

A Promising Future:
Halton Newcomer
Youth Report
2016



Funded by:

Immigration, Refugees
and Citizenship Canada

Financé par:

Immigration, Réfugiés
et Citoyenneté Canada



Acknowledgements

This report is the result of extensive partnership and consultation with a range of stakeholders over a two year period. These include:

Halton District School Board

Halton Catholic District School Board

Halton Multicultural Council

The Centre for Education and Training

Language Instruction for Newcomers to Canada (LINC) students

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Halton Newcomer Strategy Steering Committee and Equity Working Group

We would like to express our sincere appreciation
to all partners involved in this report

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Executive Summary

The Halton Newcomer Strategy (HNS) is a collaborative, community-based network of stakeholders that works toward removing barriers and empowering newcomers in Halton. The HNS mandate includes completing research to better understand the newcomer experience in Halton and make recommendations for required supports and services. Each year, research priorities are established through community consultations, focus groups, and newcomer data. For 2015-16, HNS determined that the priority research area would be strategies to support newcomer youth in Halton.

The data show that Halton Region is increasingly becoming a destination of choice for newcomers to Canada. Statistics Canada reports that between 2000 and 2012, the annual number of permanent residents landing in Halton increased by over 160 per cent. An important characteristic of the immigrant population to Canada is that it is relatively young. With the percentage of newcomer youth to Halton region being higher than its general youth population, it is important for communities to take steps to create inclusive and supportive environments for them.

In order to improve our understanding of the needs of newcomer youth and youth serving agencies, the Equity Working Group along with HNS staff and research students, conducted primary and secondary research with both stakeholder groups, with the goal of producing a final report that outlines strengths, challenges, findings and recommendations. This involved a literature review, surveys of service providers and focus groups with newcomer youth.

The literature review revealed numerous studies that have proven that participation in extracurricular activities contribute to positive social, physical and mental development, but there is comparatively little research on how newcomer youth access and participate in these programs.

While youth programs serve a fundamental role in improved health outcomes for youth and creating welcoming communities, there are significant challenges facing service providers. Given that 28 per cent of newcomers to the Region are under the age of 20, the region must recognize the challenges newcomer youth and service providers are facing and work to further address them.

Beginning in May 2014 through to August 2015, HNS obtained the support of two research students from the Humber College Research Analyst Program to assist with the primary and secondary research components of the Newcomer Youth Report. The students, with supervision from HNS staff and the Equity Working Group members, gathered information related to local newcomer youth, Halton youth programs, coordinated the service provider survey and conducted a series of focus group consultations.



Key research findings and recommendations



Research completed through service provider surveys and newcomer youth focus groups, led to the following key findings and recommendations.

Key findings

- Halton benefits from a wide range of service providers and youth programs
- While youth programs are proportionally balanced in some areas, there are low levels of programs offered in arts, civic engagement and youth leadership
- A significant proportion of service providers indicated their staff did not accurately reflect the newcomer/immigrant community
- No survey respondents indicated the programs are available in a language other than English or French
- Service providers frequently cite a lack of resources as barriers to continuing/expanding programming
- Established and future youth programs would benefit from the input of newcomer youth in informing design and increasing awareness
- Increased cultural competency should not only be a focus for youth service providers but also peers

Recommendations

- Build from our position of strength
- Increase programs available in arts, civic engagement and leadership as well as programs available in underserved areas
- Increase hiring staff/volunteers with diverse backgrounds, culture and language abilities that reflect those in the community they serve
- Seek innovative ways to access additional resources and funding opportunities geared towards serving newcomer youth
- Apply newcomer youth lens to programming to increase accessibility, uptake and integration
- Pursue opportunities to increase awareness of available programs among newcomer youth
- Build Cultural Competence



Halton region benefits from an established network of service providers and other engaged stakeholders who work to provide a wide range of effective programs for youth. This report identifies some of the challenges and opportunities faced by providers and newcomer youth within the community. The Halton Newcomer Strategy looks forward to continuing our collaboration with partners to proceed with recommendations from this report and continue to support welcoming communities where newcomers can participate and prosper.

Introduction

Context

The Halton Region Local Immigration Partnership (LIP) was established in April of 2010 as part of an Ontario-wide initiative by the federal government through the Ministry of Citizenship and Immigration Canada (CIC). The Local Immigration Partnerships program emerged from growing Ministry recognition of the role that municipalities play in attracting newcomers to their communities and supporting the settlement process. LIP projects are intended to engage local partners in planning, implementing and coordinating activities that support settlement outcomes and promote welcoming communities.¹

Halton Region's approach to the LIP initiative was to develop a multi-sector council of local stakeholders, including settlement/non-settlement organizations, various levels of government, local business and newcomers, providing a centralized venue for discussion and action towards improving the settlement, immigration and employment outcomes for newcomers to Halton. This multi-sector council is known as the Halton Newcomer Strategy.

The Halton Newcomer Strategy (HNS) is a community collaborative that works towards removing barriers and empowering newcomers in Halton. HNS is coordinated by a Steering Committee that determines the vision, creates the strategic plan, sets the priorities and directs the work plan for the three working groups (Equity, Service Coordination and Employment).

In 2013, HNS adopted a Results Based Accountability (RBA) evaluation framework² to measure the work and progress of actions directly related to the strategy. As a result, the Steering Committee agreed upon the following six population indicators:

1. Newcomers are valued and engaged in the community
2. Newcomers access affordable and suitable housing
3. Newcomers have positive relations with police
4. Newcomers are supported through public organizations
5. Newcomers achieve positive educational outcomes
6. Newcomers access employment opportunities

Research was completed to determine baselines for each indicator and develop action plans to move the indicators forward. The research and recommendations were released in the "2013 Halton Newcomer Strategy Community Indicator Report."³ From that report, and as part of the 2014-15 HNS project plan, the Equity Working Group was charged with the responsibility of identifying priority areas to complete research and inform HNS activities. Through these activities, the Halton Newcomer Strategy can achieve desired changes within the population indicators.

1 Citizenship Immigration Canada (2013). "Local Immigration Partnerships Handbook," [Online] <http://tamarackcommunity.ca/downloads/index/Local-Immigration-Partnerships-Handbook.pdf> (2015 December)

2 Mark Friedman (2012). "Fiscal Policy Studies Institute," [Online] <http://resultsaccountability.com/about/what-is-results-based-accountability/> (April 2015)

3 Halton Newcomer Strategy (2013). "Halton Newcomer Strategy: Community Indicator Report 2013," [Online] <https://haltonnewcomers.files.wordpress.com/2014/09/halton-newcomer-report-2013.pdf> (September 2015)

Purpose and definitions

Based on the results of community consultations, focus groups, and newcomer data it was determined that the priority research area for 2015 would be strategies to support newcomer youth in Halton. For this research, it was determined that newcomer youth be defined as youth between the ages of 13 and 18 years old, living in Canada for five years or less.

In order to improve our understanding of the needs of newcomer youth and youth serving agencies, the Equity Working Group along with HNS staff and research students, conducted primary and secondary research with both stakeholder groups, with the goal of producing a final report that outlines strengths, challenges, findings and recommendations.

Objectives

The following report, A Promising Future: Halton Newcomer Youth Report, is the culmination and final result of that work.

The objectives of the report are:

- identify youth program demographics and current best practices
- highlight strengths in the provision of service to newcomer youth in Halton
- identify the needs, as well as, challenges and gaps in program and service delivery to newcomer youth in Halton
- recommend strategies to build and support the capacity of youth programs in Halton to best meet the needs of newcomer youth
- recommend strategies to address the program challenges and service gaps experienced by newcomer youth in Halton

It is the hope of the members of Halton Newcomer Strategy (HNS), that the report not only be used to provide information, but also to assist and support HNS members and the community to actively work toward improving service and support to newcomer youth in Halton.



Background and literature review

Newcomer youth in Halton

Halton region is increasingly a destination of choice for newcomers to Canada. Statistics Canada reports that between 2000 and 2012, the annual number of permanent residents landing in Halton increased by over 160 per cent from 1,200 to 3,145 and the region's share of Ontario's total landings also increased from less than one per cent in 2000 to just over three per cent in 2012.⁴ This information also demonstrates that in 2012, the 10 top countries of origin (place of birth) for permanent residents settling in Halton Region are the following countries: India, Pakistan, Philippines, China, Egypt, USA, UK, Venezuela, Korea and Iraq.⁵

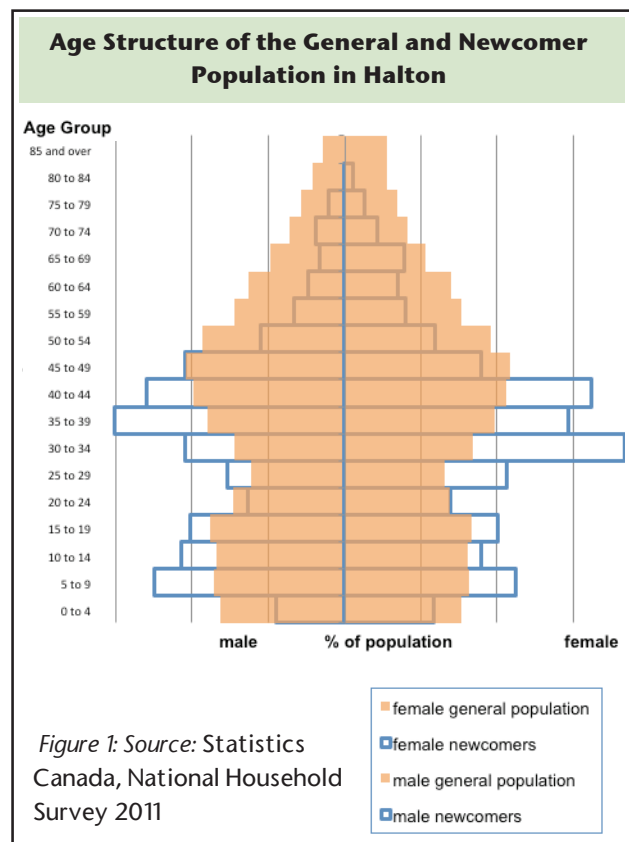
This growing number of newcomers has led to an increase in "immigrant languages" in Halton – defined as languages, other than English, French or Aboriginal, whose presence is due to immigration. In Halton, 21 per cent of the population speaks one of the 70 immigrant languages, a ratio third-highest in Ontario among similar size municipalities.⁶

