

Settlement Workers in Schools: Performance Measurement and Evaluation

September 19 2017
Regina, Saskatchewan



Immigration, Refugees
and Citizenship Canada

Immigration, Réfugiés
et Citoyenneté Canada

Canada

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SWIS Investments - \$s Invested

Region	2015/16	2016/17	2017/18
British Columbia / Yukon	\$9,466,190	\$10,187,073	
Prairies and Northern Territories	\$6,851,013	\$7,932,893	\$10,700,000
Eastern	\$1,220,936	\$1,401,274	
Ontario	\$17,470,868	\$17,868,947	
TOTAL	\$28,843,007	\$37,390,187	

SWIS Investments - # SWIS Workers

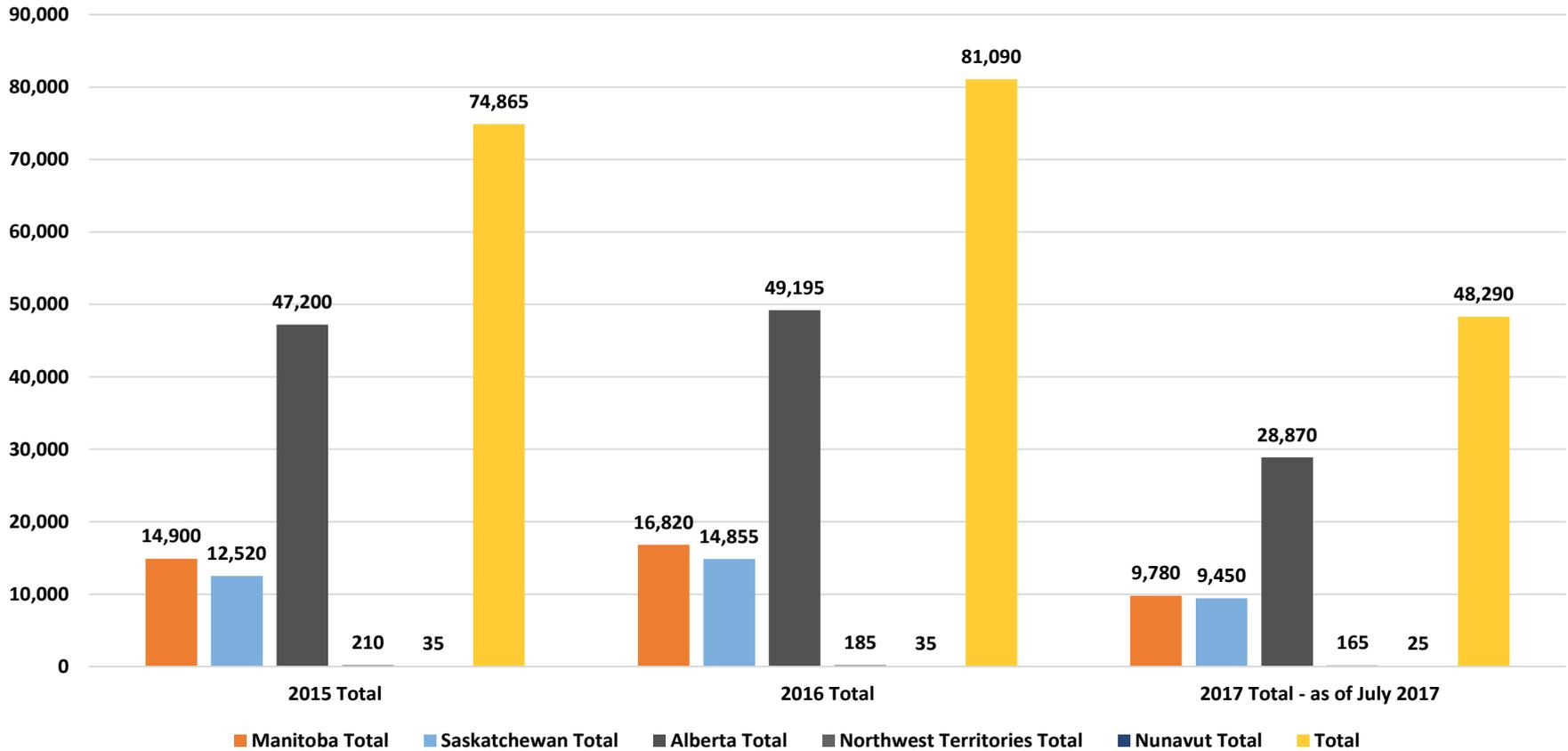
Region	2015/16	2016/17	2017/18
British Columbia / Yukon	122	128.5	
Prairies and Northern Territories	99.5	117.5	120+
Eastern	26.5	32	
Ontario	250	252	
TOTAL	498	524	

SWIS Investments - # Schools

Region	2016/17
British Columbia / Yukon	774
Prairies and Northern Territories	220+
Eastern	208
Ontario	1145+
TOTAL	2347

Some SWIS services available in more than 3000 schools nation-wide.

