SASKATCHEWAN SWIS COORDINATION (SSC)

PERFORMANCE MEASUREMENT FRAMEWORK
### Performance Measurement Framework
#### Priorities Logic Model

<table>
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<th>Priorities</th>
<th>Inputs</th>
<th>Outputs</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td></td>
<td>Activities</td>
<td>Recipient</td>
<td>Short Term</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>Resources</td>
<td>What we do</td>
<td>Who we reach</td>
</tr>
<tr>
<td><strong>1. Information and Education</strong></td>
<td>• SWIS Workers and Resource persons or “Content Experts”</td>
<td>1. Presentations and resources to school staff and community organizations on cultural issues and settlement challenges</td>
<td>Teachers, guidance counsellors, community organizations</td>
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<tr>
<td></td>
<td>• Communication tools</td>
<td>2. Educate newcomer students and families about the Canadian school system, expectations, and how to access community resources</td>
<td>General student population</td>
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<tr>
<td></td>
<td>• Resource materials</td>
<td></td>
<td>Students and their families</td>
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<tr>
<td></td>
<td>• Travel time and budget</td>
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<td></td>
<td>• School staff time and willingness</td>
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<td>• Appropriate facilities</td>
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<td>• Support and guidance for SWIS Workers</td>
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**Original Date:** February, 2018  
**Revised:** August, 2019
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<tr>
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<td>3. Assess students’ needs and strengths to develop an achievable action plan for student success</td>
<td>Students (and their parents if elementary school age)</td>
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<td>4. Encourage students to embrace healthy living habits for physical and mental wellbeing (e.g. exercise, sufficient sleep, good nutrition, socially connected with peers, and positive relationship with family)</td>
<td>Students and their families</td>
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<td>Learning “Expect to see”</td>
<td>Action “Want to see”</td>
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<td>3. Students and families participate in the goal-setting process within the action plan</td>
<td>4. Students make tangible progress towards their goals</td>
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<td>5. Students receive career information to prepare them for post-secondary education and/or work experience.</td>
<td>6. Students have developed healthy living habits</td>
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<td></td>
<td></td>
<td>Conditions “Hope to see”</td>
<td>Vision</td>
</tr>
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<td>3. Students experience non-academic participation</td>
<td>Successful integration of newcomer students within the Canadian school system</td>
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## PRIORITIES

### 2. Connection and Collaboration

#### Rationale

- SWIS Workers and Resource persons or “Content Experts”
- Communication tools
- Resource Materials
- Travel time and budget
- School staff time and willingness
- Appropriate facilities
- Support and Guidance for SWIS Workers

#### Resources

- SWIS Workers and Resource persons or “Content Experts”
- Communication tools
- Resource Materials
- Travel time and budget
- School staff time and willingness
- Appropriate facilities
- Support and Guidance for SWIS Workers

### OUTCOMES

#### Short Term

1. Newcomers show increased attendance at presentations and increased usage of resource materials

2. School staff provides timely referrals or intervention in crisis situation with assistance of SWIS

3. Service provider organizations take initiatives to provide culturally appropriate resource materials

4. SWIS establishes working relations with community resource organizations to support seamless service delivery and needs assessment.

5. Schools become proactive (instead of reactive) in their approach to newcomer families

6. SWIS are invited to participate in school initiatives for future student successes

#### Medium Term

- Successful integration of newcomer students within the Canadian school system

#### Long Term

- SWIS Workers and Resource persons or “Content Experts”
- Communication tools
- Resource Materials
- Travel time and budget
- School staff time and willingness
- Appropriate facilities
- Support and Guidance for SWIS Workers

### Outputs

#### Activities

1. Resource persons are invited to be guest speakers at information sessions

2. Provide or arrange for interpretation and translation services as needed for presentations, resource materials and student/family communication

3. SWIS intervene in a crisis situation

4. SWIS encourage ongoing dialogue with school staff and newcomer families aimed at building student confidence

#### Recipient

- Newcomer students and their families
- School staff and general student population
- Community service providers
- Community volunteers

#### Impact

- Successful integration of newcomer students within the Canadian school system

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### 3. One-on-one Interactions

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<thead>
<tr>
<th><strong>Activities</strong></th>
<th><strong>Who we reach</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SWIS provide case management by assisting students and their families to fulfil their action plan (through referrals and/or accompaniment to service providers)</td>
<td>Newcomer students and their families</td>
</tr>
<tr>
<td>2. SWIS provide follow-up Needs Assessment interviews and case management</td>
<td>Community service providers</td>
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<tr>
<td>3. SWIS encourage students to connect with their peers and social activities</td>
<td>School staff</td>
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<tr>
<td></td>
<td>General student population</td>
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</tbody>
</table>

#### What we do

- SWIS and Resource persons or “Content Experts”
- Communication tools
- Resource Materials
- Travel time and budget
- School staff time and willingness
- Appropriate facilities
- Support and Guidance for SWIS Workers

<table>
<thead>
<tr>
<th><strong>Short Term</strong></th>
<th><strong>Medium Term</strong></th>
<th><strong>Long Term</strong></th>
<th><strong>Impact</strong></th>
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<td>Action “Want to see”</td>
<td>Conditions “Hope to see”</td>
<td>Vision</td>
</tr>
<tr>
<td>1. Students and families seek help from SWIS and school staff</td>
<td>1. Students and families achieve their action plans</td>
<td>1. Students (and families) revise goals of their action plan to reflect past success</td>
<td>Successful integration of newcomer students in the Canadian school system</td>
</tr>
<tr>
<td>2. Students are aware of opportunities to participate in school events.</td>
<td>2. Students are integrated within the school environment</td>
<td>2. Students continue to be active leaders in their school until graduation (both in the peer leadership program and other roles in the school and/or community)</td>
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</tbody>
</table>

**Rationale**

- One-on-one interactions are essential for effective case management and support.
- Communication tools and resources facilitate better engagement and support.
- Appropriate facilities and support for SWIS workers ensure effective service delivery.

**Resources**

- SWIS and Resource persons or “Content Experts”
- Communication tools
- Resource Materials
- Travel time and budget
- School staff time and willingness
- Appropriate facilities
- Support and Guidance for SWIS Workers

**Vision**

Successful integration of newcomer students in the Canadian school system.
Immediate outcomes

Access to IRCC-funded settlement services is facilitated
Increase understanding of client settlement needs and appropriate linkages to other
Students and parents increase knowledge of the Saskatchewan education system
Students and parents increase participation in school events, meetings, and activities

Intermediate outcomes

Students and parents access services in community
Students and parents are connected to communities and institutions
Schools and other community organizations foster welcoming environments for students and their parents
Families recurve interpretation/translation services

Needs assessment and referrals

Long term outcomes

Students /parents make inform decisions regarding the school, post-secondary, and related activities
Successful integration of newcomer students in the Canadian school system