

Action Plan 2018-2020

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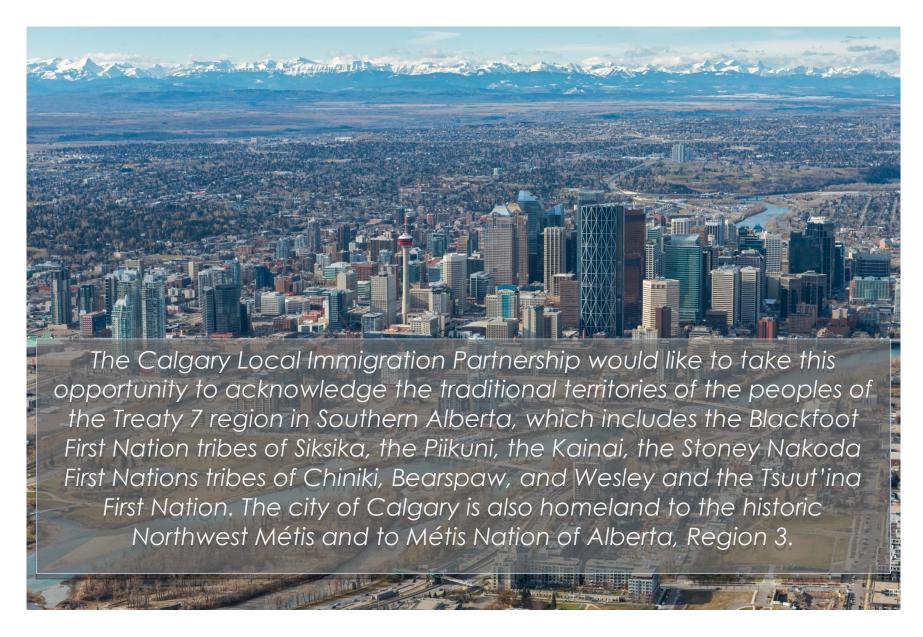


Immigration, Refugees and Citizenship Canada

Immigration, Réfugiés et Citoyenneté Canada







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"Working together with newcomers to connect, collaborate and contribute for shared prosperity"



Executive Summary

The CLIP Action Plan 2018-2020 is the companion document to the CLIP Local Settlement Strategy 2018-2020. Through a large-scale engagement process between Feb-June 2018, members of the community, agencies, academia, government, private sector, and funders came together to put forth actions to satisfy the results, sub-results, and strategies put forth by the CLIP Council in Dec 2017.

An Operational Oversight Committee (OOC) was appointed by the Council to lead five working groups (Employment, Economic Well-Being, Language, Social Capital and Social Inclusion) in developing actions. The actions were crafted using a consistent template process crafted in partnership with Innoweave facilitators, and they align to a Results-Based Accountability lens for performance measures. 84 actions are put forth that are a combination of short/med/long term time frames (ranging from a no-cost to high-cost spectrum) and the Council sectors that are required for implementation are listed at the start of each of the five sections.

In addition to actions that are unique to each working group, there are several actions that span across each strategy, requiring a collective approach from many/all the working groups to implement them. Key among them are:

- 1) A Neighbourhood Immigrant Settlement Worker (NISW) model that has been implemented in Winnipeg that could be adapted for Calgary's hub context. This model has workers based in the community that do outreach and services directly where newcomer populations live.
- 2) A Newcomer Information, Orientation and Service Referral Initiative (NIOSRI) to tailor referral needs according to a newcomer's circumstance. This helps alleviate the access to information barriers many newcomers identify.
- 3) A customized ESL language course, tied to skilled employment, to target professional newcomers who require language instruction at higher benchmarks than are currently available.
- 4) An increased online presence, not only for receiving static information but for interactive avenues like networking, webinars and home study course offerings. Increased analytics on website usage both in Canada and from abroad.
- 5) Mentorship, work placements, buddy-systems, and internships are all common themes in the plan, both professionally and personally, to help in the integration process.

Appendix A contains the timelines for implementation, performance measures, and outputs for the actions. The next step in the implementation process is for CLIP to bring the completed Action Plan to the local collaborative funders' table to share the priorities that have been put forward by the working groups to look for opportunities for one-time and sustainable funding streams. Partners identified in the plan will submit funding applications to advance the work over through the 2020 fiscal year.

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CLIP 2018-2020 Local Settlement Strategy: Result, Sub-Results, Strategies and Lead Sectors



Result	Sub-Results	Strategies	Lead Sector
Immigrants in Calgary have a high quality of life.	1.1 Immigrants in Calgary are economically well.	1.1A. To undertake actions that make the labour market in Calgary more equitable for immigrants to enter and participate.	Economic Sector Calgary Economic Development
		1.1B. To undertake actions that help to integrate immigrants into the Calgary labour market in a timely manner.	Economic Sector Talent Pool
		1.1C. To undertake actions that improve the economic well-being of immigrants who may not be part of the workforce (i.e. seniors, persons with disabilities, etc.)	Provincial Government Sector Government of Alberta Community and Social Services
	1.2 Immigrants in Calgary are proficient in English/French	1.2A To undertake actions that foster English/French language proficiency	Language Sector Prospect
	1.3 Immigrants in Calgary are fully engaged in all aspects of community life	1.3A To undertake actions that support immigrants to build social capital	Funder Sector United Way of Calgary and Area
		1.3B To undertake actions that foster active and meaningful connections between newcomers/immigrants and host communities that result in social cohesion*	Settlement Sector Centre for Newcomers

^{*}Later changed to "social inclusion" by the working group

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Introduction

This is the companion document to the CLIP 2018-2020 Local Settlement Strategy. The Local Settlement Strategy delves into the process taken to develop its content, please refer to it to better understand how the Result, Sub-Results, Strategies and Stakeholders were crafted.

At the beginning of the strategic planning process, the CLIP Council decided that they wanted working groups to convene and put forward actions for consideration rather than having the Council develop them in isolation. As such, CLIP put forward a public call for members of the community to join a working group where they have expertise either through lived-experience, professional experience, academic experience or educational experience to contribute to a strategic area. In addition to the call being in both official languages, CLIP utilized translators to make the poster available in Chinese, Punjabi, and Tagalog, the three most common languages spoken in Calgary other than English and French, to provide an avenue for participation from recent immigrants whose English skills may not be advanced.

Local Immigration Partnerships (LIPs) are required to develop and implement an Action Plan that outlines specific, measurable and time-bound activities to implement the community's strategic priorities which will include:

- i) The specific tasks and activities to undertake, and the timelines for implementation;
- ii) Key partners as well as their roles and responsibilities in implementation;
- iii) A plan to leverage funding from a diversity of sources to support the implementation of the proposed activities; and
- iv) A plan to report on the implementation of activities.

