, religious and linguist groups” (Cultural Diversity Institute, 2000). Again, as Canada becomes a new leader in immigration policy with approximately 230,000 newcomers arriving in Canada each year (Citizenship and Immigration Canada), it is crucial to ensure culturally competent practices, professional development, and shifting philosophical approaches (Shimone; Este, and Clarke et al., 2003).

“A culturally competent organization holds cultural diversity and equitable services in high regard. It continually self-assesses its structure, policies and procedures, adapts to a variety of service models and engages culturally diverse people in all aspects of the organization” (CDI, 2000, p.10).

The Calgary Board of Education is currently working with the Calgary Catholic Immigration Society (CCIS) to make services more culturally competent. Nine organizations are involved in critically examining their cultural competency and integrating cultural competency philosophy and practices into their work. The guide to the development of culturally competent practice is based on the comprehensive tool, *Cultural Competency: A Self Assessment Guide for Human Service Organizations* (2000), developed through the Cultural Diversity Institute at the University of Calgary. This example illustrates that developing and integrating core competencies can be done in partnership, and there are tools available to help support service providers to increase their cultural competency.

Section 6

SUMMARY OF RESEARCH THEMES

This section is a summary of the overall key themes derived from the all the research. The themes are presented under the headings of 'Needs' and 'Strengths and Capacities'. These findings were used to inform the recommendations, rationale, and suggestions for implementation presented in Section 7 of this report.

6.1 Identified Areas of Need

- *Coordinated services* for immigrant children and youth.
- *Cultural competency* for service providers.
- *Inclusive program development* that includes immigrant children, youth and families.
- *Partnership* opportunities.
- *Research* about immigrant children and youth.
- *Longitudinal support* for acculturation and integration services.
- *Accessible and sustainable* funding.
- *Addressing systemic factors* that impact immigrant children and youth, such as poverty, language, health, education and employment.

6.2 Identified Areas of Strengths and Capacities

- *Competent staff and volunteers* within the programs.
- *Commitment of service providers* to look for better ways to deliver services to this population and remain committed to the process of change.
- *Community support* in terms of the numbers of funders, partners, services and participants in relation to programs for immigrant children and youth.
- *Partnerships* as a strategy for meeting the needs of immigrant children and youth.
- *Funding* in terms of the number of distinctive funders and the fact that many non-public funders are supporting services to immigrant children and youth.

- *Service providers demonstrate targeted program development*, as they are responsive to the emerging needs of immigrant children and youth.
- *School and community based programs* are being developed and delivered in the communities where there is a significant number of immigrant children and youth.
- *Strengths of immigrant children* and youth and the inclusion of these in the development of services.

Section 7

RECOMMENDATIONS

The combined findings and learnings from the quantitative and qualitative research, and the literature review informed the development of the six core recommendations.

The recommendations are offered as considerations to inform next steps. To remain true to the participatory nature of this service overview, the recommendations are offered as insights for the Immigrant Children and Youth Steering Committee to consider when collectively determining the most appropriate and feasible next steps.

Recommendation A

Develop a strategy to attend to the priority areas and gaps that have been identified through this overview.

Recommendation B

Implement inter-sectoral and system wide coordination of services for immigrant children and youth.

Recommendation C

Develop and integrate core cultural competencies into all social service, education, and health delivery practices.

Recommendation D

Identify and share existing research about immigrant children and youth.

Recommendation E

Strengthen relationships with schools to further promote the educational, social, and cultural development of immigrant children and youth.

Recommendation F

Develop effective partnership strategies to support immigrant children and youth.

Recommendation A

Develop a strategy to attend to the priority areas and gaps that have been identified through this overview.

Rationale	Suggestions for Implementation
<p>The following areas of “needs and capacities” were identified:</p> <p>Identified Areas of Need</p> <ul style="list-style-type: none"> • Coordinated Services • Cultural Competency • Inclusive Program Development • Partnerships • Research • Ongoing Support for Acculturation • Funding • Systemic Factors (education, health, poverty and so forth) <p>Identified Areas of Strengths and Capacities</p> <ul style="list-style-type: none"> • Competent Staff and Volunteers • Commitment of Service Providers • Community Support • Partnerships • Funding • Targeted Program Development • School and Community Based Programs • Strengths of Immigrant Children and Youth 	<p>1. Assemble a workgroup or implementation committee that would review the following priority areas of need and gaps identified through this overview, and develop a strategy to address them.</p> <p>Emerging Priority Areas:</p> <ul style="list-style-type: none"> • Justice (immigrant youth at risk, level of involvement in court systems) • Homelessness • Poverty • Violence <p>Areas of Priority for Immigrant Children and Youth:</p> <ul style="list-style-type: none"> • Support for developing language skills and support to succeed academically. • Role models and opportunities for positive engagement with other youth. • Career information/counselling and support in finding employment for immigrant youth. • More recreation services in the areas in which immigrant children and youth live. • Combined services for young children and families. • More opportunities for pre-school services/school readiness. • Funding specifically for partnerships. • Support to immigrant children and youth who are no longer “new Canadian” (after the first 3 years of assistance from a settlement agency). • Widely accessible cultural and language translation services. • Greater universal understanding of immigrant youth to inform practice and to mitigate the perpetuation of any negative cultural stereotypes. • Immigrant children and youth to be authentically engaged, and heard by service providers. • Have their culture understood, respected and celebrated. <p>2. Explore the value of an implementation committee, or workgroup that would engage with local and provincial funders to address the priority areas and gaps in services. This is especially important in terms of addressing issues of funding, and the need for on-going stable funding for services. It would be beneficial to continue developing a coordinated approach by all funders to address the needs of immigrant children and youth.</p>

Recommendation B

Implement inter-sectoral and system wide coordination of services for immigrant children and youth.

Rationale	Suggestions for Implementation
<ul style="list-style-type: none"> • There is a wide range of services being offered to immigrant children and youth in Calgary through all three sectors of services: social, health and education. • Services are already meeting important needs, however, having more inter-sectoral and system wide coordination, would extend the impact from individual and community-based to system wide. Given the uniqueness of the services for immigrant children and youth, describing them as a ‘continuum of services’ may not truly reflect their complexity and responsiveness. • There is currently no complete continuum of services for immigrant children and youth. However, there is a predominant ad-hoc landscape of service provision. What this means is that there are many services created and offered based on the on going and emerging needs of this population. • Systemic impact is dependent upon formal and informal providers of services having a variety of points of entry. • There is less funding for the intervening years of six to sixteen, and it would be helpful to address the gaps in funding, such as sustainable funding in addition to project-based funding. • There is value in continuing to build coordination between local schools boards and service providers. 	<ol style="list-style-type: none"> 1. Review membership of an implementation committee to ensure all the relevant and appropriate members are included. For example, ensure there are representatives from the three sectors of education, social services and health. 2. Explore the feasibility of creating a “Services Coordinator” (or an alternative mechanism, such as a clearinghouse) position whose primary responsibility would be to facilitate the coordination of services for immigrant children and youth. <ol style="list-style-type: none"> a. Involve organizations such as the Ethnocultural Council of Calgary or the Multicultural Centre in the identification of optimum relationships between ethno-cultural groups and other immigrant and mainstream serving agencies. b. Identify <i>all</i> local inventories, and integrate them into one overall inventory. c. Work with relevant funders to ensure that there are no gaps in funding for all ages of children and youth. d. Explore the development of protocols that would look at partnership agreements with the school boards and would standardize how groups access and work with local schools.