An important characteristic of the immigrant population to Canada is that it is relatively young. Over 14 per cent of newcomers who arrived in Canada from 2006-2011 were 15-24 years old, and 19.2 per cent were under 14. The median age of newcomers to Canada in 2011 was 31.7 years, while the median age of the Canadian born was 37.3.⁷

When reviewing statistical data specific to age/gender of the newcomer population in Halton (shown in Figure 1), the data is supportive of the Canadian picture above with the portion of population under 44 at 77 per cent, between 30 and 44 at 35 per cent and under 20 at 28 per cent. The data also indicates that the percentage of newcomer

youth in Halton Region is much higher than that of the general youth population, particularly among the age cohorts of 5 to 9, 10 to 14 and 15 to 19.⁸

In summary, the data shows that Halton has a rapidly growing newcomer population, which includes a large number of newcomer youth between the ages of 5 and 19. Many of these newcomer youth are from households whose first language is neither English nor French. This not only highlights the demand for youth programs in Halton, but also to ensure these programs meet the specific needs of newcomer youth.



4 Community Development Halton (2014). "Social Profile of Halton Region 2014," [Online] <http://www.cdhalton.ca/images/pdf/Social-Profile-of-Halton-2014.pdf> (Jan 2015)

5 Ibid p.45

6 Statistics Canada, *Linguistic Characteristics of Canadians*, Language, 2011 Census of Population, Catalogue no. 98-314-X2011001

7 Statistics Canada, *National Household Survey*. Ottawa: Statistics Canada Census. 2011

8 Ibid

The value of youth programs

A review of the literature focusing on newcomer youth and participation in youth programs reveals that little research has been completed in this area specific to newcomers, despite the fact that the literature clearly identifies the value of youth programs to positive development and behaviour. There are numerous studies that have proven that participation in extracurricular activities contribute to positive social, physical and mental development in children.⁹ While organized sports are the most commonly identified activity in the context of recreation, it is important to note that a range of activities offer the same benefits to youth. This may include dance, music, hiking or painting. A definition of youth recreation offered by Dr. Ron Dahl reads “adolescent recreation engagement involves non-school time activities and disciplines that have the elements of choice, lead to satisfaction and encourage progressive learning and enjoyment.”¹⁰

Participation in youth programs has also been shown to be especially beneficial to children from marginalized and low income families and can demonstrate a cost/benefit to the community achieved through subsidized recreation programs. Studies have demonstrated that participation in subsidized recreation programs lowered children’s use of social services and healthcare, and 10 per cent more parents exited social assistance than the non-subsidized groups.¹¹

According to the Ontario Council of Agencies Serving Immigrants (OCASI), youth programs can provide positive opportunities for:

- identification with peer groups
- cognitive, social and physical development
- emotional and moral development
- community connectedness
- economic health

Youth programs are considered to be a key asset of youth development. Through participation in effective programs, youth develop positive qualities and relationships. The more of these attributes, also known as Developmental Assets, the young people have, the more likely they are to be prepared for life and the less likely they are to engage in high-risk behaviours.¹²

Despite these benefits, youth programs face increasing challenges of diminishing resources and public support, prompting the Laidlaw Foundation to warn “waning public commitment to youth arts and recreation is reflected in aging and inadequate facilities, fraying or non-existent links between partners and providers and the rise of private-sector alternatives.”¹³

Challenges faced by newcomer youth

With the percentage of newcomer youth to Halton region being higher than its general youth population, it is important for communities to take steps to create inclusive and supportive environments for them. Given that 28 per cent of newcomers to the Region are under the age of 20, the region must recognize the challenges of these newcomer youth and work to further assist them to adjust to the socio-cultural realities of living in a new community.

Through a recent study, the Ontario Council of Agencies Serving Immigrants (OCASI) conducted research into inclusive recreation models for immigrant and refugee youth.¹⁴ This research reported seven challenges faced by newcomer youth. These challenges are outlined in the chart on the next page.

9 See Canadian Parks and Recreation Association *Everybody gets to play: Recreation without barriers*, 2005, Sierra Club *Effects of Outdoor Programs for Children In California*, 2005 and P. Donnelly and J. Coakley *The Role of Recreation in Promoting Social Inclusion: Perspectives on Social Inclusion*, 2002

10 Dr. Ron Dahl, *Adolescent Brains and Developmental Opportunities: The Role of Recreation Engagement*. 2002

11 M. Ott, G. Browne, C. Byrne, J. Roberts, A. Gafni, A. Bateman, *Recreation for Children on Social Assistance, 4-17 years old, pays for itself the same year*. Journal of Public Health, Advance Access. 2006

12 Search Institute (2016). “Developmental Assets,” [Online] <http://www.search-institute.org/> (December 2014)

13 Laidlaw Foundation, *Towards Universality in Youth Arts and Recreation Programs in Canada: A Statement on Youth Recreation: Ideas that Matter*. 2003

14 Ontario Council of Agencies Serving Immigrants, *Research on Inclusive Recreation Model for immigrant and Refugee Youth*. 2005

Seven challenges faced by newcomer youth

1. Socioeconomic status and participatory cost

Income inequality threatens inclusion and equal life chances.

2. Time constraints and changes in lifestyle

Many immigrant youth take on more responsibilities in the home, caring for siblings or finding work.

3. Lack of transportation

Programs not centrally located, on bus routes or that require paid parking become difficult to attend.

4. Disapproval from peers or parents

Participation in activities may be restricted by personal or religious beliefs, peer pressure, or concerns that participation may influence schoolwork or homework.

5. Unsuitable activities

Programs may be lacking in cultural sensitivity or may not reflect the demographics of the population.

6. Age and gender

Participation in organized activities tends to be much lower for adolescents compared to children. Religious and social customs may also limit girls' participation in certain activities.

7. Racism and discrimination

Experiences of discrimination/racism lead to feelings of isolation and negatively affect enrollment.

Challenges faced by youth service providers

While youth programs serve a fundamental role in improved health outcomes for youth and in creating welcoming communities, there are significant challenges in providing these programs. Common barriers in the provision of youth programs and services include a lack of resources, funding, space and supplies, and limited community and participant involvement.¹⁵

With programs geared specifically towards immigrant youth, other unique challenges are present. In a study of programs and services for immigrant youth in Toronto, Vancouver and Calgary, critiques of selected programs included: unclear articulation of the program's focus; insufficient emphasis on the deeper issues, such as formation of cultural identity, acculturative gaps and trauma; and a lack of activities to help the receiving community respond to new socio-cultural realities.¹⁶

¹⁵ Ibid

¹⁶ Hieu Van Ngo, *Patchwork, Sideline and Marginalization: Services for Immigrant Youth*, *Journal of Immigrant & Refugee Studies*, 7:82–100, 2009

Best practices for serving newcomer youth - Core values and guidelines for settlement services

The Canadian Council for Refugees provides a list of 12 core values and guidelines for successful settlement programs.¹⁷

These guidelines were written based on the Council's understanding of the nature and challenges of settlement and of the role of settlement services in the process. The Ontario Council of Agencies Serving

Immigrants (OCASI) and others have used these core values to inform their research projects. These core values can be extended to mainstream services as well, with the assumption that all programs should be able to welcome and serve newcomers alongside the general population.

Core Values and Guidelines for Settlement Services

Access	Services are accessible to all who need them
Inclusion	Services are offered in an inclusive manner, respectful of, and sensitive to, diversity
Client empowerment	Clients are empowered by services
User-defined services	Services respond to needs as defined by users
A holistic approach	Services take account of the complex, multi-faceted, interrelated dimension of settlement and integration
Respect for the individual	Services are delivered in a manner that fully respects the rights and dignity of the individual
Community development	Services promote the development of newcomer communities and newcomer participation in the wider community, and develop communities that are welcoming of newcomers
Collaboration	Services are delivered in a spirit of collaboration
Accountability	Service delivery is made accountable to the communities served
Orientation towards positive change	Services are oriented towards promoting positive change in the lives of newcomers and in the capacity of society to offer equal opportunity for all
Reliability	Services are based on reliable, up-to-date information

¹⁷ Canadian Council for Refugees, *Best Settlement Practices: Settlement Service for Immigrants and Refugees in Canada*, 1998



Best practices for serving newcomer youth - Building cultural competence

Cultural competence training for youth has the ability to work and respond in a manner that acknowledges and respects individuals' culturally-based beliefs, attitudes, behaviors, and customs. Cultural competence is defined by actions and altered behaviours that accompany respectful understanding. The benefits of youth who attend culturally competent programs are numerous.