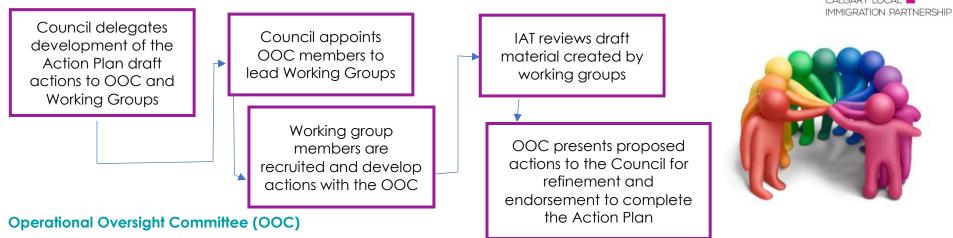
In addition to the expertise provided by the working group members, the contents of the Action Plan were informed by the CLIP Survey of Newcomers, IRCC landing data, and trends.

CLIP convened stakeholders at a kick-off event to begin the development of the Action Plan and following the completion of the plan, another engagement event will be held to share the finished document with all interested stakeholders. Subsequently, a public call for participation in the implementation planning phase will begin. The CLIP Council will appoint leads from their respective sectors to form a new Operational Oversight Committee, to lead working groups through the implementation process. Detailed workplans for each action will be developed and will incorporate relevant performance measures (Appendix A). They will follow the reporting schedule outlined in this Action Plan, ensuring that all stakeholders are well-informed of the progress that is made.

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Key partners and their role in developing the CLIP Action Plan





The Operational Oversight Committee members were nominated by the CLIP Council Member that represented the sector lead for the strategy. They supported the development and delivery of the Action Plan by leading working groups to put forth actions that support the achievement of identified strategies in the CLIP Local Settlement Strategy. Their roles and responsibilities encompassed:

- Facilitating working group meetings;
- Growing strategic relationships among existing and new stakeholders;
- Providing expertise from their sector;
- Ensuring meeting templates are completed and forwarded to the CLIP Coordinator following each working group meeting;
- Including relevant stakeholders in working group;
- Communicating the work of CLIP to their networks;
- Presenting to the CLIP Council, ensuring a two-way flow of information;
- Reporting back on progress and advise of any issues that require mitigation to the CLIP Council and Immigrant Advisory Table (IAT); and,
- Requesting strategic guidance from the CLIP Council and IAT as necessary.

Five Working Groups (Employment, Economic Well-Being, Language, Social Capital, and Social Inclusion)

Working group members acted as subject matter experts who contributed to the development of activities in support of the priorities of the strategic plan, as defined by the CLIP Council, and identified activities that support the achievement of desired outcomes by:

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- Providing expertise and information on the strategic area of the working group;
- Working on a multi-disciplinary team to leverage knowledge;
- Displaying positive team work ethics to work collaboratively;
- Populating templates to help guide their action plan development;
- Requesting strategic guidance from the Operational Oversight Committee Lead;
- Identifying relevant stakeholders that would be required to implement the Action Plan deliverables;
- Communicating the work of CLIP to their networks and looping information from their respective networks back to the CLIP Council, ensuring a two-way flow of information;
- Preparing for each working group meeting by reviewing and completing any tasks that were identified for completion.

A public call to join CLIP working groups was communicated electronically to all of the people on CLIP's distribution list; Propellus; the CLIP Council communicated the call throughout their sectors; and the Immigrant Advisory Table communicated the call to their newcomer networks. Additionally, the call was posted through CLIP's webpage and Twitter account.

द्वविंग गर्नुं अष्टी भवती 工作组申请表

Candidature à un groupe de travail

Aplikasyon sa Nagtatrabahong Grupo

In circumstances where applicants applied to participate on multiple (or in some cases, all) working groups, the CLIP team reviewed the applications that were submitted and made suggestions to the applicant where they would likely be best suited according to their skillset. Given the volume of working group meetings happening simultaneously, it would be impossible to participate on a number of them at once. The Operational Oversight Committee members were also consulted about the members of their team and whether there were any gaps that they saw that needed to be remedied. Targeted recruitment then happened to recruit stakeholders from sectors that were not adequately represented. All applicants were provided with an opportunity to participate in the process. Some members of the IAT chose to join working groups in addition to their role on the IAT.

Immigrant Advisory Table

The Immigrant Advisory Table took time to review the early drafts of material that were developed by the working groups to be able to offer their insights and suggestions as to how the material was to be refined. There were also IAT members who joined working groups to be able to participate directly in the formation of actions. Once the implementation phase begins, IAT members will have the

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opportunity to join working groups related to an action they are interested in, if they choose to have direct involvement in the process. Otherwise, they will receive regular updates on progress of the initiatives.

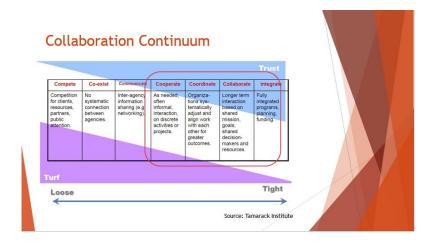
CLIP Council

The CLIP Council received a verbal report-back from each of the OOC leads on their respective working group outputs. They engaged in discussion about the proposed actions to refine them. Council members also made a commitment to participate and show leadership in the implementation of the actions that they endorsed for inclusion in the plan.

Innoweave

CLIP engaged Innoweave, whose services include strategic clarity, experimenting with new approaches, and collaborative learning and adaptation – to build capacity around performance measurement, Results-Based Accountability and collective impact, to assist

the OOC and working groups in developing the Action Plan. Innoweave's parent company, the J.W. McConnell Family Foundation, has partnered with IRCC to support local immigration partnerships. On Feb 6 2018, CLIP convened the working group and OOC members at Fort Calgary for an Innoweave presentation to establish a common approach before beginning the Action Plan development.





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Process used to develop Action Plan

OOC facilitators utilized templates to guide their discussion and to ensure that each action was being considered in a consistent way across the committees. Templates were submitted back to CLIP at the close of each meeting for review and roll-up. The Operational Oversight Committee convened as a committee between each working group meeting to go over their working group submissions, have discussion on the structure and process of their respective working groups, template functionality, membership gaps, attendance, agenda-pushing, and scope creep. Since many actions had implications or relevance to other working groups, discussions happened as to where the action should be captured (i.e. language group or employment group).