Recommendation C

Develop and integrate core cultural competencies into all social service, education, and health delivery practices.

Rationale	Suggestions for Implementation
<ul style="list-style-type: none"> • There are increasing numbers of immigrant children and youth in Calgary and they are utilizing services in <i>all</i> service sectors. In Canada, it is projected that by 2016, twenty percent of Canadians will be visible minorities, doubling from ten percent in 1991. Of Canadian children under the age of 15 years, twenty-five percent will be from visible minorities by 2016. • The growing numbers of immigrant children and youth, and the growing diversity within this population will require well-coordinated and effective services from all three systems; health, social service and education. • To ensure that this population is being effectively served, there is a need to develop core cultural competencies in all three sectors. • As immigrants effectively move through immigrant settlement services, there is an increased need for mainstream agencies to respond and assist in the on-going acculturation of immigrant children and youth. Mainstream agencies have the ability to provide effective services to this population and there is a readiness on their part to enhance their capacity and to develop core cultural competencies to better respond to immigrant children and youth. • There are a high number of mainstream agencies providing services to immigrant children and youth, yet they do not consider themselves offering services <i>specifically</i> for immigrant children and youth. The project recognizes that mainstream agencies are an important component of the matrix of services. • Mainstream agencies, education and health services have the ability to recognize unique opportunities for areas of need for immigrant children and youth in post-settlement services. 	<ol style="list-style-type: none"> 1. Explore the feasibility of developing a core cultural competencies committee, workgroup, or initiative that would address the development, implementation and maintenance of cultural education strategies. 2. Bring together agencies, and representatives from <u>health</u>, <u>social services</u>, and <u>education</u> (elementary, junior, secondary and post secondary school), and <u>ethno-cultural groups</u> for discussions related to the comprehensiveness of the sector. 3. Work with others who have a vested interest and/or experience in the development and delivery of cultural and diversity training initiatives (For example, both Hull and CCIS have diversity and cultural competency training programs). 4. Review existing training initiatives and identify potential best practices for effective integration of core cultural competencies. 5. Explore the value of the <i>Cultural Competency: A Self-Assessment Guide for Human Service Organizations</i> (Cultural Diversity Institute). It may be helpful to connect with initiatives that have used this tool to build on their learnings. 6. Work with funders (community, municipal, and provincial) to have them financially support the core cultural competency initiative. 7. Continue to build on the work of the Coalition for Equal Access to Education and the work of the Faculty of Education at the University of Calgary to determine ways to better prepare students to work with culturally diverse populations. The Faculties of Education, Social Work, Nursing, Medicine, and Community Health Sciences would be an excellent starting point.

Recommendation D

Identify and share existing research about immigrant children and youth.

Rationale	Suggestions for Implementation
<ul style="list-style-type: none"> • There are numerous research studies and projects happening in Calgary that are operating in isolation. There is great potential to coordinate these research efforts and the learnings to inform practice in social, education, and health services for immigrant children and youth. • There is an opportunity to harness existing and emerging research to inform the development of <i>best practices</i> in services for immigrant children and youth. • There is a significant gap/absence of research that explores the <i>lived experience</i> of immigrant children and youth. • There are opportunities to create greater formative links between research and practice. 	<ol style="list-style-type: none"> 1. Explore the feasibility of creating a research committee or workgroup. This group could meet in order to: <ul style="list-style-type: none"> • Share information. • Increase awareness of on-going research projects. • Identify new areas of research and needs. • Collaborate on research projects. • Create a method for ensuring that the research informs the practice within services for immigrant children and youth. 2. In considering membership of a committee or workgroup, it may be helpful to involve: <ul style="list-style-type: none"> • Community-based practitioners to ensure a reciprocal relationship between research and practice. • Community-based practitioners from social, health, education sectors, and ethno-cultural groups. • Community-based agencies that are progressive in their outcomes development and/or are piloting innovative programs. 3. In the development of core cultural competencies, consider a module that focuses on the 'lived experience' of immigrant children and youth. This might help agencies understand the <i>contextualized</i> experience of this population. 4. Explore the possibility of holding a symposium for services for immigrant children and youth in 2005, presenting on learnings of initiatives, reviews, and research in this field. This could assist in increasing awareness of services, as well as knowledge within the field.

Recommendation E

Strengthen relationships with schools to further promote the educational, social, and cultural development of immigrant children and youth.

Rationale	Suggestions for Implementation
<ul style="list-style-type: none"> • Service providers see schools as a key entry point and system of support to immigrant children, youth and their families. Social service agencies are working closely with schools to offer programs on-site. • Fostering relationships and formal partnerships between schools, other service providers and community groups is an effective tool in supporting immigrant children and youth. • Currently, most partnerships with schools are very contextual and depend on the level of commitment and participation of teachers and principals. Schools also work from a different definition of partnership than most social service agencies. • Findings from this review highlight the importance of language and language competency as a key factor in the successful integration of immigrant children and youth. Some local research indicates that these language needs could be more effectively addressed. • Schools are working on addressing the increase of cultural diversity in their classroom. It will be important to continue to integrate cultural competencies into the education system. 	<ol style="list-style-type: none"> 1. Engage appropriate representatives from both school boards (public and separate) in addressing the gaps and priority areas from this overview (Also see Recommendation 1). This may mean identifying high-level members of the school boards to discuss the role that schools play in the lives of immigrant children and youth. It would be of value to have individuals on the committee who are action-oriented and are in positions to affect change within their own organizations. 2. Explore the possibility of developing formal protocols and partnership agreements between services and schools so that it will become less ad hoc. 3. Continue to learn from existing successful partnerships between schools and service providers. 4. Continue to build on the work of the Coalition for Equal Access to Education, in particular the <i>Children and Youth of ESL Background in Focus Project</i>. This project is engaging stakeholders for the purpose of developing resource materials and training in 2005 to help institutions work with children and youth of an ESL background. 5. Engage schools and support teachers to participate in the core cultural competency initiative as a way to build their capacity to understand and meet the needs of immigrant children and youth.

Recommendation F

Develop effective partnership strategies to support immigrant children and youth.

Rationale	Suggestions for Implementation
<ul style="list-style-type: none">• To effectively serve immigrant children and youth, education, health and social service systems need to work together in effective partnerships.• Partnerships are predominately seen as a valuable and beneficial method for delivering services.• Partnerships between ethno-cultural groups and mainstream service providers were identified as key areas to be developed• Formal and informal partnerships with schools and service providers are areas that will require further exploration, enhancement and formalization.• A number of initiatives in Calgary are addressing issues of partnerships and collaborations. It will be important to engage these initiatives in this work. In particular, it is important to work with the Calgary Children's Initiative who in their 2004 business plan highlights partnerships as a key area of their work.	<ol style="list-style-type: none">1. Explore and identify a common definition of partnership that would be used by all groups and services, in order to determine the ways in which services are working in partnership.2. Work with the Calgary Children's Initiative to identify common areas of work on community and system partnerships.3. Explore ways to provide support for partnerships between mainstream service providers and ethno-cultural groups.