- Programs high in cultural competence are able to incorporate young people's ideas and values into their activities and structures. In turn, this collaboration with youth will serve to increase their enjoyment of programs and encourage their continued involvement and attendance
- Youth who attend programs that are culturally inclusive and whose staff members are culturally competent will be more likely to better understand their own culture and the cultures of others

Therefore, school and out-of-school programs have the opportunity not only to model cultural competence and value multiculturalism, but also to impart these increasingly important skills and values on to their participants. Educating youth workers in cultural competency is the first step towards socializing youth to be culturally conscious, open-minded community members.¹⁸

¹⁸ Ontario Ministry of Education, Inspire: Capacity Building Series. 2013

Research methodology

Beginning in May 2014 through to August 2015, HNS obtained the support of two research students from the Humber College Research Analyst Program to assist with the primary and secondary research components of the Youth Report. This post-graduate program focuses on the theoretical, practical and ethical underpinnings of, and equips students with the statistical and technical skills necessary for applied research.

The students, with supervision from HNS staff and the Equity Working Group members, gathered information related to youth in Halton, Halton youth programs, coordinated a service provider survey and conducted a series of focus group consultations in collaboration with the Centre of Education and Training (CET), Halton Multi-Cultural Council (HMC), Halton Catholic District School Board (HCDSB) and, Halton District School Board (HDSB).



Service provider survey

An online survey identified 62 youth service providers providing over 120 youth programs in Halton. The survey was administered to non-profit or public sector community-based program providing active service to the target age group of youth 13 - 18 years. It was also critical that the service providers be representative of the full geography of Halton region. Selected providers delivered service in Oakville, Burlington, Milton and/or Halton Hills.

The survey was conducted using an online survey program through Survey Monkey—one of the world's leading provider of web-based survey solutions. The benefits of web-based surveys are that these tools are dynamic and can provide statistical results on an immediate basis. In addition, web-based surveys can deliver a faster response time and cost less than paper-based surveys.

Service providers were sent an introductory email outlining the purpose of the survey and provided a link to the online document. Service providers were initially contacted on June 3, 2014 and given 10 days to respond. For a complete list of the organizations, and associated programs that were contacted to participate in the survey, please refer to Appendix A.

The data collected from service providers included the following:

- The location of each service provider
- The type of program/service offered by each service provider
- The age-group being served
- The cost of the program/service
- The language(s) in which programs are being offered
- Are newcomer/immigrant staff or volunteers involved in the delivery of program/service
- The funding source(s) for the program/service
- Challenges service providers encounter in the provision of their services to youth/newcomer youth

To review the service provider survey, please refer to Appendix B.

Focus groups

Beginning in July 2014 and ending in March 2015, eight focus groups were conducted with a total of 66 newcomer youth. Each focus group lasted between an hour and an hour-and-a-half. The focus groups details are identified in Table 1.

In an effort to support correlation of data with the Service Provider survey, the same definition of newcomer youth was used for the focus groups (those between 13-18 years of age and having been in Canada for five years or less). Also, for the purpose of future correlation, it was critical that the focus groups be held in geographical areas fully representative of Halton region (Oakville, Burlington, Milton and/or Halton Hills), similar to that of the Service Providers.

Through the partner organizations, newcomer youth meeting the eligibility criteria were invited to participate in a research study to explore their experiences in Halton region and with youth programs in general. The youth were provided with a consent form that explained the focus group

process, confidentiality and the need for parental consent to participate. Signed consent forms and parental permission were obtained for all focus group participants and participation in the consultations was voluntary.

The focus groups were led by Halton Region staff, Sheridan College students and staff from the supporting organizations. Focus group discussions were focussed on the following areas:

- Did they feel welcome when arriving in Halton?
- What was their experience when arriving in Halton?
- What challenges did they face when accessing Youth Programs in Halton?
- Where did they turn for assistance?
- What Youth Program recommendations would they suggest moving forward?

To ensure accuracy, the focus group discussions were audio recorded, transcribed and analyzed. Focus group questions can be found in Appendix C.

TABLE 1

Date of focus group	Organization	# Youth	Municipality
July 9, 2014	The Centre for Education and Training	7	Oakville
December 18, 2014	Halton Multicultural Council	9	Oakville
October 20, 27, 30, 2014	Halton District School Board	23	Oakville, Burlington, Milton / Halton Hills
March 12, 2015	Halton Catholic District School Board	27	Oakville, Burlington, Milton / Halton Hills

Results – Youth Service Provider Survey

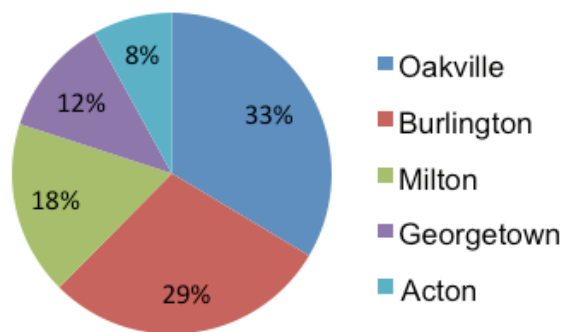
Of the 62 youth services/programs provided with the opportunity to participate, 28 service providers responded to the survey representing a 45 per cent response rate. Below is a detailed profile and summary of the youth provider survey results. For a complete summary of the service providers survey responses, please refer to Appendix D.

Profile of youth service providers

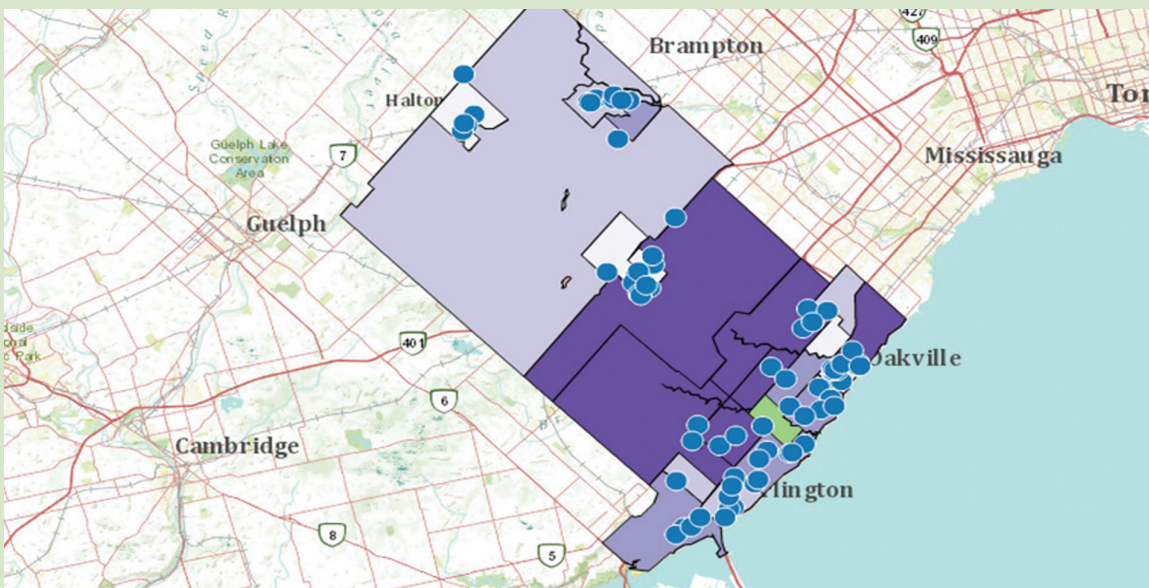
Location

Of the 28 service provider respondents, one third delivered programs in Oakville and another one third in Burlington, (representing two-thirds of the total programs in Halton). The remaining one third was divided among Milton, Acton and Georgetown.

YOUTH PROGRAMS BY MUNICIPALITY



Selected Youth Program/Service Providers seem to be distributed geographically within the Region as demonstrated by the following map:



Note: Sports and physical activity programs are under-represented in all municipalities because sports leagues were not included and sports programs run by the municipal recreation centres were not counted individually, due to time and resource constraints

Program type

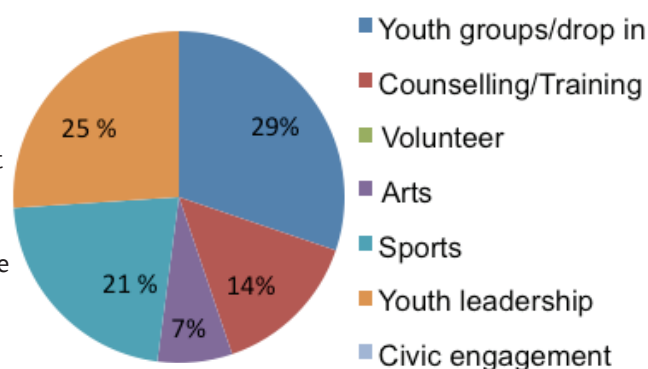
In order to better understand the types of programs available within the region, the list of reviewed youth programs/services were placed into the following seven categories:

Youth Program Types	
Sports/physical activity	• Competitive or non-competitive sport or physical activity
Youth group/drop-in centres	• Groups, clubs or drop-in centres where youth can participate in any activities that are not physical
Arts	• Artistic activities including visual arts, drama, dance, and music
Civic engagement	• Activities encouraging formal and informal involvement in political and social processes
Volunteering	• Activities encouraging youth involvement in their community on an unpaid basis
Youth leadership/mentoring	• Any formal leadership training program
Counseling/training	• Any youth-specific skills development, counseling, or support groups

Youth Program Types

Based on information about types of programs delivered by the 28 respondents, Youth Groups and Drop-In Centres represent 29 per cent of the available programs, counselling/training comprise 14 per cent, youth leadership 25 per cent, sports 21 per cent and arts with the smallest representation at 7 per cent. Program areas with a focus on Volunteering and Civic engagement received zero responses. Reasons provided for the absence of insufficient funding, a lack of demand and limited access to program delivery space were cited by respondents as reasons why some types of youth programs were not being offered.