Permanent Resident Admissions - Prairies and Northern Territories

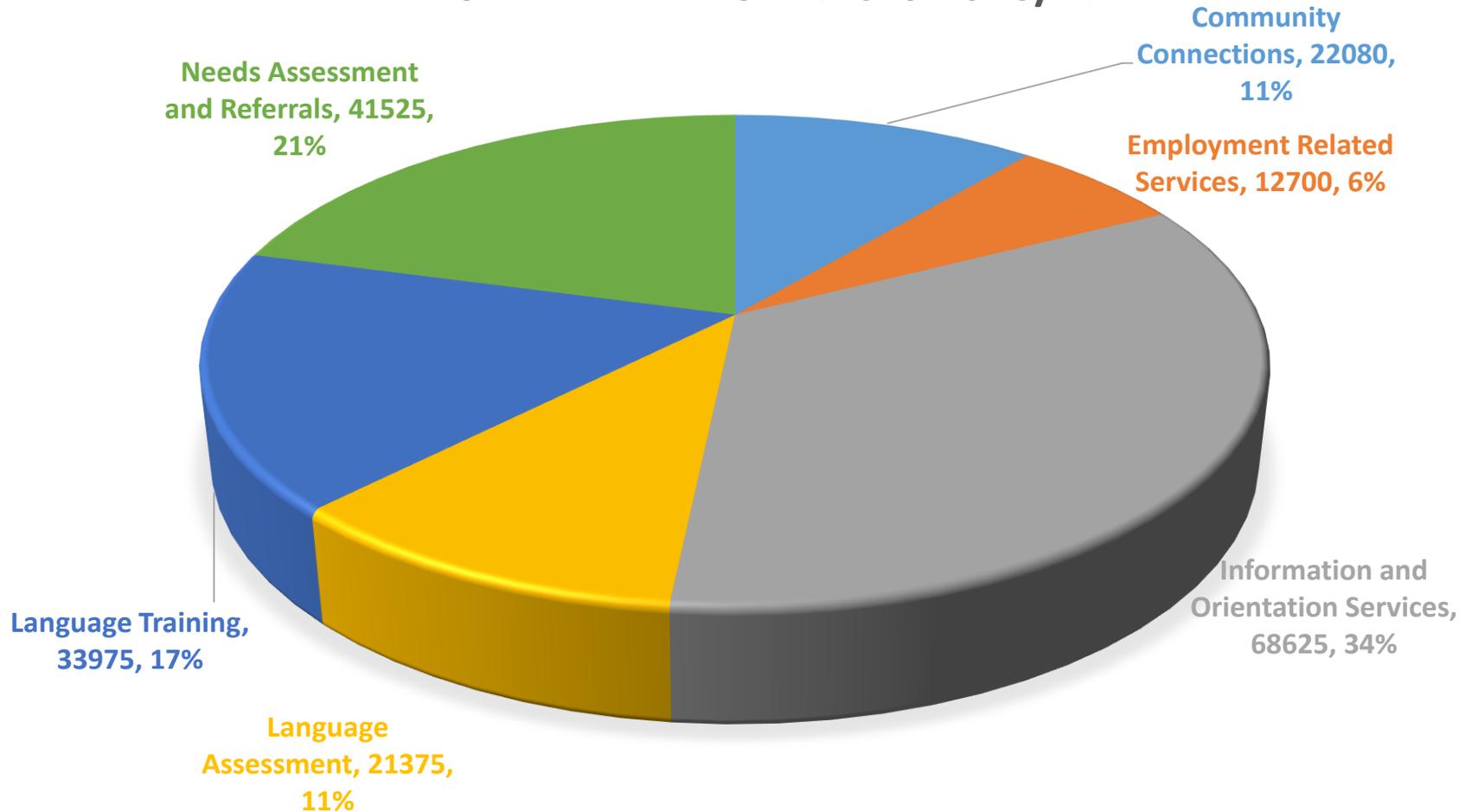


Data source: IRCC, July 31, 2017

SWIS Investments – Children and Youth Served

- Approximately 23.27% of arrivals are between the ages of 0 – 14 years.
- Approximately 28.29% are between the ages of 15 – 29 years.
- Numbers identify a great need for services for children, youth, and young adults.
- *Age statistics based off of historical data due to 2017 numbers not being finalized*

PNT SETTLEMENT SERVICES 2016/17



Data source: IRCC, July 31, 2017

- 13.4% of settlement services received across PNT were for children/youth between the ages of 0 – 14 years.
- 24.9% of services received were for youth/young adults between the ages of 15 – 29 years.