Summary Chart of Recommendations

Recommendations	Summary of Suggestions for Implementation
A Develop a strategy to attend to the priority areas and gaps that have been identified through this overview.	<ul style="list-style-type: none"> • Assemble a workgroup or implementation committee that would review the priority areas of needs and gaps identified through this overview, and develop a strategy to address them. • Explore the value of an implementation committee engaging with local and provincial funders to address the priority areas and gaps in services.
B Implement inter-sectoral and system wide coordination of services for immigrant children and youth.	<ul style="list-style-type: none"> • Review membership of a workgroup or implementation committee to ensure all the relevant and appropriate members are included. For example, ensure there are representatives from the three main sectors of education, social services and health. • Explore the feasibility of creating a “Services Coordinator” (or an alternative mechanism, such as a clearinghouse) position whose primary responsibility would be to <i>facilitate</i> the coordination of services for immigrant children and youth.
C Develop and integrate core cultural competencies into all social service, education, and health delivery practices.	<ul style="list-style-type: none"> • Explore the feasibility of developing a core cultural competencies committee or team that could address the development of competencies. • Bring together agencies, representatives from <u>health</u>, <u>social services</u>, and <u>education</u> (elementary, junior, secondary and post secondary school), and <u>ethno-cultural groups</u> for discussions related to the comprehensiveness of the sector.
D Identify and share existing research about immigrant children and youth.	<ul style="list-style-type: none"> • Explore the feasibility of creating a research committee or workgroup. This group could meet in order to: <ul style="list-style-type: none"> • share information; • increase awareness of on-going research projects; • identify new areas of research and need; • collaborate on research projects; • create a method for ensuring that the research informs the practice within services for immigrant children and youth.
E Strengthen relationships with schools to further promote the educational, social, and cultural development of immigrant children and youth.	<ul style="list-style-type: none"> • Engage representatives from both school boards (public and separate) in addressing the gaps and priority areas from this overview (See Recommendation 1). This may mean identifying high-level members of the school boards to discuss the role that schools play in the lives of immigrant children and youth. It would be of value to have individuals on the committee who are action-oriented and are in positions to affect change within their own organizations.
F Develop effective partnership strategies to support immigrant children and youth.	<ul style="list-style-type: none"> • Explore and identify a common definition of partnership that would be used by all groups and services, in order to determine the ways in which services are working in partnership.

APPENDIX A: Inventory of Services Specific to Immigrant Children and Youth

This inventory provides an overview of service providers in Calgary that provide services specifically for immigrant children and youth. Services developed with the intent of specifically supporting immigrant children and youth to achieve full and meaningful participation in Canadian society are defined as “specific”. The following information can be found for each service:

- Name of the organization
- Name of the service
- Goal of the service
- Age of participants
- Area where the service is offered
- Partners

INVENTORY OF SERVICES SPECIFIC TO IMMIGRANT CHILDREN AND YOUTH

ORGANIZATION	SPECIFIC SERVICE	GOAL	AGES			AREA				PARTNERS
			0-4	5-12	13-18	NW	NE	SW	SE	
Name of Agency, Association or Organization providing services specifically for immigrant children and youth.	Specific services being offered within the Agency, Association or Organization.	The primary goal for providing the service.								Formal and / or informal partners.
Alberta New Sudan Community Association	Homework Club / Support Activities / Kidsport	Help with Math, Social, English and Sudanese Language.		X	X			X		Bishop Kidd; Father Lacombe schools, Grace the Baptist Church and CIWA.
Almadina Charter School	A structured ESL program at all levels of language proficiency. A strong "language across the curriculum" focus for developing English language proficiency. A Heritage Language Program in French and Arabic. Kurdish was added as a Heritage Language Program in November 2002.	Focus on student's ESL needs first. Complement ESL programs of the Calgary Board of Education by preparing students for high school; increasing the academic success of ESL students; and involving parents as active participants in the educational decisions affecting their children.		X	X				X	

Aspen Family & Community Network Society	Youth Matters Multicultural Project	Empower and mobilize multicultural youth from the Greater Forest Lawn area, facilitate the formation of a Multicultural Youth Advisory Committee and provide input and feedback for youth services.			X				X	FCSS; Huntington Hills-Thorncliffe Community Resources Group.
Calgary Bridge Foundation for Youth	Jr. High Life Skills After School Program	To facilitate the acquisition of skills and knowledge for immigrant youth to access and utilize different resources and facilities to fully participate in school and society.			X		X		X	CBE; Terry Fox; Dr. Gordon Higgins; Clarence Samson; Annie Gale; Dr. Egbert; Ernest Morrow; Ian Bazelgette schools.
	Elementary Life Skills Program	To facilitate immigrant children's acquisition of skills and knowledge to access and utilize community facilities. Positive role models will provide guidance, support and assist children to learn about Canadian life in order to succeed in school and society.		X			X			CBE; Chief Justice Milvain; OS Geiger; Cecil Swanson; Annie Foote; Rundle schools.
	Public Library Homework Club	To improve academic success through positive role-models.		X	X	X	X		X	Calgary Public Library and CBE.
	Family Assistance Program	To support and assist immigrant families to become self-sufficient in their adjustment to Canadian life.		X	X	X	X	X	X	CBE and Immigrant Serving Agencies.
Calgary Bridge Foundation for Youth (continued)	Jr. High Summer Literacy Program	Familiarize immigrant students about Canadian Culture and improve their ESL skills.			X		X		X	Terry Fox; Dr. Higgins and Bob Edwards schools and the Calgary

										Public Library.
	Elementary Life Skills Summer Program	Provides immigrant children with reading and writing activities to prepare them for school and Canadian life.		X						Calgary Public Library and CBE.
	Host Program for Youth	Build bridges between communities and assist refugee youth with integrating and socializing.			X	X	X	X	X	
Calgary Catholic Immigration Society	New Canadian Children in Calgary	Support refugee and immigrant families with young children: develop a database for use by mainstream services.	X	X		X	X	X	X	
	Cross Cultural Children's Centre and New Family Place Resource Centre	Strength based holistic family support and networking.	X	X	X			X		
	ESL Kindergarten	Development and School Readiness.		X				X		
	Immigrant Youth Outreach Program	Assist immigrant youth to developing independence.			X			X		
	Signposts for Youth	Assist young immigrants to find and retain employment.			X	X	X	X	X	
	Host Program for Youth	Build bridges between communities and assist refugee youth with integrating and socializing.			X	X	X	X	X	
	Computer Lab (Calgary Achievement Centre for Youth)	Develop technological skills and provide IT access for immigrant youth.			X	X	X	X	X	CACY.