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Templates used by working groups

Discussing and prioritizing relevant trends	Considerations for developing actions	Considerations for refining actions
 IRCC 2018-2020 landing data Media stories Trends Council sectors identified 	 Review of actions submitted by community through engagement events What trend or issue does this action respond to? What change or impact will result? Could there be unintended consequences? Who owns the actions? Who will be responsible for carrying it out? Who will do what? Who else needs to be informed? What resources (money/people) will be needed? How will they be obtained? Are there challenges in making this action happen? 	 Duration of action (short, med, long term) Type of action (direct service, indirect service, system-change) Access improvement. Any particular group targeted? (age, race, ability, religion, class, sexual orientation, etc.) or will it benefit all newcomers? Improve collaboration. Which sectors should be involved? Improve awareness. Are there ways to communicate changes?

Performance measurement plan

Working with Innoweave, CLIP has incorporated performance measures into the Action Plan to be able to gauge progress and the effectiveness of each action. As each Strategy will have its own CLIP Council sector lead, they will be responsible for collecting their respective measures on the data collection schedule that has been determined in the Action Plan and report back to the CLIP Coordinator for inclusion into the regular metric reporting process. Baseline measures will be established at the beginning of implementation.

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Reporting on progress

CLIP holds an annual all-partners meeting where there is opportunity to review the year that has passed and to look ahead to new activities slated for the upcoming year. The Action Plan implementation progress will be shared with the community and stakeholders through that avenue and quarterly milestones will be shared via the CLIP website. Internally, CLIP is required to provide a formal annual report to IRCC at the close of each fiscal year. Any funders that contribute towards the Action Plan will receive updates at the collaborative funders table and through their formal reporting channels.



Funding plan

CLIP sits on a local collaborative funders table that has been convened with representatives from Immigration, Refugees & Citizenship Canada; Calgary Foundation; United Way of Calgary & Area; Calgary Learns; Alberta Human Rights Commission; Government of Alberta, Alberta Labour; Government of Alberta Contracts & Procurement; The City of Calgary Family & Community Support Services; and Government of Alberta, Advanced Education.

The funders table aims to work collaboratively by sharing trends they are seeing in the funding applications they receive; looking for ways to provide continuity to agencies when funding priorities change; seeking opportunities to examine the wording they use in their calls for proposals to see if there is opportunity to contribute towards a common goal in the community; and to share information about upcoming funding calls through the CLIP website. CLIP will bring the completed Action Plan to the funders table to share the priorities that have been put forward by the working groups to look for opportunities for one-time and sustainable funding streams.



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The Action Plan

Local information inputs

In addition to all of the committees that contributed towards the Action Plan development, information from the CLIP Survey of Newcomers was used to help inform suggested practices. Throughout the Action Plan section to follow, there are occasional charts extracted from the survey. To read the complete survey and other pieces of research completed by CLIP, visit http://www.calgary.ca/CSPS/CNS/Pages/Immigrants-newcomers-and-refugees/Local_Immigration_Partnership.aspx

Themes that emerged and collective actions that span several working groups

In addition to actions that are unique to each working group, there are several actions that span across each strategy, requiring a collective approach from many/all the working groups to implement them. Key among them are:

- 1) A Neighbourhood Immigrant Settlement Worker (NISW) model that has been implemented in Winnipeg that could be adapted for Calgary's hub context. This model has workers based in the community that do outreach and services directly where newcomer populations live. This approach tackles how to connect with newcomers that don't go to settlement agencies, older adult newcomers who may be socially isolated and/or have low-English skills, and reach vulnerable newcomers who may be dealing with trauma or basic-needs gaps that are reluctant to reach out to formal service providers for help.
- 2) A Newcomer Information, Orientation and Service Referral Initiative (NIOSRI) to tailor referral needs according to a newcomer's circumstance. This helps alleviate the access to information barriers many newcomers identify. Newcomers demonstrate their desire for information relevant to their situation by heavily using message boards, chat rooms and social media sites for newcomers to ask questions that are important to them. This action is to craft a service-model with the same approach.
- 3) A customized ESL language course, tied to skilled employment, to target professional newcomers who require language instruction at higher benchmarks than are currently available. There is more freedom with ESL than there is with LINC so there is more opportunity to be innovative with the curriculum.
- 4) An increased online presence, not only for receiving static information but for interactive learning avenues like networking, webinars and home study course offerings. Increased analytics on website usage both in Canada and from abroad.
- 5) Mentorship, work placements, buddy-systems, and internships are all common themes in the plan, both professionally and personally, to help in the integration process.

Performance Measures, Outputs, and Timing

Following the action section of this report, Appendix A contains the performance measures, outputs, timing, for each strategy.

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EMPLOYMENT ACTIONS

RESULT

Immigrants in Calgary have a high quality of life.



SUB-RESULT

Immigrants in Calgary are economically well.

STRATEGIES*

- 1.1A. To undertake actions that make the labour market in Calgary more equitable for immigrants to enter and participate.
- 1.1B. To undertake actions that help to integrate immigrants into the Calgary labour market in a timely manner.
- *A decision was made to tackle both employment strategies through one working group since many of the same stakeholders would have been involved in both.

LEAD CLIP SECTOR IN DEVELOPING THE ACTIONS FOR THIS STRATEGY

Economic Sector, co-lead between Calgary Economic Development and Talent Pool

SECTORS RESPONSIBLE FOR IMPLEMENTATION

SECTOR			
Arts & Culture	Francophone		Indigenous
Civic Partners	Funding bodies		Justice
Economic	Government Fed.		Language
Education K-12	Government Prov.		Mental Health
Education Post-Sec	Government Mun.		Settlement
Ethno-Cultural	Health & Wellness		
Faith	Housing		

EMPLOYMENT ACTIONS

E 1. Support employers to hire newcomers to fulfill their talent needs



Oftentimes employment goals for newcomers are developed purely from the newcomer's perspective but the Employment working group was mindful that increasing supports and knowledge for employers will also bring about changes to better the circumstances of newcomers wanting to enter the workforce in a timely manner. There are many proactive and sustaining actions put forward to not only help newcomers get hired but also to support the employer through the employment tenure to better the chances of the newcomer advancing within the company.