SWIS Investments - Expansion

IRCC supports interventions that **maximize uptake** of needs-based services to ensure newcomers engage early in their settlement experience and participate actively in the settlement services they need to reach their expected outcomes.

SWIS is seen as an effective means to connect with newcomers with school-age children early upon their arrival in Canada.

Scale of SWIS in Ontario (COIA Evaluation)

SWIS projects tripled between 2005/06 and 2009/10

Uptake increased by 300% between 2005/06 and 2009/10

	2005/06	2009/10
Number of SWIS Projects	12	35
Number of NOW/WIN Projects	0	12
Number of Clients Served	11,377	45,472

SWIS Investments - Expansion

PNT has been seeking to expand the SWIS model into a wider range of locations across the region.

In Manitoba SWIS-like programming has been introduced by NEEDS, Winnipeg School Division, some Neighbourhood Immigrant Settlement Worker Programs (4 are hosted by school divisions), and DSFM.

SWIS is currently being piloted in Yellowknife, NWT in 4 of 6 public schools and the francophone school (no students from the 3 Catholic schools have been registered yet).

A need has been identified in Iqaluit and will be considered in a future amendment for the first service provider in the territory.

Incremental investments have been made in major urban centers across PNT to ensure greater parity in service offerings e.g. increases in Edmonton (15 FTEs added in 2016/17 – 63% increase over previous year for English boards; 2 FTEs added to TEE in francophone boards in Edmonton and Fort McMurray).

SWIS Gaps in PNT

- Small centers/rural areas in Manitoba
- Francophone schools in Calgary
- Small centers in the North
- Enhanced SWIS for most vulnerable youth

SWIS Gaps in PNT – Enhanced SWIS

- Enhanced SWIS for most vulnerable youth
 - Specialized support services which target immigrant students who are having difficulties fitting into school life and keeping up with expectations due to significant settlement and integration barriers.
 - More specifically, this program element is intended to:
 - Increase school and community connectedness for vulnerable immigrant students
 - Enable the immigrant student to overcome learning and school adjustment issues related to their immigration experience and cultural adjustment process; and
 - Increase their chance for continued schooling and meaningful transition to other options

SWIS Gaps in PNT – Enhanced SWIS

Core program activities

One-on-one

- Initial and ongoing needs assessment and settlement counselling for those youth who arrived with language and education gaps
- Goal-setting and development of learning strategies
- Connect student to trauma counselling
- Other support to overcome settlement and adaptation issues resulting from cultural adjustments and/or traumatic experiences before and during immigration
- Specialized Group Training
- Basic life skills to adjust to new social and cultural context
- Supplement essential skills

School Integration

- Activities that support interaction with larger school population
- Connect student with school mentors

Community Integration

- Connect vulnerable students to community connections activities
- Guided experiential learning in the community and workplace
- Work or volunteer placements for vulnerable students
- Support for transition into appropriate learning or work opportunities in the larger community