Calgary Chinese Community Services Association	After School Homework Club	Help children academically; increase children's social network and provide positive role models for children.		X					X	Calgary Regional Council; David D.Oughton and Langevin school.
	Girls Clubs	Girls will increase their social network, learn new life skills such as; self defence, public speaking etc and have a safe place to have their concerns/issues dealt with.			X		X			Crescent Heights School.
Calgary Chinese Community Services Association (continued)	Scholarship Seminars	Educate students about available scholarships, grants and loans so they can better access these services.			X	X	X	X	X	Post Secondary Institutions.
	After School Tutorial	Students will get homework help, meet new friends and learn new valuable social and life skills from volunteer tutors.		X				X		
	Career Information Sessions	Creates opportunity for parents and youth to dialogue with presenters. Youth and parents look at career options and plan their educational journey.			X	X	X	X	X	
	Scout Troop 229	Children meet new friends and learn new skills through positive role models and scout leaders.		X	X			X		Scouts Canada.
	Youth Advisory Council	Provide training for youth on numerous committees to become active contributors in the community. Establish strong connection between youth and CCCSA through the Youth Advisory Council. Work at a policy level to influence decisions relevant to youth.			X	X	X	X	X	

Calgary Health Region	Best Beginnings Program	Provide information and support to low-income pregnant women.	X	X		X	X	X	X	Calgary Children's Milk Fund, CIWA and the Food Bank.
Calgary Immigrant Aid Society	Youth Volunteerism & IT Access Project	To foster to volunteerism as a form of civic participation among immigrant and refugee youth.		X	X			X		City of Calgary, Volunteer Calgary, Child and Youth Friendly Calgary, Calgary Public Library, Calgary Multicultural Centre, Youth Employment Centre and the Glenbow Museum.
	Mosaic Centre	Immigrant and refugee children are integrated academically and socially into the school system, supported to access health, social and recreational programs and services.	X	X			X	X	X	Schools, community association and ethnic associations.
Calgary Immigrant Aid Society (continued)	Mosaic Centre (continued)	Pre-school Program: Play based curriculum supports the social, cognitive, physical and emotional needs of preschoolers.	x				X	X		
		Drop-in Family Program: Play based learning activities and workshops.	X	X				X		
		Family Literacy Program: Facilitates families' participation in literacy and play-based activities to promote ESL.	X	X			X			

		Multicultural Family and Child Training Project: Provides crisis intervention and support for hard to reach immigrant and refugee families with children.	X	X			X	X	X	
		Fathers and Children Together: Offers structured play-based activities, information sessions about school and community resources, and language and computer literacy activities.	X					X		
		Sudanese Family Empowerment Project: Module programming for children and families in the areas of self-help skills, acculturation and skill development. Facilitates access to community resources, and parenting programs.	X	X				X	X	
Calgary Immigrant Women's Association	SMILES; Small Multicultural Immigrants Learning Early Strategies.	Module programming for children and families in the areas of self-help skills, acculturation and skill development. Facilitates access to community resources, and parenting programs	X				X	X	X	Calgary Church of Christ, Shaganappi Library, Grace Baptist Church, First Baptist Church, Strathcona Christian Fellowship and the Knox United Church.

Calgary Immigrant Women's Association (Continued)	Youth Program: Girls Culture Club	Addresses the needs and concerns of culturally diverse women between the ages of 12 - 19 years at several locations throughout Calgary. The supportive group environment helps participants discuss issues and brainstorm solutions. Youth Leadership Council provides opportunities, leadership and training.		X	X	X	X	X	X	Western Canada High, Dr. Gordon Higgins, Lester B. Pearson, Forest Lawn High, Simon Fraser, Father Lacombe, Beltline Fitness Centre, Falconridge Community and the Calgary Housing Company.
	Hand in Hand	Teach students English speaking, listening, reading and writing skills up to an intermediate level in order to pursue higher education or a job. Instruction provided on English for Math and computers.		X						Catherine Nichols Gunn School.
	Homework Club / Support Activities / Kidsport and Direct Services for Sudanese Youth.	Help with Math, Social, English and Sudanese Language.		X	X				X	Bishop Kidd, Father Lacombe, Grace the Baptist Church and the Alberta New Sudan Community Association.
	Youth Coordinator	Provide individual and community support, summer programs and in-school support to Sudanese students.			X				X	Bishop Kidd, Father Lacombe and the Alberta New Sudan Community Association.
	Baby Club	Interactive 10-week workshop to learn about child development during 2-3, 3-6, 6-9, 9-12 month stages.	X							Calgary Immigrant Women's Association and Connaught Community School.

	Four Strong Winds	Prepares pre-school aged children for school by enhancing their English language, social development and skills necessary for entering school.		X						Calgary Health Region, Schools and Family Connection.
	LINC (Language Instruction for Newcomers to Canada)	Offers a variety of English classes (ESL) to immigrant women who have lived in Canada for less than three years. Currently 6 part-time classes are available. Free child care provided.	X							Citizenship and Immigration Canada.
Calgary Immigrant Women's Association (continued)	Connaught Community School - Toy and Interactive Bag Library	Encourage childhood development through the provision of educational books, toys and CD-ROMS at our on-site library. Provide information, education and support for immigrant and refugee children.	X	X						Connaught Community School.
	Arts and Crafts Market	A craft group meets weekly to make products that CIWA sells. Profit from sales support CIWA.						X		Connaught Community School.
	Family Events	Provide social events to reduce isolation.								Connaught Community School and the Calgary Chinese Association.
City of Calgary Community and Neighbourhood Services	East Area – World of Fun Summer Program	Introduce immigrant children to Canadian recreation and to make them comfortable within a day camp.		X			X		X	Bridge Foundation for Youth.
	Neighbourhood Services East Area- Paid To Play	Introduce immigrant youth to employment, volunteer, and program participation opportunities within leisure & recreation.			X		X		X	

Hull Child and Family Services	PATCH Program: Literacy Club for Children	Help children improve their reading skills.		X	X				X	
Societe d'Accueil Francophone	Accueil	Welcome new French speaking individuals and provide resettlement assistance.			X	X	X	X	X	
Southern Alberta Heritage Language School (SAHLA)	SAHLA represents over 30 community-based language schools teaching 36 languages to over 6,000 students, both children and adults.	SAHLA is a non-profit umbrella organization whose mission is to lead, advocate and provide resources for the promotion of international / heritage languages (IL/HL) and cultural education.	X	X	X	X	X	X	X	
Sudanese Community	Youth Coordinator	Provide individual and community support, summer programs and in-school support to Sudanese students.			X				X	Bishop Kidd, Forest Lawn, Father Lacombe schools and CIWA.
YMCA	YMAP	A stay-in-school initiative and work placement program for immigrant youth. Year round program with employment preparation in the winter and spring with job placement or work experience in the summer.			X	X	X	X	X	CNS, CBE, CSSD, and different employers.
	New Horizons	Assist immigrant youth in gaining Canadian work experiences and or access to further education			X	X	X	X	X	HRDC.