Youth Program Types



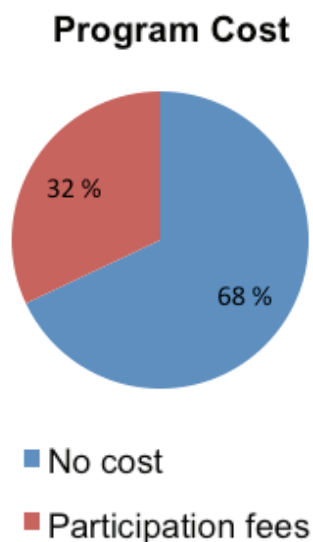
Age-group served

Of the 28 respondents, all provided service for youth between the ages of 13 and 18 years. Five agencies (18 per cent) provided support for younger children between the ages of 0-8 and 11 agencies (39 per cent) provided support for older youth between the ages of 19-24.

Youth Service Provider Survey results

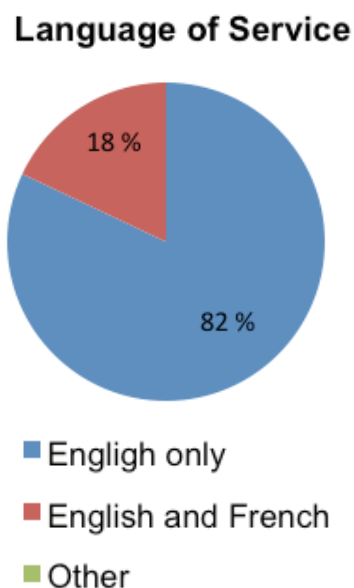
Cost of programs/services

Of the 28 respondents, nine (32 per cent) stated that they did not charge for their programs/services with the remaining 19 (68 per cent) charging participation fees ranging from \$10/day and \$250/weekly to \$250-\$300/program depending on the service request.



Language of service

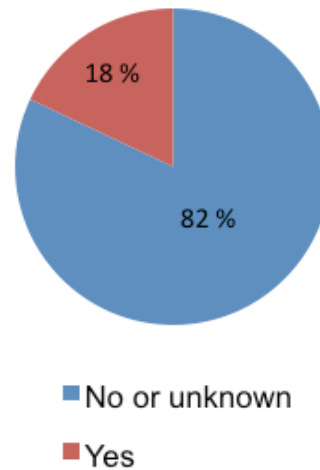
Of the 28 respondents, 23 (82 per cent) of providers indicated that they did not offer programs/service in a language other than English with the remaining five (18 per cent) indicated that they did offer service in Canada's second official language (French). No respondents offered programs or services in languages other than English or French.



Newcomers Involved in the Organization

Involvement of newcomers/immigrants

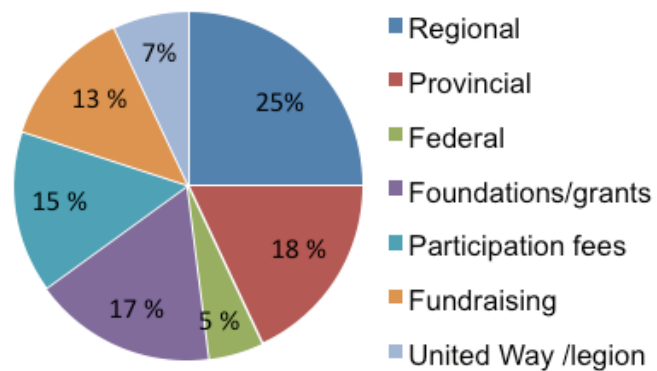
Of the 28 respondents, 23 (82 per cent) indicated that newcomers had no role or it was unknown as to the role of newcomers in their organization as staff, volunteers or board members. A smaller group of providers five or 18 per cent, indicated that newcomers did carry organization roles as staff, volunteers, board members and supporters of fundraising efforts.



Funding sources

Based on the survey information provided by the 28 respondents, their primary single source of program/service funding is received through the various levels of government, 25 per cent regional, 18 per cent provincial and 5 per cent federal (at 48 per cent in total). However, if you combine the indicated secondary funding sources (foundations/grants, participation fees, fundraising and United Way/Legion) the total is greater, at 52 per cent, than the traditionally more stable government funding sources.

Program Funding Source



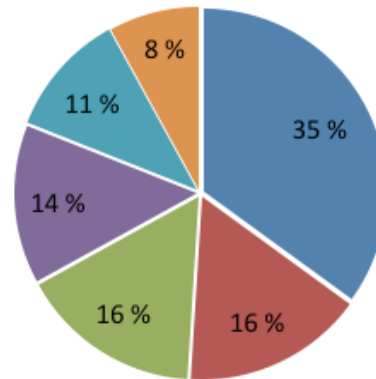
Challenges

Based on the survey information provided by the 28 respondents, their service delivery challenges included funding and marketing costs, outreach and maintaining program attendance.

The following were the top three challenges:

- Funding/fundraising/cost - 10 respondents (35 per cent) identified this as the primary challenge they face
- Lack of Resources/Volunteers/Space - five respondents (16 per cent) identified this as the primary challenge they face
- Accessibility/Noth Programming/ Transportation - five respondents (16 per cent) identified this as the primary challenge they face

Youth Provider Challenges



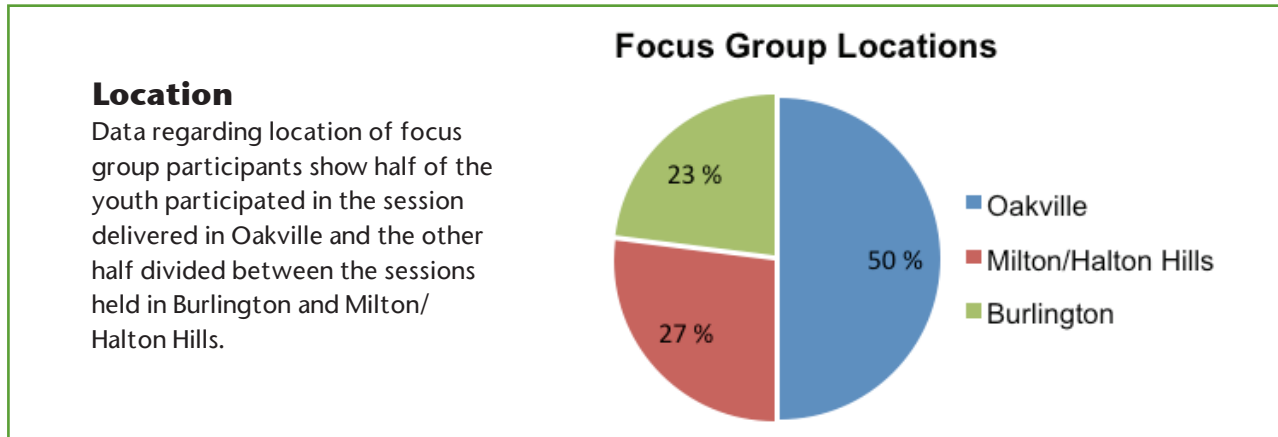
- Funding/cost
- Lack of resources
- Accessibility
- Marketing/outreach
- Meeting youth needs
- Attendance



Results – Youth focus group consultations



Below is a detailed profile and summary of the information received from 66 newcomer youth having participated in the eight focus groups throughout the region.



Age

Age range of the youth having participated in the focus groups was 13 to 17 years. The average age of the youth, based on a combination of data from all focus groups, was 15 years.

Gender

From combined data of all the youth having participated in the focus groups, 51 per cent were male and 49 per cent were female.

Country of Origin

This table lists the countries of origin for participants in the focus groups.



Global area	Country
Asia	China, Korea, Malaysia, Singapore and Thailand
South Asia	Afghanistan and Pakistan
Middle East	Iran, Jordan, Egypt and Saudi Arabia
Africa	Ghana and Cameroon
South America	Columbia, Venezuela, Brazil and Bolivia
Caribbean	Dominican Republic and Jamaica
Europe	Italy
North America	US and Mexico

Youth focus group qualitative feedback results

Welcome - Did you feel welcome when arriving in Halton?

Strengths	Challenges
<ul style="list-style-type: none"> • A lot friendlier than where I used to come from • Teacher really helpful • Education system here is way better • Friends were really helpful to me • People talked to me and tried to include me • Family helped me settle • People in my neighbourhood are very nice and polite (most are from where I am from) • Feel really welcome in English as a Second Language Class • Feel really welcome at school with friends who are more like me • My second year I started to get more involved at school and in the community 	<ul style="list-style-type: none"> • Difficult to make friends with other people - social media helps • Sometimes I can't understand • Language was difficult • Some people at school aren't friendly • At first I didn't like it here and didn't do anything • Didn't really make friends • Can't walk around a lot/stayed in my house • Only a few people like me in the whole school - only 1 or 2 I can talk with • Distance between some teachers and some students (depending on background)

Experience - What was your experience when arriving in Halton?