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- E1.1 ~Cultivate a process for post-hiring support by settlement agencies to support employers and their new hires. This initial period is when the learning curve is steepest so there should be a support model in place to help foster a successful transition into the workforce for both parties.
- E1.2 ~ Construct a mechanism to better inform employers of the newcomer talent available in Calgary. Awareness of the untapped skillset belonging to newcomers who are already in Calgary would help to mitigate searching elsewhere to meet employment needs.
- E1.3 ~Create an employment council made up of employers, agencies and newcomers with lived experience that meets quarterly to keep conversation going through the implementation of the action plan.
- E1.4 ~Proactively address potential employee issues and re-frame the outlook on hiring newcomers as an asset instead of a problem. Host an open dialogue with the employment council to ascertain what pitfalls they anticipate encountering, or have encountered already, by hiring newcomers. Jointly work with the settlement agencies to look for solutions to mitigate issues. Incorporate an underlying focus to the discussion on the assets that newcomers bring.
- E1.5 ~Provide outreach to employers on what settlement agencies do, and the variety of cultures in Calgary, so that they are better equipped in understanding what supports are available or needed.
- E1.6 ~Support the Language working group with their high-skilled language/employment pilot program by securing an employer to participate in the pilot.
- E1.7 ~Foster the development of new mentorship programs. Corporations that invest in mentorship send a clear message that they value their employees as their greatest resource and want to demonstrate that they are devoted to maximizing potential within their corporation.

E 2. Support newcomers to successfully enter the workforce

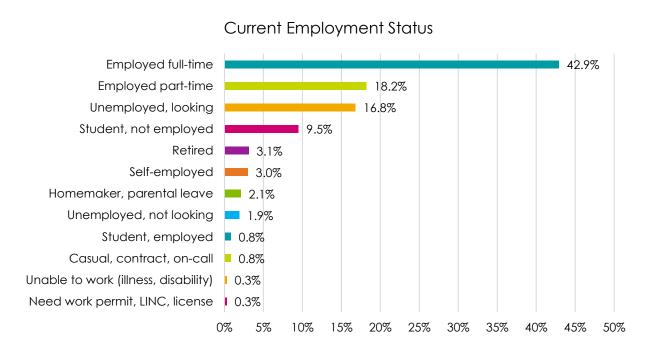
Work experience with an employer of choice is always a good avenue to break the ice and form networking relationships to learn firsthand about the culture of that employer's workforce and to understand what they value and prioritize in their line of business. Successfully completing mentorships/co-ops/internships/job shadowing also gives the employer the opportunity to see the newcomer's skills firsthand which can help to dispel any assumptions they may have had.

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E2.1 ~Seek a formal commitment from targeted employers to expand co-ops/internships/work placements (paid and unpaid) across Calgary. This hands-on approach gives potential employees first-hand experience in the work setting that they'd like to be hired in. Employers in the working group shared how effective this approach has been, not only in recruiting excellent employees but to also give the newcomer a realistic understanding of the job they are seeking. Certain employment sectors can be radically different from a newcomer's home country experience (i.e. banking sector) and sometimes after the placement experience the newcomers tweak their original employment plan to be better suited to what they are actually looking for. This results in a better fit for both the employer and the employee. Having funding support to offer paid placements is the ideal situation.

E2.2 ~Create job shadowing (unpaid) opportunities. This course of action has the least barriers to implementation as it does not require additional funding and it is over a much shorter time period so it is easier to work into a newcomer's schedule if they are already working in at another job or have childcare needs. It is a more focused approach whereby the newcomer gets exposure to an industry they are interested in, make a networking connection and can get their questions answered about how best to position themselves when applying for jobs.



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E3. Improve and better coordinate pre-arrival information

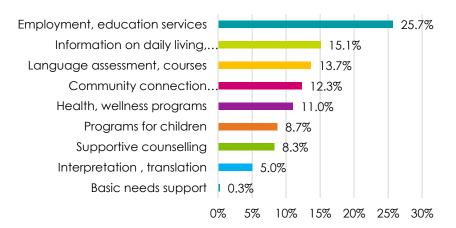


It is quite typical to hear from newcomers that they wished they had access to better pre-migration information as it would have helped to alleviate misunderstandings and delays they experienced post-migration. There are many "Welcome to Canada" type websites but it's uncertain how effective they are and how much they are accessed (from abroad and within Calaary).

E3.1 ~Undertake an inventory of existing websites that are meant to provide information to newcomers before and after arriving in Calgary/Canada. Capture the categories of information that they provide (i.e. health, education, employment, etc.) and note if any level of government promotes the website directly to newcomers (i.e. weblinks sent directly to newcomers pre-migration from IRCC?). Ascertain if there are gaps in the existing websites that could be rectified.

E3.2 ~Review web trends of CLIP Council sectors that have these welcome websites to determine whether the IP addresses are mostly being accessed from abroad during the pre-migration stage, or locally in Canada post-migration.

Settlement Services Most Needed Upon Arrival in Canada



E3.3 ~Explore and inventory major private sector platforms that are heavily used by newcomers to obtain information, oftentimes through others from their ethnic group in chatrooms, message boards and social media.

E3.4 ~Develop a communication strategy for posting links and messages on heavily-used newcomer online platforms on an ongoing basis to better inform people of the existing services and websites that are out there.

The CLIP Immigrant Advisory Table members validated that most of them relied on these types of platforms instead of formal websites. Once a newcomer understands what it is they need to look for (from a chat board for example), then seeking out the formal website information is more relevant, understandable and valuable. There needs to be a balance of both sources of information.

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ECONOMIC WELL-BEING ACTIONS



RESULT

Immigrants in Calgary have a high quality of life.

SUB-RESULT

Immigrants in Calgary are economically well.

STRATEGY

1.1C. To undertake actions that improve the economic well-being of immigrants who may not be part of the workforce (i.e. seniors, persons with disabilities, etc.). *

*While the actions listed below were thoughtfully crafted to benefit persons outside of the workforce, they are not intended to be delivered exclusively to that population if newcomers who are part of the workforce can benefit from them as well.

LEAD CLIP SECTOR IN DEVELOPING THE ACTIONS FOR THIS STRATEGY

Provincial government sector, Alberta Community & Social Services

SECTORS RESPONSIBLE FOR IMPLEMENTATION

SECTOR				
Arts & Culture	Francophone		Indigenous	
Civic Partners	Funding bodies		Justice	
Economic	Government Fed.		Language	
Education K-12	Government Prov.		Mental Health	
Education Post-Sec	Government Mun.		Settlement	
Ethno-Cultural	Health & Wellness			
Faith	Housing			

ECONOMIC WELL-BEING ACTIONS

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EWB 1. Host/Collaborate on a financial empowerment fair



Awareness and accessibility are two key recurring themes that emerged throughout the CLIP Newcomer Study, so the working groups paid special attention to improve efforts towards the promotion of services and the removal of access barriers. The concept of a standalone fair, or partnering with an existing fair, arose as a way to reach a target audience. There are two possible audiences, either service providers who interact with newcomers or the newcomers themselves.