YWCA	ESL Education and Employment Childcare Program	Offers English instruction including listening, speaking, reading and writing skills. They also learn about Canadian culture and daily life skills such as banking, health issues, family and much more.	X	X						ILVARC, CIAS, CIWA; Calgary Mennonite Centre for Newcomers, YWCA, Chinook & Bow Valley Colleges, Agape Language School, Language Plus, Maple Leaf Academy and CIES.
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APPENDIX B: Inventory of Services Non-Specific to Immigrant Children and Youth

This inventory provides an overview of service providers in Calgary that provide services to children and youth in general, but who have identified having a percentage of immigrant children and youth participating in their services. The following information can be found for each service:

- Name of the organization
- Name of the service
- Percent of immigrant participants
- Age of participants
- Area where the service is offered
- Partners

INVENTORY OF SERVICES NON-SPECIFIC TO IMMIGRANT CHILDREN AND YOUTH

ORGANIZATION	NON SPECIFIC SERVICE	IMMIGRANT PARTICIPATION	AGES			AREA				PARTNERS
			0-4	5-12	13-18	NW	NE	SW	SE	
Name of the Agency, Association or Organization providing services to children and youth.	Programs where there are some immigrant children and youth participating.	Percent of immigrant children and youth participation.	0-4	5-12	13-18	NW	NE	SW	SE	Formal and / or informal partners.
Boys and Girls Club Community Services	Camp Adventure	30-35%	X	X	X	X	X		X	Community Associations, schools and other service agencies.
	Residential Child Welfare Programs	10-15%	X	X	X	X	X	X	X	Region 3 Child and Family Services.
	Clubs and Community Based Programs	30-35%			X		X	X	X	CBE, SBE, businesses and other service agencies.
Calgary Achievement Centre for Youth	Computer Lab				X			X		
	NOW Project				X			X		CCIS.
	Discovering Choices				X			X		CBE.
	Youth Employment Centre				X			X		City of Calgary.
	Childminding Program		X					X		
	Youth Fair Gains							X		MCC Employment Development.
Calgary Counselling Centre	Counselling Program	5-6%	X	X	X					
	Responsible Choices for Children and Parents	5-6%		X	X					
	Adopt a School Project	5-6%			X				X	
Calgary Family Services	In Sync Program	5%	X							

	Youth Counselling in Schools	20%		X	X					
	Family Counselling Involving Children	30%		X	X					
	Adoption Program	5-10%		X	X					
	Starburst Program	30%			X					
Calgary Police Service	Diversity Basketball	90%			X		X	X		
	Diversity Hoops Soccer	90%			X		X	X		
Calgary Public Library	Reading Buddies	65%		X		X	X	X	X	
	Homework Help	75%	X	X		X	X	X	X	
	Read with Me	45%		X		X	X	X	X	
	Computer Buddies	60%		X	X		X	X	X	
	Reading Railroad / Circle	80%	X	X			X			
	Family Storytime	60%	X	X		X	X	X	X	
	Story Time - New Readers	2%		X					X	
	Teen Book Club	10%		X	X			X		
Catholic Family Service	Multicultural Therapy		X	X	X					
City of Calgary Community and Neighbourhood Services	Park and Play & Stay and Play Summer Programs	20%		X			X		X	
	Youth Drop In Program	60%			X		X		X	
	Go Kids	50%		X			X		X	
	City of Calgary Youth Awards	40%			X		X		X	
	Extreme Youth Volunteer Core	10%			X		X		X	

Families Matter	Bowcroft Family Resource Centre	10%	X	X	X					
	Keeler Family Resource Centre	90%	X	X	X					
	Mother Goose Program	50%	X	X						
First Baptist Church	Youth Drop In				X			X		
Hull Child and Family Services	PATHS	15% in two Forest Lawn Schools							X	
		50% at new third location								
	Girls Group	40%		X						
	Computer Buddies	40%		X						
	Learning Circle	48%		X						
	Collective Kitchen	60%		X						
	Kids Drop-in	20%								
	Computer Buddies	15%			X					
	Recreation Events	70%			X					
	Learning Circle	100%			X					
MOCA Family Resource Centre	Mother Goose / Magic Carpet Ride	1%	X	X				X		
	Youth Drop-In Centre	1%			X			X		
Salvation Army Children's Village	Bridges Program	10-15%	X	X						
	Family Works In-home Support	10%	X	X	X					
	Healthy Families	40%	X	X						
	LINKS Social Skills Program	60%		X						

School of East Indian Languages and Performing Arts	Performing Arts and Language Classes	90-95%	X	X	X					
Woods Homes	Community Resource Team	21%	X	X	X					
	East Side Family Centre	23%	X	X	X		X			
	Residential Services	8%	X	X	X					
	Educational Services	8%	X	X	X					
YMCA Calgary	Early Literacy Program	80%		X				X		CBE and Connaught School.
	School Support Program	60%		X		X	X	X	X	CBE, CSSD, CNS, Calgary Public Library, CHR and Aspen Family and Community Services.
	Y Recreation Programs	30%		X		X	X	X	X	CBE and CSSD.
	Leader-in-Training Programs	30%			X	X	X	X	X	.
	Kids in Motion	30%		X		X	X	X	X	CNS, Hull Child and Family Services, Alexandra Centre and CHR Community Kitchens.

APPENDIX C: Themed Inventory of Services Specific to Immigrant Children and Youth

This inventory further breaks down the services identified in the Inventory of Services Specific to Immigrant Children and Youth.

Services were listed under one or more of the following themes:

- Social / Recreational
- Education
- Employment
- Language & literacy development
- Community development / integration
- Support services
- Childcare

THEMED INVENTORY OF SERVICES SPECIFIC TO IMMIGRANT CHILDREN AND YOUTH

ORGANIZATION	SPECIFIC SERVICE	GOAL	AGES			AREA			
			0-4	5-12	13-18	NW	NE	SW	SE
Name of Agency, Association or Organization providing services specifically for immigrant children and youth.	Specific services being offered within the Agency, Association or Organization.	The primary goal for providing the service.							
SOCIAL RECREATIONAL									
Calgary Chinese Community Services Association	Scout Troop 229	Children meet new friends and learn new skills through positive role models and scout leaders.		X	X			X	
Calgary Somalia Community Association	Youth Soccer	Provide youth interested in soccer to connect with other ethnic youth.		X			X	X	
City of Calgary Community and Neighbourhood Services	East Area – World of Fun Summer Program	Introduce immigrant children to Canadian recreation and to make them comfortable within day camp.		X			X		X
	Neighbourhood Services East Area- Paid To Play	Introduce immigrant youth to employment, volunteer and program participation opportunities within leisure & recreation.			X		X		X
Calgary Immigrant Women's Association	Arts and Crafts Market	A craft group meets weekly to make products CIWA sells. Profit from sales support CIWA.						X	
	Family Events	Provide social events to reduce isolation.							
EDUCATIONAL									
Calgary Bridge Foundation for Youth	Jr. High Life Skills After School Program	To facilitate the acquisition of skills and knowledge for immigrant youth to access and utilize different resources and facilities to fully participate in school and society.			X		X		X

	Elementary Life Skills Program	To facilitate immigrant children's acquisition of skills and knowledge to access and utilize community facilities. Positive role models will provide guidance, support, assist children to learn about Canadian life to succeed in school and society.		X				X		
	Public Library Homework Club	To improve academic success through positive role-models.		X	X	X	X			X
Calgary Bridge Foundation for Youth (continued)	Elementary Life Skills Summer Program	Provides immigrant children with reading and writing activities to prepare them for school and Canadian life.		X						
Calgary Catholic Immigration Society	ESL Kindergarten	Development and school readiness.		X					X	
	Computer Lab (Calgary Achievement Centre for Youth)	Develop technological skills and provide access for immigrant youth.			X	X	X	X	X	X
Calgary Chinese Community Services Association	After School Homework Club	Help children academically, increase children's social network and provide positive role models for children.		X						X
	Girls Clubs	Girls will increase their social network, learn new life skills such as; self defence, public speaking etc and have a safe place to have concerns / issues dealt with.			X			X		
	Scholarship Seminars	Educate students about available scholarships, grants and loans so they can better access these services.			X	X	X	X	X	X
	After School Tutorial	Students will get homework help, meet new friends and learn new valuable social and life skills from volunteer tutors.		X					X	
Calgary Immigrant Aid Society	Mosaic Centre	Immigrant and refugee children are integrated academically and socially into the school system, supported to access health, social and recreational programs and services.	X	X				X	X	X