Strengths	Challenges
<ul style="list-style-type: none"> • Programs are free • School is easier and you have the freedom to walk around • Teachers are nice and helpful - treat us like adults • Students show others around • Neighbours are handy - they help out • Like the way people treat older people and people with disabilities • Very clean and friendly • Extracurricular activities available here - not available at home 	<ul style="list-style-type: none"> • Nervous/Scared • English is important - speak in own language - talk in own language • Lonely - hang out with family • Weather cold - hard to get out and around • Drive to get everywhere - stay at home a lot • Not a lot of my friends live in my community • Home country: visit a lot, everyone busy, socialize, stay out late; here nobody visits • At home, space to play sports everyday - something can't do here • Food can be a problem - cultural and religious needs • 2 months - had no friends

Program Accessibility - What challenges did you face when accessing Youth Programs in Halton?

Strengths	Challenges
<ul style="list-style-type: none"> • I put on the top - first, it's free • Easy to join • Good Life Club for exercise - the trainer always helps me • I volunteered at a Mosque and joined school clubs - teachers and everyone are nice • Enjoy field trips because in my country we don't have them - they are too expensive • Joined a church youth group - enjoyable because I already know people there 	<ul style="list-style-type: none"> • Cost is expensive • Difficult to join • Cultural differences and etiquette in different social situations • Not feeling welcome by other people • Lack of communication/promotion of activities - may not understand due to barrier with language • Far from house - on the other side of the city • Organized by Church - we just talk our own language • Language may be a barrier - it is hard to understand • Food differences

Assistance - Where did you turn for assistance?

Strengths	Challenges
<ul style="list-style-type: none"> • Local soccer club • Public swimming • Clubs - can go to other classmates house and hang out together • ESL Class - made friends • Volunteer and make a lot of friends • People who live nearby us, give us a lot of help • Library • Teachers and friends • Parents and immediate/extended family • In-person (face to face) conversation is preferred • Phone/Skype with people back home • Text and Social Media 	<ul style="list-style-type: none"> • My mom made me do a lot of things • Want to join, but none are close to my house - local transportation important • Programs are not too cheap - money is a huge issue

Recommendations - What Youth Program recommendations would you suggest moving forward?

Strengths	Challenges
<ul style="list-style-type: none"> • Robotics Club • Act like a 'cool kid' to fit in • Arts, Music, Dance • Winter Sports - Skiing, Skating, Cross-Country • Culture, Canadian Information, Basic Socialization • Soccer, Tennis, Volleyball, Basketball, Wrestling • Cricket, Table Tennis, Archery • Swimming and Outdoor Community Clubs • Church Activities, Camping • Academic Clubs - book, science, math, computers, student councils, career paths • Volunteer and Work • Language and Culture - language clubs, programs that help you learn English • Boy scouts, Cadets, Army Training • Self-confidence, motivational, etiquette • Day of Culture • Newcomers Club • Field Trips - Develop Sense of Community • Orientation for Newcomers - School and Community 	<ul style="list-style-type: none"> • ESL teachers wealth of information - promote programs • Use different mediums - social media, posters, websites, class teachers, guidance etc. • Start promotion of activities well in advance • Offer opportunities to volunteer at events • Event has meaning - e.g. earn community service hours • Community Bulletin Board - advertising events • Encourage parent involvement and participation • Contact with HMC and Volunteer Halton • Display hours of service and offer range of times for programs • Easy Access - not hard for me to get there - don't know anything about city buses • Low cost

For a complete summary of the focus group consultations, please refer to Appendix E.

Report findings

As noted at the beginning of this document, the objectives of the Halton Newcomer Youth Report work are to:

- identify youth program demographics and current best practices
- highlight strengths in the provision of service to newcomer youth in Halton
- identify the needs, as well as, challenges and gaps in program and service delivery to newcomer youth in Halton
- recommend strategies to build and support the capacity of youth programs in Halton to best meet the needs of newcomer youth
- recommend strategies to address the program challenges and service gaps experienced by newcomer youth in Halton

To meet these objectives, the authors completed a review of relevant literature, a survey of local service providers and conducted focus groups with newcomer youth. The information from these efforts has led to a number of conclusions and recommendations.

The demographic data shows the population of newcomer youth in Halton is growing and will continue to grow as the region continues to attract and retain newcomers to Canada. With increasing numbers of newcomer families with children settling in Halton, it will be a priority going forward to ensure that programs and services to support youth are accessible to the newcomer community, and meet the needs of this group.

A review of available literature revealed that while little research had been completed in this area, the survey and focus group data demonstrated that newcomer youth face challenges in connecting with service providers and participating in local youth programs.

Key findings include:

Halton benefits from a wide range of effective service providers and youth programs

Service provider surveys and focus groups with newcomer youth clearly show that Halton benefits from a range of very effective programs for youth in our community. Examples from school boards, community organizations and public sector institutions demonstrate the strengths of existing programs, despite the challenges service providers face in accessing resources for program delivery. Focus groups also show that newcomer youth see the benefits of these services once they are engaged.

While youth programs are proportionally balanced in some areas, there are low levels of programs offered in arts, civic engagement and youth leadership, plus certain geographic areas are underserved.

Feedback from the focus groups indicated that newcomer youth are looking for opportunities to participate in programs that involve art, culture and opportunities to increase their participation in their community. Also, some geographic areas appear to be underserved. Additional research is required to determine if this need can be addressed through increasing awareness of existing arts, civic engagement and youth leadership programs or an addition/expansion of these program areas is required.

A significant proportion of service providers indicated their staff did not accurately reflect the newcomer/immigrant community.

Survey results from service providers indicate that only 12 per cent of respondents indicated they had staff or volunteers with their organizations that were newcomers/immigrants. This low percentage of newcomer/immigrant staff or volunteers may result in limiting the newcomer perspective or considerations of newcomer experiences in the development and delivery of programs. In addition, focus group

responses indicate that newcomer youth sometimes feel frightened, different and that they don't belong in some youth programs. Increasing newcomer staff and volunteers within these organizations may address some of the youth concerns.

No survey respondents indicated their programs are available in a language other than English or French.

Of the service provider survey responses 82 per cent indicated services were available in English while 18 per cent indicated services were available in French. No respondents indicated that services were available in any additional languages. While it is understandable that service delivery will primarily be in one of Canada's two official languages, the availability of some services in languages other than English or French would likely appeal to newcomer youth, and increase participation. In focus groups, youth participants indicated that they did not feel comfortable with English, and felt unable to communicate as a barrier to participation.

Service providers frequently cite a lack of resources as barriers to continuing/expanding programming.

Of the service provider survey responses to challenges in program delivery, funding/lack of resources was cited by 51 per cent of the organizations. Service providers require support in this area in order to ensure high quality, sustainable youth programming remains available.

Established and future youth programs would benefit from the input of newcomer youth in informing design and increasing awareness.

Feedback from focus group participants show that barriers to newcomer youth accessing programs included program design, including language issues and cultural differences, as well as a lack of awareness of programs available in the community.

Increased cultural competency should be a focus for youth service providers and peers.

Through the focus groups, the newcomer youth described often feeling not accepted by "Canadian" born youth. While cultural competency training is a proven educational tool that has been delivered to service providers, there are a range of proven strategies to increase understandings of equity and inclusion among youth. Many of these strategies are currently in the community and can be shared and employed among stakeholders to promote inclusion and understanding among all youth program participants.



Report recommendations



Based on the research findings, some clear recommendations emerge to improve the access and participation of newcomers in local youth programs. These are practical, realistic steps that can be taken with little or no cost that will have a positive effect on newcomer youth and youth programs in Halton.

Build from our position of strength.

- Continue to work with service providers to share effective practices with other stakeholders.
- Engage service providers in HNS working groups to support newcomer youth.

Increase programs available in arts, civic engagement and leadership, and have programs available in underserved areas.

- Continue to support ongoing research to ensure newcomer communities are understood and advocate for programs and services in these areas.
- Support service provider partners in expanding programs for arts, civic engagement and leadership.
- Leverage partnerships and explore opportunities such as hubs, co-location and itinerant spaces to expand services in underserved areas.

Increase hiring staff/volunteers with diverse backgrounds, culture and language abilities that reflect those in the community they serve.

- Broaden recruitment efforts by building relationships with cultural groups and organizations that work with diverse communities.
- Develop and implement an equal opportunity employment policy: establish a hiring practice that is age, race and gender neutral. Create a committee to help implement the policy and come up with

new ideas on how to attract more diversity to organizations.

- A mere 7 per cent of surveyed youth program providers involve staff/volunteers from diverse backgrounds, culture and language abilities that reflect those in the community they serve.
- The research conducted indicated that of the 14 per cent of youth program providers that offer programs in a language other than English do have on staff/volunteers that do speak multiple languages.

Seek innovative ways to access additional resources and funding opportunities geared towards serving newcomer youth.

- Encourage youth program providers to collaborate with a variety of community stakeholders.
- Facilitate sessions on grant/proposal writing that encourages youth program providers to incorporate activities that newcomer youth wished were available and easily accessible to them.
- Creating partnerships can offer an effective and practical approach to solving problems by applying creative solutions, seizing opportunities, sharing resources and improving programs together.

Apply newcomer youth lens to programming to increase accessibility, uptake and integration.

- Establish a Newcomer Youth Advisory table focused on identifying and engaging leaders among newcomer youth to ensure HNS has a youth perspective applied to its work and create new members to lead HNS in the future.
- Establish benchmarks and data collection framework to evaluate progress in increasing the accessibility, uptake and integration of newcomer youth and local programs.
- The application of a newcomer youth lens will help to address the cultural differences and etiquette in different social situations that focus group participants identified as barriers to participation.