EWB1.1~Compile an inventory of the service agencies that have received Momentum's train the trainer course. Identify gaps if certain sectors are under-represented.

EWB1.2 ~ Carry-out a targeted event during National Financial Literacy month in November for the under-represented sectors to promote financial empowerment activities and the opportunity to enroll in one Momentum's classes so that Financial Literacy can be incorporated into their service delivery model.

EWB1.3 ~ Explore a broader campaign to reach newcomers that don't access settlement services. The Centre for Newcomers and others in the settlement sector are delivering Financial Literacy services to their clients but efforts need to be in place to expand that reach to those who are not clients. Identify large events and gatherings with heavy foot traffic that take place in Calgary, to host booths promoting Financial Literacy options.

EWB 2. Expand Financial Coaching/Literacy training for service providers and newcomers

Calgary has done a lot of work to improve the economic wellbeing of vulnerable Calgarians by using a collective impact model called Enough for All, a poverty reduction strategy. It uses Financial Empowerment as a vehicle to address the root causes of poverty while responding to the immediate needs of Calgarians living on a low-income. A Financial Empowerment Collaborative (FEC) was formed in 2015 and, in 2017 alone, has seen the following results: 11,420 Calgarians reduced debt and grew their savings; 310 matched savings participants saved over \$400,000; more than 70 staff at community agencies were trained to coach individuals experiencing financial stress; and 8,445 tax returns were filed through tax clinics, resulting in \$3.72M in benefits secured by Calgarians living on low-incomes. Tinancial Empowerment Collaborative

Wanting to align with such a successful initiative, the CLIP Economic Well-Being working group put forth several actions that expand and tailor offerings specifically for newcomers.

EWB2.1 ~Identify transition periods for newcomers, when receiving financial coaching is most effective, and target communications accordingly (i.e. pre-migration; post-migration; GSR refugee initial support period; etc.).

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EWB2.2~Adapt Financial Literacy promotion and marketing to be more appealing for newcomers. Explore targeting newcomer women in particular.

EWB2.3~Incorporate Financial Literacy opportunities into LINC classrooms, ESL programs, and other structured programs offered to newcomers such as employment readiness programs at libraries and other community locations.

EWB2.4~Create a map of Financial Literacy course offerings across Calgary to assess and address geographical gaps.

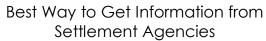
EWB2.5~Have Financial Coaching Training for service providers, recognizing that Settlement Workers and other related roles are often dealing with their respective clients' financial challenges on a regular basis. They are often working at finding community resources and/or quick solutions to mitigate the financial challenges. Financial Coaching can provide a different perspective to support newcomers feel in control of their money situation versus just getting by.

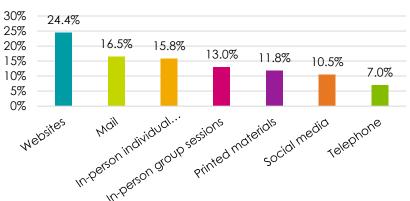
EWB2.6~Incorporate free community-run tax clinics and benefits navigation for newcomers at various locations (i.e. at settlement

agencies). Newcomers don't often understand Canada's taxation system, let alone know how to file their taxes for the first time. Filing taxes also opens the gateway to so many government benefits, which are often underutilized.

EWB 2.7~Incorporate non-biased RESP & associated government benefits promotion and navigation for newcomers. Newcomers are often vulnerable targets to private RESP plan providers which offer RESPs at high service fees and unfair policies. It is important that they have this non-biased information in a safe and trusted environment.

EWB 2.8~Provide savings opportunities for newcomers living on a low-income. This can be in the form of encouraging emergency savings; learning about different savings strategies and savings vehicles in the banking world (i.e. TFSA, RESP's, etc.) and also explore the idea of matched savings programs offered through Momentum and the Financial Empowerment Collaborative.





EWB 2.9~Increase volume and frequency of financial literacy train the trainer courses for service providers to eliminate any waitlists. Explore feasibility of licensing another organization to deliver train the trainer courses based on Momentum's curriculum.

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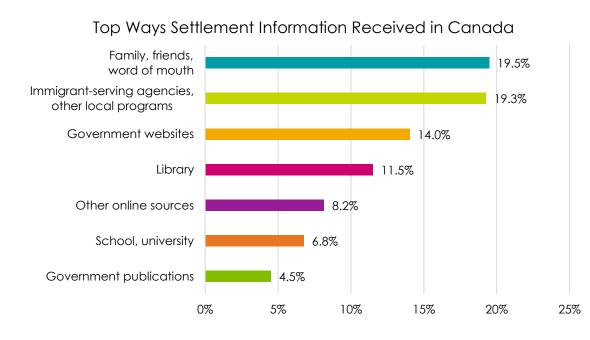


EWB 3. Develop and post Financial Literacy training online 느

To scan for gaps in the current service offerings, some investigating was done on Financial Literacy course offerings and the method of delivery. Predominantly, Financial Literacy activities are delivered face to face in-person. There is very little delivered online. Momentum, a key stakeholder in the Financial Empowerment Collaborative, communicated to CLIP that they had identified increased use of technology and online offerings as a gap that they felt could be filled.

EWB3.1 ~Review Prosper Canada's multi-lingual financial literacy materials to determine if they are written in very basic, plain language. If they are suitable as is, increase use of them locally. If revisions are required to make the materials in plain language, revise and make the multi-lingual Financial Literacy information available online and promote the offerings throughout the community.

EWB3.2 ~ Construct a menu of short videos in a series (under 5 minutes each) on various Financial Literacy topics and make them available online so that newcomers can select topics that are most relevant to their situation. These types of videos already exist for other subject matter (i.e. how to use Calgary Transit) and they are offered either in English with multi-lingual sub-titles, or, in other languages.



EWB3.3 ~Build webinars for newcomers and service providers to take training online to mimic a classroom setting. For newcomers, not having to leave their residence helps to address childcare and transportation barriers. IT support is required to develop and sustain this method of course delivery.

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EWB 4. Develop a network of cultural brokers and Neighbourhood Immigrant Settlement Workers to build trust and expand knowledge of Financial Literacy opportunities in ethnic communities

Winnipeg uses a model of 29 Neighbourhood Immigrant Settlement Workers (NISWs) and their objective is to provide ongoing settlement support in newcomers' communities, facilitating their initial transition and long-term integration into Canadian society. They deliver a wide variety of services that are most relevant to the population in the geographic region that they oversee. They are multi-lingual and often share the same religion as the people they are working with so they understand the cultural and religious norms of the residents they encounter.