		Drop-in Family Program: Play based learning activities and workshops.	X	X				X	
		Pre-School Program: Play based curriculum supports the social, cognitive, physical and emotional needs of preschoolers.	x				X	X	
Calgary Immigrant Women's Association	SMILES; Small Multicultural Immigrants Learning Early Strategies.	Assist immigrant and refugee women with small children with ECD and age appropriate learning.	X				X	X	X
Calgary Immigrant Women's Association (continued)	Baby Club	Interactive 10-week workshop to learn about child development during 2-3, 3-6, 6-9, 9-12 month stages.	X						
	Four Strong Winds	Prepares pre-school aged children for school by enhancing their English language, social development and skills necessary for entering school.		X					
	Connaught Community School - Toy and Interactive Bag Library	Encourage childhood development through the provision of educational books, toys and CD-ROMS at our on-site library. Provide information, education and support for immigrant and refugee children.	X	X					
Calgary Public Library	Homework Clubs	See Calgary Bridge Foundation for details.							
Calgary Somalia Community Association	Religion School	Sunday School at the NE Mosque.		X			X		
Calgary Vietnamese Association for the Encouragement of Learning	Calgary Vietnamese Association for the Encouragement of Learning	Encourage Vietnamese Canadian students to stay in school by providing after school tutorial service and supportive environment for students to study. Support parents in their concerns of the academic achievement of their children.		X	X				X

YMCA	YMAP	A stay-in-school initiative and work placement program for immigrant youth. Year round program with employment preparation in the winter and spring with job placement or work experience in the summer.			X	X	X	X	X
	New Horizons	Assist immigrant youth in gaining Canadian work experiences and / or access to further education.			X	X	X	X	X
LANGUAGE AND LITERACY DEVELOPMENT									
Alberta New Sudan Community Association and Calgary Immigrant Women's Association	Homework Club /Support Activities / Kidsport	Help with Math, Social, English and Sudanese Language.		X	X			X	
Almadina Charter School	A structured ESL program at all levels of language proficiency. A strong "language across the curriculum" focus for developing English language proficiency. A Heritage Language Program in French and Arabic. Kurdish was added as a Heritage Language Program in November 2002	Focus on student's ESL needs first. Complement ESL programs of the Calgary Board of Education by preparing students for high school. Increase the academic success of ESL students. Involve parents as active participants in the educational decisions affecting their children.		X	X				X
Calgary Bridge Foundation for Youth	Jr. High Summer Literacy Program	Familiarize immigrant students improve their ESL skills and learn about Canadian Culture.			X		X		X
Calgary Immigrant Aid Society	Mosaic Centre	Family Literacy Program: Facilitates families' participation in literacy and play-based activities to promote ESL.	X	X			X		
Calgary Immigrant Women's Association	Hand in Hand	Teach students English speaking, listening, reading and writing skills up to an intermediate level in order to pursue higher education or a job. Instruction provided on English for Math and computers.							

	LINC (Language Instruction for Newcomers to Canada)	Offers a variety of English classes (ESL) to immigrant women who have lived in Canada for less than three years. Currently 6 part-time classes are available. Free child care provided.	X							
Calgary Mennonite Centre for Newcomers	Family Literacy Program	Reduce the risk of immigrant children not succeeding in school.	X	X			X			
	LINC Childcare	Child Development and ESL education for parents.	X	X			X			
Hull Child and Family Services	PATCH Program: Literacy Club for Children	Help children improve their reading skills.		X	X					X
Societe d'Accueil Francophone	Accueil	Welcome new French speaking individuals and provide resettlement assistance.			X	X	X	X	X	X
Southern Alberta Heritage Language School (SAHLA)	SAHLA represents over 30 community-based language schools teaching 36 languages to over 6,000 students, both children and adults.	SAHLA is a non-profit umbrella organization whose mission is to lead, advocate and provide resources for the promotion of international/heritage languages (IL/HL) and cultural education.	X	X	X	X	X	X	X	X
YWCA	ESL Education and Employment Childcare Program	Offers English instruction including listening, speaking, reading and writing skills. They also learn about Canadian culture and daily life skills such as banking, health issues, family and much more.	X	X						
COMMUNITY DEVELOPMENT AND INTEGRATION										
Aspen Family & Community Network Society	Youth Matters Multicultural Project	Empower and mobilize multicultural youth from the Greater Forest Lawn area and facilitate the formation of a Multicultural Youth Advisory Committee and provide input and feedback for youth services.			X					X
Calgary Bridge Foundation for Youth	Host Program for Youth	Build bridges between communities and assist refugee youth with integrating and socializing.			X	X	X	X	X	X

	Family Assistance Program	To support and assist immigrant families to become self-sufficient in their adjustment to Canadian life.		X	X	X	X	X	X
Calgary Catholic Immigration Society	Immigrant Youth Outreach Program	Assisting immigrant youth in developing independence.			X			X	
	Host Program for Youth	Build bridges between communities, assist refugee youth in integrating & socializing.			X	X	X	X	X
Calgary Chinese Community Services Association	Youth Advisory Council	Provide training for youth on numerous committees to become active contributors in the community. Establish strong connection between youth and CCCSA through the Youth Advisory Council. Work at a policy level to influence decisions relevant to youth.			X	X	X	X	X
Calgary Immigrant Aid Society	Mosaic Centre:	Drop In Program: Play-based activities for immigrant/refugee children and parents; parent workshops related to health, nutrition, parenting, education, and community resources.	X	X				X	
		Fathers and Children Together: Offers structured play-based activities, and information sessions about school and community resources, and language and computer literacy activities.	X	X				X	
		Sudanese Family Empowerment Project Module: Programming for children and families in the areas of self-help skills, acculturation, and skill development. Facilitates access to community resources, and parenting programs.	X	X					X

		(Youth Volunteerism and IT Access) Immigrant and refugee youth are provided with leadership training, civic participation and computer literacy training through workshops and volunteer placements.		X	X			X	
Calgary Immigrant Women's Association	Youth Program: Girls Culture Club	Youth leadership Council provides opportunities, leadership and training.		X	X	X	X	X	X
SUPPORT SERVICES									
Calgary Bridge Foundation for Youth	Family Assistance Program	To support and assist immigrant families to become self-sufficient in their adjustment to Canadian life.		X	X	X	X	X	X
Calgary Catholic Immigration Society	New Canadian Children in Calgary	Support refugee and immigrant families with young children: develop a database for use by mainstream services.	X	X		X	X	X	X
	Cross Cultural Children's Centre and New Family Place	Strength based holistic family support and networking.	X	X	X			X	
Calgary Chinese Community Services Association	Best Beginnings Program	Provide information and support to low-income pregnant women.	X	X		X	X	X	X
Calgary Immigrant Aid Society	MOSAIC Centre:Pre-School Program	Pre-school programming for immigrant and refugee children (3-5yrs) who are experiencing risk factors such as pre-migration trauma and developmental issues.	X	X			X		
Chinook College LINC Program	Child Minding Service	Provide care for infant, toddler and preschool children whose parents are attending the LINC program.	X	X		X			
Societe d'Accueil Francophone	Accueil	Welcome new French speaking individuals and provide resettlement assistance.			X	X	X	X	X
CHILDCARE									
Calgary Mennonite Centre for Newcomers	LINC Childcare	Child Development and ESL education for parents.	X	X			X		

Chinook College LINC Program	Child Minding Service	Provide care for infant, toddler and preschool children whose parents are attending the LINC program.	X	X		X			
YWCA	ESL Education and Employment Childcare Program	Offers childcare to families attending ESL Education and Employment Programs.	X	X					

APPENDIX D: Themed Inventory of Services Non-Specific to Immigrant Children and Youth

The Non Specific Theme Inventory further breaks down the services identified in the Non Specific Inventory.