Pursue opportunities to increase awareness of available programs among newcomer youth.

- Engage newcomer youth to better understand the levels of awareness of programs available to them to develop a youth focused marketing and promotions strategy.
- Promote youth programs and services in different languages and through partnerships with established and religious organizations.
- Work with newcomer youth to identify and social media channels that best reach this target group.

Build cultural competence

Train youth program staff/volunteers in leadership roles to design and deliver programs that increase the understanding of diverse cultural perspectives. This may create opportunities that build meaningful interactions between newcomer youth and their Canadian peers.

- Offer cultural competence training sessions to staff in youth serving agencies across Halton.
- Through this approach, it is assumed that cultural barriers can be removed and therefore, would allow for the creation of relationships between newcomer youth and their Canadian peers.
- Creating friendships and relationships are critical in order for newcomer youth to feel welcomed and for them to be properly integrated into the social fabric of Halton.



Halton region benefits from an established network of service providers and other engaged stakeholders who work to provide a wide range of programs for youth. This report identifies some of the challenges and opportunities faced by providers and newcomer youth within the community. The Halton Newcomer Strategy looks forward to continuing our collaboration with partners to move forward with recommendations from this report and continue to support welcoming communities where newcomers can participate and prosper.

Additional research/next steps

While the completion of the Halton Newcomer Youth Report provided many answers, the work also raised additional questions and highlighted areas for further research. Recommended actions to build on the learnings of this report include:

- Engage partners to increased understanding of newcomer youth accessing public programs
- Connections with municipal recreation programs, tracking intake / participation

- Formalize monitoring/research framework to track indicators and inform programming
- Connect with survey non-respondents to expand knowledge base and best practices
- Identify and pursue resources required to fulfill current and future HNS research needs

The Halton Newcomer Strategy Steering Committee will engage members and research partners to identify activities and timelines to explore these next steps.



Appendix A – Halton Youth Program Inventory

Organization	Program	City/town
ADAPT: Halton Alcohol, Drug and Gambling Assessment, Prevention and Treatment Service	Days Ahead Youth Program	Georgetown
ADAPT: Halton Alcohol, Drug and Gambling Assessment, Prevention and Treatment Service	Days Ahead Youth Program	Acton
ADAPT: Halton Alcohol, Drug and Gambling Assessment, Prevention and Treatment Service	Days Ahead Youth Program	Milton
ADAPT: Halton Alcohol, Drug and Gambling Assessment, Prevention and Treatment Service	Days Ahead Youth Program	Burlington
ADAPT: Halton Alcohol, Drug and Gambling Assessment, Prevention and Treatment Service	TAYOP: Transitional Aged Youth Outreach Program	Oakville
Big Brothers Big Sisters of Halton	Mentoring Program, Couples and Kids Mentoring Program	Oakville
Bridging the Gap (previously Transition for Youth)	Host homes and group housing	
Burlington Public Library	Library Living Room @ Aldershot	Burlington
Burlington Public Library	Teen Reading Club	Burlington
Burlington Public Library	Teen Reading Club	Burlington
Burlington Public Library	Craft Mondays	Burlington
Center for Education and Training (CET)	Newcomer Youth Services	Oakville
Center for Education and Training (CET)	Youth groups	Oakville
City of Burlington	Ultimate Hang Out	Burlington
City of Burlington	Velocity	Burlington
City of Burlington	Arts and culture programs	Burlington
City of Burlington	Fitness and sports programs	Burlington
City of Burlington	Arts and culture programs	Burlington
City of Burlington	Fitness and sports programs	Burlington
City of Burlington	Arts and culture programs	Burlington
City of Burlington	Fitness and sports programs	Burlington
Community Youth in Action Network (CYAN)	Service learning sessions, - life skills sessions, - implementation and supervision of a Youth Steering Committee, - adult mentoring, - peer to peer mentoring, - development and implementation of community service projects	Oakville
Community Youth in Action Network (CYAN)	CYAN's Summer Passport	Oakville
Community Youth Programs	residential placement, consultation and counseling	Oakville

Friends for Harmony	Friends for Harmony	Milton
Friendship Link	Friendship/mentoring	Georgetown
Georgetown Youth String Orchestra	Georgetown Youth String Orchestra	Georgetown
Girls Inc. of Halton	One-to-one mentoring and group programming: economic literacy, discovery leadership, operation SMART, Project BOLD, Media Literacy	Milton
Habitat for Humanity	Habitat Youth Ambassador	Burlington
Habitat for Humanity	Crew member, Volunteer Committee Youth Representative	Burlington
Halton Catholic District School Board		
Halton District School Board		
Halton Industry Education Council (HIEC)	Women as Career Coaches	Burlington
Halton Industry Education Council (HIEC)	Men as Career Coaches	Burlington
Halton Industry Education Council (HIEC)	School to Career	
Halton Islamic Association	Sewing Class for Ladies	Burlington
Halton Mosque and Halton Police	Teen Random Acts of Community Kindness (TRACK)	Burlington
Halton Multicultural Council (HMC)	Community Connections Youth Program	Oakville
Halton Regional Police Service	Police Ethnic and Cultural Education Youth Leadership Program (PEACE)	Oakville
Halton Regional Police Service	Youth in Policing Initiative (Y.I.P.I.)	Oakville
Halton Small Business Centre (Summer Company Program)	Summer Company Program	Oakville
Kerr Street Ministries	After-School Drop-In	Oakville
Milton Centre for the Arts	Youth Art Studio:	Milton
Milton Community Resource Centre	Youth Volunteers	Milton
Milton Show Choir	Milton Show Choir	Milton
Nelson Youth Centres	Reconnecting Youth Program	Burlington
Oakville Public Library	Teen Services	Oakville
Our Community Cares (affiliated with ROCK)	Teens Rock	Burlington
Our Community Cares (affiliated with ROCK)	Teen Extreme	Burlington
Our Community Cares (affiliated with ROCK)	Teen Extreme Summer Camp	Burlington
Our Kids Network	Acton Community Hub	Acton
Our Kids Network	Aldershot Community Hub	Burlington
Our Kids Network	West Milton Community Hub	Milton
Peer Outreach Support Services and Education (POSSE)	Training in Acton	Acton
Peer Outreach Support Services and Education (POSSE)	Training in Oakville	Oakville

Peer Outreach Support Services and Education (POSSE)	Training in Georgetown	Georgetown
Peer Outreach Support Services and Education (POSSE)	Training in Burlington	Burlington
Peer Outreach Support Services and Education (POSSE)	Training in Milton	Milton
Peer Outreach Support Services and Education (POSSE)	Training in Bronte	Oakville
Reach Out Centre for Kids (ROCK)	Youth Aiding Youth (YAY) Milton Summer Camp	Milton
Reach Out Centre for Kids (ROCK)	Youth Aiding Youth (YAY) Acton Summer Camp	Acton
Reach Out Centre for Kids (ROCK)	Youth Aiding Youth (YAY) Burlington Summer Camp	Burlington
Reach Out Centre for Kids (ROCK)	Youth Aiding Youth (YAY) Oakville Social Skills Group	Oakville
Reach Out Centre for Kids (ROCK)	Youth Aiding Youth (YAY) Milton Social Skills Group	Milton
Reach Out Centre for Kids (ROCK)	LGBTQ youth support groups	Burlington
Reach Out Centre for Kids (ROCK)	LGBTQ youth support groups	Milton
Royal Canadian Air Cadets	Corps. 715 Mohawk Squadron Burlington	Burlington
Royal Canadian Air Cadets	Corps. 540 Golden Hawk Squadron Oakville	Oakville
Royal Canadian Air Cadets	Corps. 820 Chris Hadfield Squadron Milton	Milton
Royal Canadian Air Cadets	Corps. 197 Typhoon Squadron Acton	Acton
Royal Canadian Air Cadets	Corps. 756 Wild Goose Squadron Georgetown	Georgetown
Royal Canadian Army Cadets	Corps. 1188 Lorne Scots. Oakville	Oakville
Royal Canadian Army Cadets	Corps. 2990 Lorne Scots. Milton	Milton
Royal Canadian Army Cadets	Corps. 2379 Burlington	Burlington
Royal Canadian Army Cadets	Corps. 676 Lorne Scots. Georgetown	Georgetown
Royal Canadian Sea Cadets	Corps. 65 RCSCC Iron Duke Burlington	Burlington
Royal Canadian Sea Cadets	Corps. 178 RCSCC Oakville	Oakville
Royal Canadian Sea Cadets	RCSCC Chaudiere Milton	Milton
Royal Canadian Sea Cadets	Compass Rose	Acton
Safety Net	Free clothing bank, free tutoring for children or youth who are struggling with their academics, music program - one-on-one piano and guitar lessons, a small non-perishable food bank	Oakville
Sexual Assault and Violence Intervention Services (SAVIS)		Oakville
Streetwise Actors	Streetwise Actors	Oakville
The Burlington Caribbean Connection	Black History Month Events, Annual Spring Brunch, Annual Caribbean Night, Annual Gala and Scholarship Awards Night	Burlington
The Canadian Caribbean Association of Halton	Youth Council, Leadership Training Program, Volunteering opportunities	Oakville