The City of Calgary, the Rotary Club of Calgary, and the United Way of Calgary and Area have partnered together to form geographic hubs throughout Calgary. Education, employment, Financial Literacy, resident involvement and leadership; kids' recreation programs, childcare, and youth initiatives; counselling, food hamper distribution, connecting isolated seniors, and assisting new immigrant families. These are just some of the things Community Hubs are looking at offering with the goal of helping individuals and communities thrive. (United Way of Calgary and Area: http://www.calgaryunitedway.org/impact/communities/community-hubs)

There are some obvious alignments with both models since they are very community-focused and tailored to local needs so there is opportunity to explore merging the two models to incorporate the NISWs into the hubs to focus specifically on newcomers.

EWB4.1~Incorporate Financial Literacy into a hub Neighbourhood Immigrant Settlement Worker pilot. The NISWs would participate in the train the trainer course offered by Momentum. The broker then works with their ethnic community, in their primary language, to deliver Financial Literacy information. In this scenario, the broker takes an active role in delivering services themselves rather than a passive role in making referrals.

EWB4.2~Evaluate the existing formal pool of cultural brokers in Calgary (i.e. at Action Dignity; Hubs) to determine whether they could take on a passive Financial Literacy function (i.e. referrals to Financial Literacy initiatives) in the roles that they currently have.

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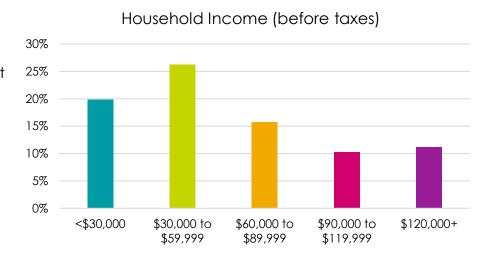


EWB 5. Incorporate Financial Literacy messaging on provincial government social media and advertising in Income Support office waiting areas

Low-income Calgarians that are seeking income supports or employment opportunities should also be aware of Financial Literacy options available to them to better their financial circumstances. Taking a more wholistic approach, information can be shared about matched savings programs, money management and money matters (i.e. budgeting, banking, credit, assets, consumerism) and Registered Education Savings Plans.

EWB 5.1 ~Incorporate Financial Literacy content on the Calgary Region Employment Services Facebook page https://www.facebook.com/CalgaryJobsFeed/

EWB 5.2 ~Add Financial Literacy content on electronic monitors at the Income Supports office.



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LANGUAGE ACTIONS



RESULT

Immigrants in Calgary have a high quality of life.

SUB-RESULT

1.2 Immigrants in Calgary are proficient in English/French

STRATEGY

1.2A To undertake actions that foster English/French language proficiency

LEAD CLIP SECTOR IN DEVELOPING THE ACTIONS FOR THIS STRATEGY

Language sector, Prospect Human Services

SECTORS RESPONSIBLE FOR IMPLEMENTATION

SECTOR			
Arts & Culture	Francophone	Indigenous	
Civic Partners	Funding bodies	Justice	
Economic	Government Fed.	Language	
Education K-12	Government Prov.	Mental Health	
Education Post-Sec	Government Mun.	Settlement	
Ethno-Cultural	Health & Wellness		
Faith	Housing		

LANGUAGE ACTIONS

L1. Modify the traditional model of language instruction and pilot a high-skilled language/employment program

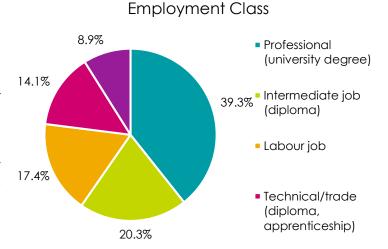


Calgary has seen a recent trend in the form of a reduction of higher-level (5+) Language Instruction for Newcomers to Canada (LINC) seats which makes it challenging for immigrant professionals to re-enter their profession in Canada. Compounding that barrier, employers also prefer employees that already understand their workplace lingo to reduce uptake time. There are existing workplacespecific language courses/models for newcomers (more so on lower-skilled professions) that could be adapted to a higher-skilled profession.

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- L1.1 ~Convene agencies that are delivering language/employment programs to ascertain what practices are working well in their current model and identify a lead to take on the pilot.
- L1.2. ~Work with a higher-skill employer looking for talent that the Employment working group secures a partnership with, to glean what their specific language/employment requirements are.
- L1.3 ~Develop an ESL instructional model for higher-level language learners that incorporates content that is tailored towards workforce integration with the chosen professional employer.
- L1.4 ~Pilot and evaluate the customized language/employment course.



L2. Target older adults to improve their language acquisition



Older adults are not eligible for LINC classes and language acquisition is much more difficult for them as they age. There is also greater risk for social isolation if they are supporting their children by babysitting grandchildren which keeps them closer to home rather than having opportunities to improve their language skills through community connections. Elderly newcomers can be difficult to find and engage so a unique model of seeking out elderly newcomers is required.

- L2.1 ~Expand the Pebbles in the Sand program to specifically target elderly newcomer women. Engage the Faith and Ethno-Cultural Sectors to help with recruitment of vulnerable older adults who may not be connected to service agencies.
- L2.2 ~Replicate Winnipeg's Neighbourhood Immigrant Settlement Worker model and connect it to regional hubs. This model operates on a door-to-door premise which will alleviate barriers in finding older adults who are isolated.
- L2.3 ~Work with the Arts sector to develop programming that will draw-in elderly newcomer clients in a neutral way that doesn't seem intimidating to build their verbal language skills through a community connections model. Incorporate interpreters and cultural peers to ease the process of learning new language skills.

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L3. Reduce LINC waitlists to allow IRCC to open more 5+ benchmark LINC seats

With Calgary being a prime site for many new refugee populations coming to Canada, there is an ongoing demand for low-level English courses to help improve their ability to function in an official language. This creates a bit of a lopsided model whereby much focus is placed on language courses below benchmark 5 since there is understandable urgency in getting those populations access to classrooms without waitlist delays to get them on the trajectory for success.

Language providers feel there are opportunities to look at enrollment levels more strategically as a collective to reduce inefficiencies, better predict upcoming volume requirements for each benchmark, and seek to minimize newcomers who choose to sit on a waitlist for an agency of their choice (perhaps because trust has been formed, a peer group exists, or their comfort-level with agency staff) rather than accessing an empty seat that is available now. It is to the newcomer's advantage to be connected to many agencies and the supports that they offer rather than limiting their options by trying to do everything with one service provider.