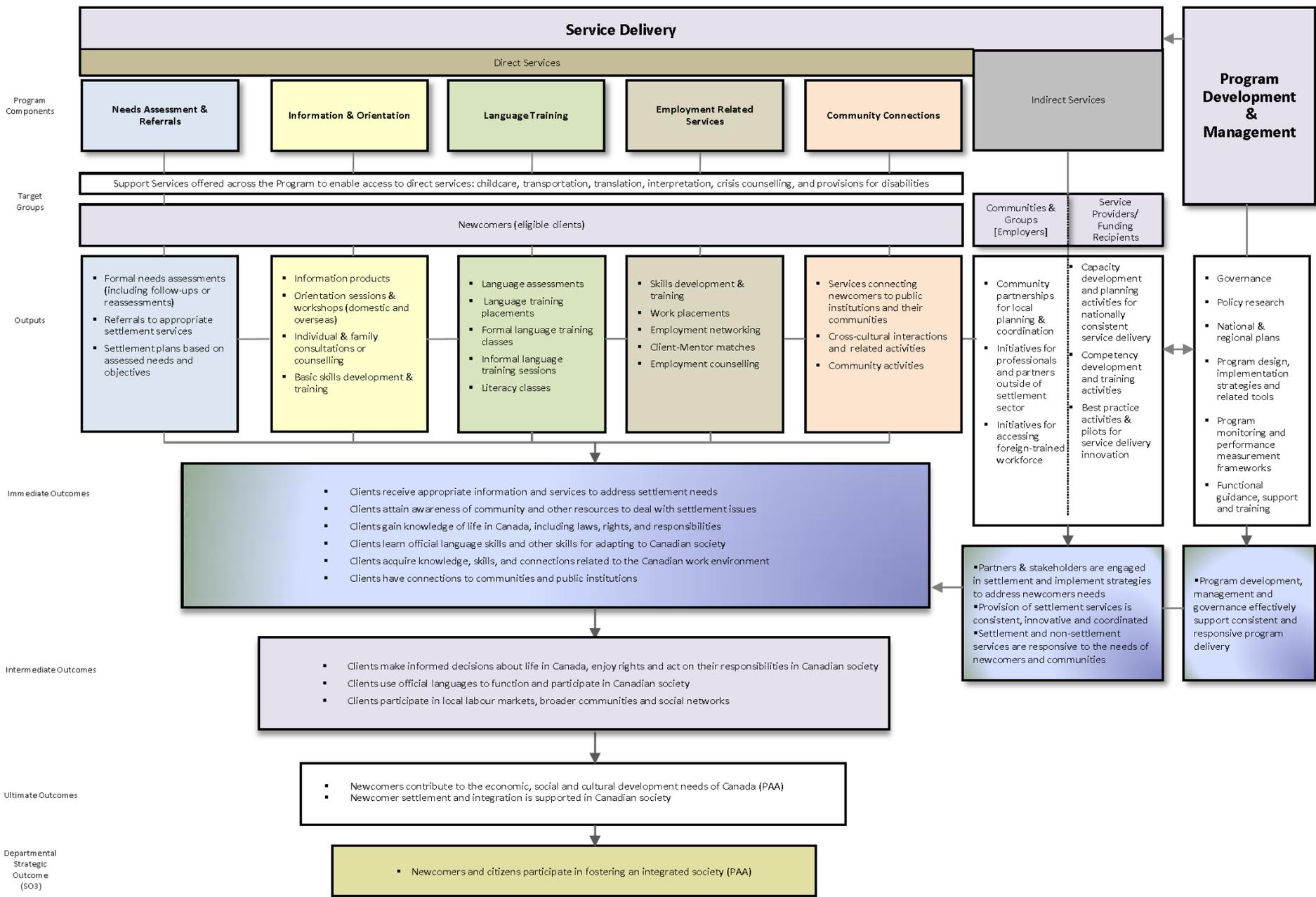
Language

- IRCC funded formal language services may only be offered to students above legal school leaving age. Informal language services are possible at all age ranges.

SWIS Program Models

There are currently 4 main approaches to funding and delivering SWIS and in-school supports across Canada:

- 1) SPO receives funding to place settlement workers in schools on an itinerant or regular basis.
- 2) SPO receives funding and channels resources to school board.
- 3) School board receives funding and subcontracts SPO to manage the projects.
- 4) School board receives funding and manages the projects directly.



Performance Measurement

CIC is responsible for measuring and reporting on results of the Settlement Program:

- Program activities
- Usage of settlement services
- Program and client outcomes

This is done through various mechanisms including

- iCARE
- Annual Project Performance Report (APPR)
- Evaluation and Client Survey

SWIS Performance Measurement

SWIS serves three distinct client groups:

- 1) SWIS assists **students** in learning about the school setting and empowers them to reach their full potential and succeed in Canada.
- 1) SWIS helps **families** understand the school system and support their children, and provides information and referral on other aspects of life in Canada.
- 1) SWIS supports **school staff** to see the school and its requirements through the eyes of the newcomer.

SWIS Performance Measurement (cont.)

SWIS projects include a mix of services designed to meet newcomer needs – this may include some or all of the following components, and the offering can become increasingly intensive:

- Information and orientation
- Systemic outreach to newly arrived families
- Needs assessment and action planning
- Service bridging, supported referrals and casework
- Non-therapeutic counselling
- Cultural understanding and linguistic interpretation
- Home visits and community outreach

SWIS Performance Measurement (cont.)

At present SWIS services are reported under multiple iCARE service streams.

IRCC and partners are currently not in a position to report nationally on outputs and outcomes of SWIS in a coherent way.

We need to measure success in a systematic manner and ensure effectiveness and efficiency at the national scale.

SWIS Performance Measurement (cont.)

Other IRCC regions (e.g. Ontario and BC) have taken a very structured approach to developing their SWIS programs.

By contrast PNT SWIS programs have developed over time with little points of connection across the five jurisdictions.

The current learning clusters approach in PNT offers an opportunity to catch up with other regions and ensure that the PNT perspective is considered in national outcomes discussions.