The Centre for Skills Development and Training	Career exploration, skilled trades training, academic upgrading (doorways program), job search assistance	Burlington
Town of Halton Hills	Mayor's Youth Action Committee (MYAC)	Georgetown
Town of Halton Hills	Open Door Youth Centre	Georgetown
Town of Halton Hills	Off the Wall Youth Centre	Acton
Town of Halton Hills	Arts and culture programs	Georgetown
Town of Halton Hills	Fitness and sports programs	Georgetown
Town of Halton Hills	Arts and culture programs	Acton
Town of Halton Hills	Fitness and sports programs	Acton
Town of Halton Hills	Arts and culture programs	Georgetown
Town of Halton Hills	Fitness and sports programs	Georgetown
Town of Milton	Milton Youth Advisory Committee (MYAC)	Milton
Town of Milton	Fitness and sports programs	Milton
Town of Milton	Fitness and sports programs	Milton
Town of Oakville	Bronte Youth Centre	Oakville
Town of Oakville	Oakville Youth Centre	Oakville
Town of Oakville	Queen Elizabeth Park Community and Cultural Centre (QEPCCC) Youth Centre	Oakville
Town of Oakville Recreation	Arts and culture programs	Oakville
Town of Oakville Recreation	Fitness and sports programs	Oakville
Town of Oakville Recreation	Arts and culture programs	Oakville
Town of Oakville Recreation	Fitness and sports programs	Oakville
Town of Oakville Recreation	Arts and culture programs	Oakville
Town of Oakville Recreation	Fitness and sports programs	Oakville
Volunteer Halton	Volunteer Halton's Youth Advisory Council (VHYAC):	Burlington
YMCA of Burlington	Underground Youth Centre	Burlington
YMCA of Burlington	Leader Corps	Burlington
YMCA of Oakville	Newcomer Youth Leaders	Oakville
YMCA of Oakville	Youth Leaders	Oakville
YMCA of Oakville	Youth Leaders	Oakville
Youth Bowling Canada	Youth Bowling	Oakville
Youth for Christ/Youth Unlimited	Deck Youth Centre	Milton
Youth Net	Discussion groups, Talking About Mental Illness (TAMI) Program, Pens and Paints Program, Girls Talk Program, Guys Talk Program	Halton

Appendix B – Service Provider Survey

Online Survey

Thank you for your interest in the Halton Newcomer Strategy’s ‘Youth Programs of Halton Region Survey.’ Your contribution to this project today, and to our community every day, is greatly appreciated.

The following survey should take approximately 10 minutes to complete.

Should you have any questions please contact: HaltonNewcomerStrategy@halton.ca

1) Which organization do you represent?

2) What is the mission or mandate of your organization/youth program?

3) What are your main activities?

4) What challenges does your organization face while trying to fulfill its mission or mandate?

5) How old are your program’s participants?

6) Please provide the address(es) of your organization’s service location(s).

- Oakville
- Burlington
- Milton
- Halton Hills

Address: (insert text box)

7) How much do youth need to pay to participate in your organization’s program(s)?

- No cost
- Participation fees

If there are participation fees, please specify cost:

8) What are your organization's main sources of funding?

- Fundraising
- Member fees
- Federal government
- Provincial government
- Regional/Municipal government
- Foundation
- Corporate donations
- Grants

If other, please specify:

9) Does your organization offer youth programs in any languages other than English?

- Yes
- No

If yes, please indicate which languages are available:

10) How many staff/volunteers are currently working in your organization's youth programs)?

- 1-5
- 6-10
- 11-15
- 16-20
- More than 20

11) How many, if any, of your program's staff/volunteers are newcomers/immigrants? What role do they work in?

Number of newcomer staff/volunteers:

Roles newcomers are working in:

12) If you are willing to be contacted for further details about your program, please provide your email and/or phone number:

Name:

Phone number:

Email:

Thank you again for your contribution to this project

Should you have any questions, please contact HaltonNewcomerStrategy@halton.ca

Appendix C

– Newcomer Youth Focus Group Questions

Centre for Education and Training

Newcomer Focus Group: Wednesday July 9/2014

1. How did you get involved and make friends?
2. What were your first impressions and experiences in Halton? Did you feel welcome?
3. What programs do you find enjoyable?
4. What are the top reasons you enjoy activities?
5. What programs are not enjoyable?
6. What are the top reasons you don't enjoy activities?
7. What programs are easy to join?
8. What programs are not easy to join?
9. What is the cost of programs?
10. Is there local transportation?

Halton Multicultural Council

Newcomer Youth Focus Group:
Thursday, December 18, 2014

1. How long have you been in Canada and where did you arrive from?
2. What has been your experience in Canada?
3. What has been your experience in your school?
4. What has been your experience in your community?
5. What is your experience in your neighborhood?
6. When you first came to Canada, how welcome did you feel at school? (10-very, 1-not at all)
7. Where do you turn to if you needed help?
8. If you could design your perfect youth program, what would it look like?

HCDSB

Newcomer Youth Focus Group: March 12, 2015

1. What were some of your experiences when you first came to Canada?
2. When you first came to Canada, how welcome did you feel on a scale of 1 (not at all) to 10 (extremely welcome)?
3. Who or where did you turn when you wanted to talk?
 - a. Was there anything that worked well?
 - b. What would you like to have seen done differently?
4. When you first came to Canada, what youth program/club did you wish you had?

HDSB

Newcomer Youth Focus Group:
October 20, 27, 30, 2014

1. How did you feel being in a new school?
2. How did you feel in your neighbourhood and community?
3. When you first came to Canada, how welcome did you feel at school? (1-10)
4. When you first came to Canada, how welcome did you feel in your community? (1-10)
5. Thinking about the "Perfect Youth Program"
 - a. When you first came to Canada, what youth program/club do you wish you had?
 - b. Tell me some of the things that you are involved in right now

Appendix D

- Summary of Service Providers Survey Responses

Organization / youth program	Challenges	Age-range	Location: city/town
HMC Youth Program	Attracting youth to come out to activities at our office location (transportation is a barrier)	13 to 24	Oakville, Burlington Milton,
Royal Canadian Air Cadets	Obtaining corporate sponsorship with regards to cash donations	12 to 18	Halton Hills
Town of Halton Hills Recreation & Parks Programs	Awareness of programs and usability	13 to 19	Halton Hills
Community Youth Programs	1. Sometimes difficult to find services for kids in a timely manner. 2. Affordable housing is in short supply	15 to 18	Oakville
Halton Region Small Business Centre - youth entrepreneurship programs	Raising awareness of the Small Business Centre and our services to the residents and businesses within Halton; offering services in north Halton for easier access by residents;	Teens to Older adults	Oakville, Milton, Halton Hills
Streetwise Actors	The biggest challenge is fundraising	11 to 17	Oakville
Girls Incorporated of Halton	Funding and space	5 to 18	Milton, Halton Hills
Army Cadets	Finding volunteers	12 to 18	Halton Hills
Links2Care Youth Program	Lack of services in the North (Halton Hills), transportation, lack of affordable housing, funding	12 to 24	Halton Hills
Town of Milton	Attendance at events can be challenging, marketing to youth is an ongoing challenge	13 to 24	Milton
Bronte Youth Centre, Town of Oakville	Reaching out to the community, so they know we are here! Not a lot of people in Oakville, adults or youth know the youth centres exist	13 to 19	Oakville
Positive Space Network	Inclusion funding	0 to 17	Halton Hills, Milton, Burlington, Oakville

Cost for youth	Main source of funding	Other languages	# Staff/ volunteers	# Newcomer staff/ volunteers	Newcomer staff/ volunteers
No Cost	Federal	No	1 to 5	staff - 1, me I'm an immigrant; volunteers - more times than not they are immigrants	volunteers
No cost	Fundraising, other: partial sponsored by out R.C. Legion Branch	No	11 to 15		
Participation fees depends on the program or service they are using	Regional /municipal	No	16 to 20	0	0
Participation Fees: fees are voluntary, approximately \$10/day.	Provincial, Other: United Way	No	6 to 10	4	Staff and board members
No Cost; some of the youth programs have application processes	Provincial, Regional/ municipal	No	1 to 5	0	
No cost	Fundraising, Provincial, Regional/municipal, Foundation, Corporate Donations, Grants	No	1 to 5		
No cost	Fundraising, other: United Way of Milton, and United Way of Halton Hills	No	1 to 5		
No cost	Fundraising, Federal funding	Yes: French but at summer camps only	6 to 10	None	n/a
No cost	Fundraising, grants	No	1 to 5	None	
Participation fees: depends on the program	Member fees, regional/ municipal, corporate donations	Yes	1 to 5	0	0
No cost	Regional/municipal	No	16 to 20	0	
No cost	Grants, provincial	No	1 to 5		

Organization / youth program	Challenges	Age-range	Location: city/town
Halton Region Health Department, School Years Program	We try to help schools, teachers, students, parents, and community members to build skills in promoting health, positive school culture, etc. One challenge is that not everyone (parents, school staff, students) is aware of the role of public health nurses and how to utilize us	6 to 18	Halton Hills, Milton, Oakville
540 Golden Hawks Squadron, Royal Canadian Air Cadets	As we are mostly funded by our own fundraising activities, the cost of renting the school each week for our program, takes a large amount of the money that we collect	12 to 18	Oakville
Oakville Public Library	Challenges faced by our organization include getting attendance out to our programs, offering innovative and fresh programs, shrinking budget	12 to 18	Oakville
Town of Milton	Meeting the needs of everyone. Lack of resources	For youth programs 13-17 years of age.	Milton
Oak Park Neighbourhood Centre	Funding to cover staffing costs	0 to 80	Oakville
Burlington Public Library	Reaching a broad audience, ensuring programs are responsive to needs in the community	12 to 18	Burlington
City of Burlington	Youth are busy with a lot of commitments in their lives, the rapid change in likes/preferences	10 to 18 years	Burlington
Elizabeth Fry Society of Peel-Halton	Referrals, resources within the community, cost of activities/cost of living, attendance, transportation	12 to 19	Oakville, Burlington, Milton, Halton Hills
Milton Show Choir for Youths	We are an emerging organization just closing our second year of operation. The exorbitant cost of advertising is a major challenge. Reaching families to make them aware of our program is proving to be very costly	10 to 17	Milton, Halton Hills
Halton Regional Police Service / PEACE (Police Ethnic and Cultural Education) Youth Leadership	n/a	15 to 18	Oakville, Burlington, Milton, Halton Hills
Peer Outreach Support Services & Education (POSSE) Project	n/a	14 to 24	Oakville, Burlington, Milton, Halton Hills