- L3.1 ~Convene service providers who deliver LINC classes to develop a formal partnership with the intent of creating a centralized tracking process to inventory and better predict seat requirements in advance.
- L3.2 ~Examine current processes used by each language provider to track their LINC clients. Detail the type of database/software used, the data fields used, the frequency information is documented, and reporting methods. Develop the centralized tool.
- L3.3 ~Develop and implement a communication plan for service providers. This plan would have two components: the first is for the service providers to share centralized tool results with each other and with IRCC to better assess upcoming language benchmark needs and the second component is to coordinate messaging to newcomers to help them move through the settlement cycle by accessing what is available to them now instead of delaying service access. Bridging service access is a valuable life-skill for the newcomer to have.
- L3.4 ~Utilize the ESL model to its full capacity given there is more flexibility with it than the LINC model. Develop an "ESL +" program that addresses gaps that arise through LINC (i.e. clients who score high in reading and writing but low on speaking and listening could have a standalone opportunity to focus solely on the language element that needs the most work without having to spend unnecessary time going over concepts they already excel in. This will help reduce disengagement amongst newcomers who drop out of LINC altogether because they feel it is not an efficient use of their time).

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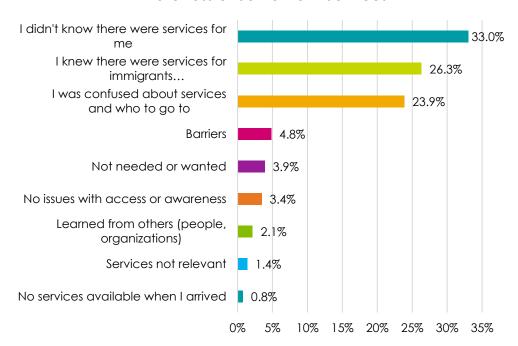
L4. Develop a mechanism to better inform newcomers about language improvement options available to them



It can be challenging to find a single mechanism to seek out newcomers in Calgary given inconsistent service-usage, secondary migration and inter/intra-provincial mobility, and differences between the immigration classes when it comes to the level of support the newcomer receives. One-size fits all approaches (websites, brochures, etc.) that aren't targeted to the specific circumstance of the newcomer don't resonate as well as information that is relevant to their immediate situation. Depending on where the newcomer is on the settlement and integration spectrum, their need for information and support will evolve but they don't necessarily have a blue-print to follow through the transition process as they start to require different services.

L4.1~Support the Social Capital working group's development and implementation of a Newcomer Information, Orientation and Service Referral Initiative. Ensure that language service providers are well-represented and put forth a sound plan to meet newcomers' language needs.

Awareness of Settlement Services



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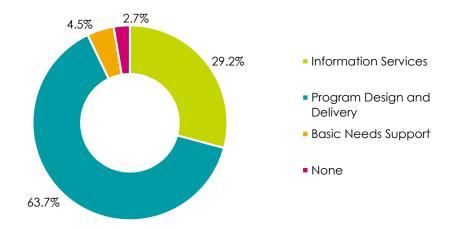
L5. Establish promising practices that have been successful elsewhere that could be adapted for Calgary



With heavy workloads and challenging financial times it can become easy to focus on immediate operational tasks at hand without having as much time as desired to sit back and reflect on practice models and seek out new approaches. LIPs play a coordinating function therefore they are well-equipped to carry-out supporting activities such as environmental scans in addition to pooling learnings from their LIP colleagues in other centres where they've had success in overcoming challenges.

- L5.1 ~Conduct an environmental scan of promising practices around language programs in municipalities and share the information on the CLIP website. Programs that reduce barriers (i.e. childcare, transportation, etc.) in addition to delivering language services will be distinguished.
- L5.2 ~Include local promising practices (i.e. delivering language courses online through a home study program at Calgary Immigrant Educational Society) in the scope of the environmental scan. Local examples that are working well (especially those with waitlists) should be prioritized for expansion and implementation. Operational requirements (i.e. IT technical support) should be scoped for replication.
- L5.3 ~Publicly recognize agencies that choose to adopt promising practices to strengthen their service-delivery.

Suggestions for Improving Settlement Services



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SOCIAL CAPITAL ACTIONS



RESULT

Immigrants in Calgary have a high quality of life.

SUB-RESULT

1.3 Immigrants in Calgary are fully engaged in all aspects of community life

STRATEGY

1.3A To undertake actions that support immigrants to build social capital

LEAD CLIP SECTOR IN DEVELOPING THE ACTIONS FOR THIS STRATEGY

Funder sector, the United Way of Calgary and Area

SECTORS RESPONSIBLE FOR IMPLEMENTATION

	SECTOR											
Arts & Culture	Francophone	Indigenous										
Civic Partners	Funding bodies	Justice										
Economic	Government Fed.	Language										
Education K-12	Government Prov.	Mental Health										
Education Post-Sec	Government Mun.	Settlement										
Ethno-Cultural	Health & Wellness											
Faith	Housing											

SOCIAL CAPITAL ACTIONS

SC1. Generate social capital through a geographic approach



SC1.1 ~Identify key starting points for community mobilization around newcomer needs. Consult with Hub leads who have expertise in the strategic geographic locations where Hubs exist.

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SC1.2~Expand the use of hubs to include additional cultural brokers and Neighbourhood Immigrant Settlement Workers to build trust in assessing newcomer needs and assets. Work with CLIP Council sectors to support local work-space needs if required. The hubs would like to be able to offer services in their patron's native tongue whenever possible.

SC1.3~Map capacities, services and needs across Calgary. CLIP to carry-out spatial analysis and share with community and service providers.

SC 2. Generate social capital within immigrant communities themselves



Taking an asset-based approach, look to expand the strengths immigrant communities possess to maximize benefit not only to themselves but also to other immigrant communities that may not be as established in Canada. Optimize social capital that is already being generated within immigrant communities.

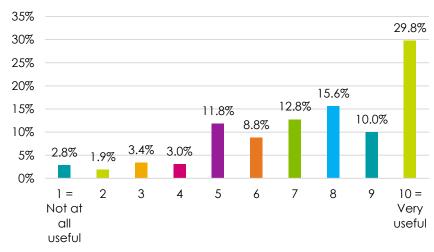
SC2.1~Identify natural helpers and connectors within immigrant communities to maximize effectiveness of community initiatives. Provide mentorship opportunities between agencies and community to build autonomy and capacity.

SC2.2~Provide continuity to an episodic initiative and measure the effectiveness of it. Many newcomer initiatives are temporary without the ability to be sustained.

SC2.3~Devise mentorship-supportive systems within communities, including fostering the community's capacity for advocacy to participate in more long-term system change.

SC2.4~Develop an engagement strategy for women in immigrant communities. Research shows higher measures of success in initiatives with women.