SWIS Performance Measurement (cont.)

PNT approaches:

Western Canada In-School Settlement Conference (Calgary February 2013).

Annual SWIS meetings in Saskatchewan with province-wide coordinator since 2014.

PNT Youth Learning Event (Calgary March 2017).

PNT Region Settlement Services in Schools and Communities (Regina September 2017).

SWIS Performance Measurement (cont.)

As SWIS evolved across Canada, outcomes emerged from the ground up and were defined on a project and regional level in vary in ways. The most commonly noted outcomes include:

Immediate and Intermediate Outcomes

- Newcomer students are engaged in the school system; they receive information and access to school programs, after-school activities, summer employment and community resources.
- Parents/guardians are familiar with the school system and Canadian culture; they are involved in school activities; aware of community and government resources; supported in conflict resolution; and connected to services and networks within the school and community.

Longer Term Outcomes

- Newcomer students experience a sense of belonging in the school that supports their educational attainment and they have information about future education and career opportunities.
- Parents/guardians are integrated into all aspects of Canadian society and empowered to support their children's academic and career endeavours.
- Teachers and school staff have the capacity to support integration and the school culture adapts to promote inclusion.

Previous Evaluations of SWIS

A number of evaluations of specific SWIS programs have been undertaken, but nothing across jurisdictions.

2007 “Delivery Model for School-based Settlement Services” Prepared for the BC Ministry of Attorney General and Ministry of Education by Ference Weiker & Company LTD.

2007 “Settlement Workers in Schools Newcomer Orientation Week Pilot Initiative Evaluation Report” Prepared for CIC Ontario Region by Kappel Ramji Consulting Group.

2008 “Settlement Workers in Schools Newcomer Orientation Week Year II Roll Out Evaluation Report” Prepared for CIC Ontario Region by Kappel Ramji Consulting Group.

2009 “Settlement Worker in Schools Program Evaluation” Prepared for CIC, SODS, Saskatoon Public School Division and Greater Saskatoon Catholic School Division by Saskatchewan Educational Leadership Unit, Department of Educational Administration, University of Saskatchewan.

2009 “In School Settlement Program Evaluation” prepared for Calgary Bridge Foundation for Youth by Gwyn Cooper Research Associates.

2011 “Formative Evaluation of the Settlement Workers in Schools Program of the Vancouver School District” Prepared for Vancouver School Board by Pacific Planning Ltd.

2012 “Evaluation of the Strategic Plan for Settlement and Language Training under the Canada-Ontario Immigration Agreement (COIA)” Citizenship and Immigration Canada.

Previous Evaluations of SWIS (cont.)

Commonalities in key findings indicate that successful outcomes are determined by:

- Expertise of settlement workers
- Relationship between settlement workers and schools
- Presence of strong champions within the school system
- Connections with settlement agencies and other community agencies and programs
- Flexibility to respond immediately to needs of newcomer families and adapt to the needs of specific schools and districts
- Demand for services
- Guidance provided to settlement workers by managers, advisory and steering committees, and/or provincial coordinators
- Clearly defined roles for settlement workers
- Focus on settlement objectives, issues and priorities
- Access to suitable space and supporting infrastructure in the school

Previous Evaluations of SWIS (cont.)

Evaluations have revealed a number of needs identified by SWIS workers.

Elementary

- Academic gaps/interrupted formal schooling
- English language deficiencies
- Understanding school procedures (i.e. following a schedule)

Junior/High School

- Understanding that education is important for success in Canada
- Limited knowledge concerning nutrition, hygiene, sexual and mental health, and conflict resolution
- Seeking out information to solve day-to-day problems
- Reading/responding to information from the school and other agencies
- Difficulty making social connections

Performance Measurement and Evaluation 2017-2020

PNT-wide evaluation of different approaches to SWIS and SWIS-like programming to be completed in time to inform priority setting exercises for CFP 2020.

- SPO volunteer to coordinate effort (September 2017)
- Advisory committee struck; amendment done to support evaluation work for host organization (October 2017)
- IRCC to provide tabular data on sections 8a-d (Client feedback) of SWIS program APPRs
- Methodology and Terms of Reference for Evaluation approved by advisory committee and provided to broader community of providers offering SWIS and SWIS-like programs (November 2017)
- Methodology and TOR revised by advisory committee and call for proposals issued (December 2017)
- Contract awarded (January 2018)
- Evaluation underway (January 2018 - March 2019)
- Draft report due by Integration Summits in fall 2019.
- Final report due by March 31, 2019.

Evaluation must cover different delivery models including anglophone and francophone school boards, and urban and small center/rural SWIS delivery models.