Cost for youth	Main source of funding	Other languages	# Staff/volunteers	# Newcomer staff/volunteers	Newcomer staff/volunteers
No Cost	Regional/municipal, provincial	Yes, French - to French schools	16 to 20	All our staff are Canadian citizens - not certain how many are immigrants; some past youth volunteers were immigrants	We would likely be working with another agency (e.g. HMC, schools) who would be accessing newcomers as volunteers
Participation fees, \$75.00, this includes a portion that we must pay to the Air Cadet League of Canada	Fundraising, member fees, Federal funding	No	15-Nov		
Participation fees; We also offer Free programs. Usually programs are \$8 per session.	Fundraising, member fees, provincial, regional/municipal, corporate donations, grants	No	16 to 20		
Participation Fees	Regional/municipal, registration fees	No	1 to 5		
No cost, the social skills is a paid program with subsidies avail	Fundraising	No, we are discussing school age programs in fall	1 to 5	1 staff - volunteers maybe 20? 11per cent of participants are newcomers in last 5 years	Various fundraising roles
No cost	Provincial, regional, municipal, corporate donations, grants	No	6 to 10	0	
Participation fees, range from free - weekly cost of \$250	Member fees, regional/municipal, corporate donations, grants	No	More than 20		
No cost	Provincial, regional/municipal	Yes, any language. Can use interpreters for services	More than 20	Unknown	Unknown
Participation fees, \$45 month, September to June	Member fees, grants	No	6 to 10		
No cost	Regional/municipal	No	1 to 5	none	n/a
No cost	Provincial, regional/municipal, grants	No	More than 20	5	All in same roles

Organization / youth program	Challenges	Age-range	Location: city/town
Halton Regional Police Service - Youth in Policing Initiative Program (Y.I.P.I.)	Not Applicable	the range is 15 - 17 years of age	Oakville
Nelson Youth Centres	We are not able to run the After School Therapeutic program as often as we would like in North Halton due to resources to reach that community. We would like to have more staff to expand the individual counseling program to meet the demand for it	7 to 18 years, depending on which program is running	Burlington
Newcomer Information Centre/ Students of Oakville Youth Advisory (S.O.Y.A.)	Funding- There is only one youth worker for three locations which makes it difficult to be available for the youth on a regular and consistent basis. Also there is no funding to feed the students while they come after school and must be hungry. It would be nice to have snacks for them, or do a trip etc. Outreach- Find it difficult to get into schools to do any outreach for our organization or presentations for ESL classes.	13 to 24	Oakville,
The Oakville Youth Centre / Recreation and Culture Youth Services	Funding		Oakville
YMCA Underground Youth Resource drop-in Centre	Lack of sustainable funding, limited outreach available with youth through the schools (for outreach)	13 to 19	Burlington

Cost for youth	Main source of funding	Other languages	# Staff/ volunteers	# Newcomer staff/ volunteers	Newcomer staff/ volunteers
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No cost	Provincial, regional/ municipal	No	1 to 5	Not applicable	Not applicable
Participation fees, after school therapeutic program is \$300, Saturday Social Skills is \$250	Fundraising, member fees, Provincial, foundation, grants	No, we do have staff that speak other languages and have accessed their support in the past	11 to 15	NA	
No cost	Federal	No	1 to 5	0	n/a
No cost	Regional/municipal	No	6 to 10		
No cost	Other, regional/municipal, fundraising, United Way, private donations	No	1 to 5		

Appendix E

– Youth focus group feedback information

CET

“They’re a lot more friendlier from where I used to come from. Like, over there, if you say hi to someone they just look you in the eye and walk away”

“The teachers actually explain stuff. And they didn’t just like tell us, read this and memorize it.”

“I like it way better here, I think it’s a positive.”

“When I first came to Canada and for the first month I got nothing to do cause I just like a tourist and just go around and have fun.”

“For the first few months it was really a barrier for me to make friends with other people.”

“And also the teacher in ---- (name of school), at ---- (name of school) are really helpful.”

“For the first summer I just like, I didn’t really know anything.”

“But when I started school I felt that, well the education system here is way better than China. And I really started liking the school here.”

“My first school there wasn’t like Chinese people in my grade so it was actually difficult to make friends with other people.”

“For the first school year I don’t really know about the school so I wasn’t really involved in the school and the community.”

“I feel the friends were really helpful to me. Yes, and that they were really welcoming and I really like that but at first I didn’t really know how to manage to make friends with them.”

“When I first came to Canada for the first couple of months I was just free and I chatted with my Chinese friends on the internet and went shopping with my parents.”

“For me it is a little bit hard to talk to native students because they are kind they are very friendly but when I talk to them maybe sometimes I can’t understand.”

“I think my friends in the second school, like, aren’t that friendly.”

“When I came here, the people are so friendly still, ask me lots of questions, ‘where are you from?’ and stuff like that.”

“I didn’t want to come to Canada, my mom wanted to move here, so I kind of hated it here at first, I just like, don’t want to do anything.”

“Later, I started to become involved in the both in the school and the community as well.”

“My second year I started like get involved like both in the school and the community and for the school I’m the piano accompanist for the choir, then the, I’m also in the band, and then I’m on the student parliament and the student senate and there’s also the community. And there’s the youth advisory group which I’m right now that I participate in, yea. And that’s really, and the other organization I’m involved with is called ---- and it’s like, I’m also on the advisory team as well. Kind of like, yea, there’s so much and yea, that’s all really that I got involved.”

HMC

Feeling Welcome at School, on Scale of 1 - 10

Girl, 15 (D.R.) -10

Boy, 14 (China)- 6

Boy, 16 (China)- 4

Boy, 14 (Egypt)- 9.5

Boy, 15 (Malaysia)- 10

Boy, 14 (China)- 6 or 7

Girl, 16 (China)- 20

Girl, 16 (Iran)- 7

Feeling Welcome in the Community, on Scale of 1 - 10

Girl, 16 (Iran) -10

Girl, 16 (China)- 10

Boy, 14 (China)- 9

Boy, 14 (Egypt)- 9

Boy, 16- 9.5

Boy, 14 (China)- 8

Girl, 15 (D.R.) -9.5

HCDSB

Corpus Christi:

Range: 3/10 to 8/10

Average: 5.75/10

Loyola:

Range: 5/10 to 10/10

Average: 6.8/10

Jean Vanier:

Range: 5/10 to 9/10

Average: 6.77/10

Although students were not asked to elaborate on the score they assigned to this question, some students provided more information, saying, "people talked to me and tried to include me", "people were friendly", and conversely "I wasn't involved in some activities".

Students at Vanier wrote, "people were nice to me", "family helped me to settle", while another wrote that language was difficult.



Participants could select a score in response to each question that ranged between 1 - 10.

When you first came to Canada, how welcome did you feel at school?

5, 8, 8, 8, 4, 7, 8, 9

When you first came to Canada, how welcome did you feel in your community?

8, 7, 4, 8, 10, 2, 5, 4

When you first came to Canada, how welcome did you feel at school?

7,6,2 - because they could speak my language, but they didn't really make friends, 5,7

When you first came to Canada, how welcome did you feel in your community?

"I usually don't walk around a lot, I usually stay in my house."

"That's a hard question really"

"5,7 - they [people in my neighbourhood] always treat me better than in school, feel way more welcome, 9, they're really nice, most are from India or Pakistan, 8 people here are very nice and very polite. In shops they always help me. 7"

"9-10. The first time when I came into my math class. I think he didn't know that I was new to Canada. And the vocabulary is harder. And he never asked if I'm ok... and I always try to follow him, but he never asked if I'm ok, but I think that is because he didn't know."

"8-10. I would change my number to 7. Because the first time in our class, there's like no people talking to me. They don't have to but, there's no friend there. But teacher, she's really nice."

8-9, 9

"7-8 Ok, but if I just talk about me, there are only 6 or 7 (Indian people) in this whole school. So I get why he (the Chinese student) says he feels welcome because there are a lot of Chinese people all over the place here. Like in my science class, there are may be only one or two people that I talk with."

"9, because there is an orientation and its very good."

"8, I feel really welcome in (ELL) classes, but then outside of this class, if I was going to talk to people, I don't know. Those people are different."

"10, When I first went into a student, it was good. The teacher is really good. But with the Canadian students or the students who are not Chinese, it's difficult. They're not bad or anything, but it's just that there is a distance there."

"Same with me – in my gym class, I feel that there is something different. Like the teacher talks more the Canadian guys, and let them doing anything. But with me or us it's ok, don't do that..."

"Canadian, they are who are very good in English. Chinese and Canadian guys."

When you first came to Canada, how welcome did you feel in your community?

9, 10, 9, 9, 9, 9, 9, 8

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Funded by:

Financé par:



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and Citizenship Canada

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