Services were listed under one or more of the following themes:

- Social / Recreational
- Education
- Employment
- Language & literacy development
- Community development / integration
- Support services
- Childcare

THEMED INVENTORY OF SERVICES NON-SPECIFIC TO IMMIGRANT CHILDREN AND YOUTH

ORGANIZATION	NON SPECIFIC SERVICE	IMMIGRANT PARTICIPATION	AGES			AREA			
			0 - 4	5- 12	13 - 18	N W	N E	S W	S E
SOCIAL RECREATIONAL									
Boys and Girls Club Community Services	Camp Adventure	30-35%	X	X	X	X	X		X
	Clubs and Community based Programs	30-35%			X		X	X	X
Calgary Police Service	Diversity Basketball	90%			X		X	X	
	Diversity Hoops Soccer	90%			X		X	X	
City of Calgary Community and Neighbourhood Services	Park and Play & Stay and Play Summer Programs	20%		X			X		X
	Youth Drop In Program	60%			X		X		X
	Go Kids	50%		X			X		X
	City of Calgary Youth Awards	40%			X		X		X
	Extreme Youth Volunteer Core	10%			X		X		X
First Baptist Church	Youth Drop In				X			X	
Hull Child and Family Services	Recreation Events	70%			X				
MOCA Family Resource Centre	Youth Drop-In Centre	1%			X		X		
School of East Indian Languages and Performing Arts	Performing Arts and Language Classes	90-95%	X	X	X				
YMCA	Y Recreation Programs	30%		X		X	X	X	X
	Leader in Training Programs	30%			X	X	X	X	X
	Kids in Motion	30%		X		X	X	X	X
EDUCATIONAL									
Calgary Achievement Centre for Youth	Computer Lab				X			X	
	NOW Project				X			X	
Calgary Family Services	Starburst Program	30%			X				

Hull Child and Family Services	PATHS	15% in two Forest Lawn Schools							X
		50% at new third location							
	Computer Buddies	40%		X					
	Learning Circle	48%		X					
	Computer Buddies	15%			X				
	Learning Circle	100%			X				
School of East Indian Languages and Performing Arts	Performing Arts and Language Classes	90-95%	X	X	X				
Woods Homes	Educational Services	8%	X	X	X				
YMCA	School Support Program	60%		X		X	X	X	X
EMPLOYMENT									
Calgary Achievement Centre for Youth	Discovering Choices				X				X
	Youth Employment Centre				X				X
	Youth Fair Gains								X
LANGUAGE AND LITERACY DEVELOPMENT									
Calgary Public Library	Reading Buddies	65%				X	X	X	X
	Homework Help	75%	X	X		X	X	X	X
	Read with Me	45%		X		X	X	X	X
	Computer Buddies	60%		X	X		X	X	X
	Reading Railroad/Circle	80%	X	X			X		
	Family Storytime	60%	X	X		X	X	X	X
	Story Time - New Readers	2%		X					X
	Teen Book Club	10%		X	X				X
School of East Indian Languages and Performing Arts	Performing Arts and Language Classes	90-95%	X	X	X				
YMCA	Early Literacy Program	80%		X					X
COMMUNITY DEVELOPMENT AND INTEGRATION									
No Programs Reported									

SUPPORT SERVICES									
Boys and Girls Club Community Services	Residential Child Welfare Programs	10-15%	X	X	X	X	X	X	X
	Clubs and Community Based Programs	30-35%			X		X	X	X
Calgary Counselling Centre	Counselling program	5-6%	X	X	X				
	Responsible Choices for Children and Parents	5-6%		X	X				
	Adopt a School Project	5-6%			X				X
Calgary Family Services	In Sync Program	5%	X						
	Youth Counselling in Schools	20%		X	X				
	Family Counselling Involving Children	30%		X	X				
	Adoption Program	5-10%		X	X				
	Starburst Program	30%			X				
Catholic Family Service	Multicultural Therapy		X	X	X				
Families Matter	Bowcroft Family Resource Centre	10%	X	X	X				
	Keeler Family Resource Centre	90%	X	X	X				
Hull Child and Family Services	Collective Kitchen	60%		X					
Salvation Army Children's Village	Bridges Program	10-15%	X	X					
	Family Works In home Support	10%	X	X	X				
	Healthy Families	40%	X	X					
	LINKS Social Skills Program	60%		X					
Woods Homes	Community Resource Team	21%	X	X	X				
	East Side Family Centre	23%	X	X	X		X		
	Residential Services	8%	X	X	X				
CHILDCARE									
Calgary Achievement Centre for Youth	Childminding Program		X						X
Families Matter	Mother Goose Program	50%	X	X					
Hull Child and Family Services	Kids Drop-in	20%							

APPENDIX E: Reference and Resource List

Local and Provincial Resources

Children and Youth of ESL Background in Focus Project by Coalition for Equal Access to Education (currently in process)

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Calgary Community; Non-profit Organizations in Calgary: www.calcna.ab.ca

Faith Links: www.calgary-interfaith.ab.ca

Calgary Public Library Website: www.public-library.calgary.ab.ca

National and International Resources

Best Practices for Working with Homeless Immigrant and Refugees. (2003). By Access Alliance. Toronto, Ontario.

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APPENDIX F:
Steering Committee for the
Overview of Services for Immigrant Children and Youth
(September 2003 – May 2004)

Contact	Agency
Ms. Barbara Leung	Alberta Learning
Mr. Tim Veitch	Boys and Girls Clubs of Calgary
Ms. Lynda Lyster	Calgary Board of Education
Mr. Rob Bray	Calgary Catholic Immigration Society
Ms. Maria Steinborn	Calgary Catholic School District
Ms. Krystyna Biel	Calgary Immigrant Aid Society
Ms. Edna Sutherland	Calgary Immigrant Women's Association
Ms. Dale Taylor	Calgary Mennonite Centre for Newcomers
Ms. Beverly Fournier	Calgary Rocky View Child and Family Services
Ms. Amal Umar	Canadian Heritage
Ms. Penny Hume	Child Friendly Calgary
Mr. Hieu Van Ngo	Coalition for Equal Access to Education
Mr. Jim Pritchard	Hull Child and Family Services
Ms. Susan Coombes	Human Rights & Citizenship
Mr. Harry Yee	The Calgary Bridge Foundation for Youth, The
Ms. Elizabeth Schnitzler	The City of Calgary, FCSS
Ms. Barbara Schleifer	United Way of Calgary
Mr. Dean Soenen	Wood's Christian Homes
Ms. Nancy Brakke	YMCA Calgary
Ms. Annemarie Mayer	Calgary Public Library
Ms. Jody Forbes	Community & Neighbourhood Services, City of Calgary
Mr. Jason Cameron	Calgary Police Service
Ms. Teresa WooPaw	Ethno Cultural Council

APPENDIX G: Semi-structured Interview Guide for Service Providers

The individual semi-structured interviews are intended to gather detailed information to gain and understanding of:

- the needs perspectives of providers;
 - of capacities;
 - of the continuum of services; and
 - the degree, value and variety of partnerships.
-

1. From the survey sent out (explain survey) we learned that respondents (explain who respondents are) identified the following areas (staff; comprehensive service network; integration, organizational competency) as strengths of providing services to immigrant children and youth? What do you think of these strengths?
2. From the survey sent out we learned that respondents identified the following areas (Access, availability, organizational resources, perception and understanding of immigrant youth) as challenges of providing services to immigrant children and youth? What do you think of these challenges?
3. What do you see as the needs of immigrant children and youth?
Prompts:
What needs/issues is your service addressing or responding to?
What strategies do you use to inform your decision(s) to develop or offer services?
4. What do you think makes your service unique?
Prompts:
What difference do you think your service makes?
5. Almost half of the respondents of the survey indicated they are working in partnership. What do you think about this? Are you currently working in partnership to deliver your service(s)?
Prompts:
Why? Why not?
Do you see value in partnerships?
What works well with the partnerships?
What doesn't work well?
Who would you like to be working with?

6. Through the survey we are learning that there is a comprehensive network of services available. For example, immigrant-serving agencies, and ethno-cultural groups all offer services. As well, we are learning that mainstream agencies have high levels of participation of immigrant children and youth. What do you think about this network of services?
Prompts:
What role do you think your services play in the larger continuum of services for immigrant children and youth in Calgary?
7. Do you see the need to continue to run your services for the next 1, 3 5 and 10 years? If so, how to you plan to sustain them?
8. What changes do you foresee having to make to your services for immigrant children and youth?
Prompts:
Do you anticipate any shifts in the sector (i.e. Changing needs, different ways of working)?
What do you need to continue on and move forward with your services?
9. Any additional comments or questions.

APPENDIX H: Topic Guides for Focus Groups

Topic Guide for Immigrant Youth

Objectives: The objectives of this focus group are: to gather qualitative learnings of what challenges youth are experiencing in accessing services; to learn *how* their needs are and are not being met; to learn about what ideas they have for improving service provision.

Background:

****NOTE:** Prompts to the overall main topic questions have been included *in italics*. The prompts are to ensure that responses are elicited that will help us to address the larger topic questions, keeping in mind the importance of allowing the focus group participants the freedom to answer the question as he or she chooses to.

Background Question: When did you first move to Calgary? What was that like for you?

Main Questions:

1. What ways, if any, has your move to Canada affected your relationship with your family?
Prompt: Has it been hard? What has been most difficult? What has been the best part of the move for you and your family?
2. What has helped you the most to feel good about living in Calgary?
Prompts: What services would have helped you adjust and integrate more quickly? Any agencies/groups/organizations that have been particularly helpful to you in becoming comfortable in Canada? Who do youth your age turn to for help in dealing with your concerns?
3. What makes it difficult for you to get the services you want or need?
What makes it easy for you to get the services you want or need?
Prompt: What agency practices made it easier for you to access service (i.e. service offered in own language, sensitivity to culture)?
4. What kinds of services do you think there should be for immigrant youth your age?
Prompt: What would these services look like?

Topic Guide for Ethno-Cultural Groups and Mainstream Providers

Objectives

To gain and understanding of:

- the needs from perspective of ethno-cultural groups;
- of capacities;
- of the continuum of services; and
- the degree, value and variety of partnerships.

Introduction:

- Self/my role and purpose of project, assistant facilitator if present, project description
- How results will be used
- Informed Consent form (distribute and sign)
- Length of the focus group: 2 hours (depending on how much time participants have)
- Basic ground rules: there are no right or wrong answers all thoughts, ideas and comments are important. It is important to hear from everyone on an equal basis

Topic Questions:

****NOTE:** Prompts to the overall main topic questions have been included *in italics*. The prompts are to ensure that responses are elicited that will help us to address the larger topic questions, keeping in mind the importance of allowing the focus group participants the freedom to answer the question as he or she chooses to.

1. What do you see as the needs of immigrant children and youth?
Prompt: do you see the needs of Immigrant Children and Youth as different from non-immigrant youth? Why and how?
2. Through the survey we are learning that there is an *informal network* of services available for immigrant children and youth. For example, immigrant-serving agencies, and main-stream agencies all offer services. As well, we are learning that ethno-cultural groups offer services to immigrant children and youth. What are your thoughts on this?
Prompt: What role do you think ethno-cultural services can and should play in the network of services for immigrant children and youth?
3. How important are partnerships within this sector, and what role do you think they should play? (We learned from our survey that almost half of respondents are working in partnership)
Prompt: Do you currently work in partnership with a program that offers services to immigrant C & Y? If so, what is the value of it? What does it mean to you and your clients? How do you define partnership?

4. What is working well in the provision of services to immigrant C & Y?
Prompt: What was identified as strengths thru the survey are: staff; comprehensive service network; integration and organizational competency
 1. What do you see as gaps in provision of services to immigrant C & Y?
Prompt: Share what was identified thru survey as challenges: access to C & Y, C & Y accessing services; availability of language and space; funding; human resources, cultural stereotypes of youth.
5. What do you see as needed for this sector (C & Y) over the next few years?

Topic Guide for Immigrant Parents Focus Group

(Defined as parent(s) who have immigrant children or youth accessing services)

Objectives: The objectives of this focus group are: to gather qualitative learnings of what challenges immigrant families are experiencing in accessing services; to learn *how* their needs are being met or not met; to learn about what ideas they have for improving service provision.

Introduction:

- Self/my role and purpose of project, assistant facilitator if present, project description
- How results will be used
- Informed Consent form (distribute and sign)
- Length of the focus group: 2 hours (depending on how much time participants have)
- Basic ground rules: there are no right or wrong answers all thoughts, ideas and comments are important. It is important to hear from everyone on an equal basis

Background:

****NOTE:** Prompts to the overall main topic questions have been included *in italics*. The prompts are to ensure that responses are elicited that will help us to address the larger topic questions, keeping in mind the importance of allowing the focus group participants the freedom to answer the question as he or she chooses to.

- a. What was it like for you and your children when you first arrived in Calgary?

Prompt: What have been some of the major issues you have dealt with?

Main Questions: (1.5 hrs)

1. Whom do you turn to if you need help?
Prompts: Can you tell us the organizations/agencies/groups that have been particularly helpful to you in Calgary and why?
2. What makes it difficult for you to get services for your children that you want or need?
3. What makes it easy for you to get services for your children that you want or Need?
Prompt: What agency practices made it easier for you to access services (i.e. services offered in own language, staff were culturally sensitive)
4. What kinds of services would you suggest there should be for immigrant parents with children?
Prompt: What would these supports look like