Usefulness of Support Networks in Canada



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SC2.5 ~Support leadership development initiatives to increase capacity of community organizations and individual leaders to engage and organize their communities and to be more active and able partners in supporting newcomers settle, integrate and participate.

SC2.6 ~Increase community participation in agency service design and implementation.

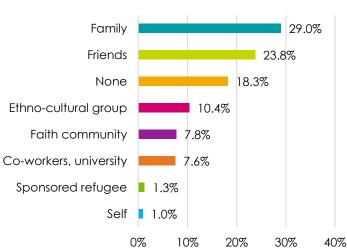
SC3. Develop tools to embed social capital in service/program design, delivery and funding



Calgary has the benefit of having a Collaborative Funders Table, specifically for newcomer-related initiatives. Operating as a collective, there is a will to better coordinate calls for proposals, work on joint funding opportunities, and share knowledge and information they glean from distributing funds in the community. Funders have a lot of expertise in knowing the programs they fund and understanding what makes for a successful proposal, including criteria for achieving the outcomes the applicant sets out to achieve.

SC3.1 ~Examine usage of grants by newcomer communities to assess the gap between the small grants they obtain and the size of grant they require to move them ahead on their initiatives. Identify the barriers of immigrant communities to obtain and manage larger grants.





Study the trajectory of an immigrant community after a grant has been accessed to learn about the outcomes that are achieved and the deficits that remain. Share learnings with funders, immigrant communities and service providers who can assist the community in strengthening their capacity for future grants.

SC3.2 ~Fund an initiative that brings together community-based groups. Support efforts around employability and language capacity, key priorities amongst newcomer populations.

SC3.3 ~Expand successful peer support models (i.e. older adults supporting older adults).

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SC4. Undertake an asset-based initiative to activate potential partners



Incorporate social capital and an asset-based approach to a newly proposed Newcomer Information, Orientation and Service Referral Project and utilize hubs as a focal point.

SC4.1 ~Lead the development of a one-stop intake/needs/asset assessment process to ensure newcomers are best connected to the services available to them. Work with other working groups and community stakeholders to incorporate elements from each of their priority areas.

SC4.2~Utilize data and evidence to track progress on the initiative through the CLIP dashboard and evaluate the project 18 months after implementation to share learnings with stakeholders.

SC4.3~Develop a communications campaign for mainstream service providers to capture newcomers that may not be connected to settlement agencies (i.e. grocery stores, recreational facilities, transit sites, etc.)

SC4.4~Use volunteers, cultural brokers, and hubs to better connect people with the Newcomer Information, Orientation and Service Referral initiative.

SC4.5~Incentivize usage of the system by remunerating newcomers who complete the process.

SC5. Increase newcomer civic participation



Newcomers go through various stages of settlement and understandably, their immediate priority is around basic needs. When their basic needs have been met, and they have a bit more capacity to focus on their broader community, there needs to be an avenue to build civic participation mechanisms so that their important voices can be heard. Immigrants are impacted by their greater community so they should play a key role in influencing it. A stepping stone is required to create a platform for common understanding of civic processes.

SC5.1 ~Pilot an adapted "City Hall School" model (typically for children) for adults on periodic evenings to expand their knowledge and understanding of civic processes in a comfortable, friendly, accessible manner.

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SOCIAL INCLUSION



RESULT

Immigrants in Calgary have a high quality of life.

SUB-RESULT

1.3 Immigrants in Calgary are fully engaged in all aspects of community life

STRATEGY

1.3B To undertake actions that foster active and meaningful connections between newcomers/immigrants and host communities that result in social cohesion*

*Note: The working group modified the strategy wording to result in social inclusion rather than social cohesion as they felt cohesion could be interpreted as newcomers needing to conform to the host country rather than belonging in it.

LEAD CLIP SECTOR IN DEVELOPING THE ACTIONS FOR THIS STRATEGY

Settlement Sector, The Centre for Newcomers

SECTORS RESPONSIBLE FOR IMPLEMENTATION

	SECTOR											
Arts & Culture	Francophone	Indigenous										
Civic Partners	Funding bodies	Justice										
Economic	Government Fed.	Language										
Education K-12	Government Prov.	Mental Health										
Education Post-Sec	Government Mun.	Settlement										
Ethno-Cultural	Health & Wellness											
Faith	Housing											

SOCIAL INCLUSION ACTIONS

SI1. Develop a mentorship/buddy system/peer support model to address knowledge gaps amongst newcomers



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Trust is a key element to accessing and building relationships amongst newcomers. Utilizing informal mechanisms such as mentorship/buddy systems/ or peer support models provides a gradual approach to learning new skills and making human connections in the host community as well as with other newcomers. This theme came up across many of the working groups as an integral consideration for bridging cultural gaps and developing relationships, leading to cultural inclusion.

- S11.1 ~Develop and expand on existing mentorship/buddy systems/or peer support models as a low-cost opportunity to build social inclusion. Tailor existing models to have a newcomer lens. Ensure there are two streams created: Cultural mentorship and Professional mentorship to balance personal needs and economic needs. Focus on four sectors: Education, Settlement, Programming, and Faith.
- S11.2 ~Establish a mentorship system for older adults. Older adults can often be excluded from mentorship opportunities since mentorship is often associate with employment. Inter-generational opportunities should also be considered.

SI2. Alleviate financial barriers to community inclusion



Having opportunities to connect with others, both through formal programs as well as through unstructured time, leads to cross-cultural connections and friendship development. Using local buildings whenever possible can help to alleviate transportation barriers, and subsidy programs like Fair Entry help to minimize financial burdens when there is need to use public transit to travel greater distances across Calgary.

There is an initiative underway with the Calgary Board of Education, The City of Calgary, and United Way of Calgary and Area to better coordinate and make use of empty schools after the school day ends. This will provide an avenue to increase local recreational activities so that people can form bonds with their neighbours and their community.

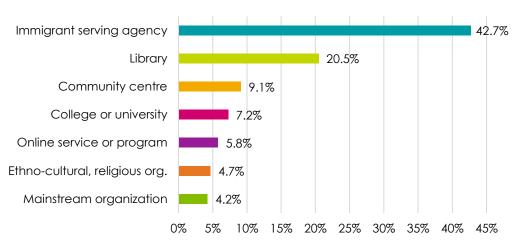
Using a continuum perspective, actions put forward are mindful of the transitions newcomers will make from newcomer-centric activities towards newcomer/mainstream activities.

SI2.1 ~Promote subsidized service access (i.e. Fair Entry program) for lower-income newcomers so that they can fully participate in recreational activities and have transit access to get there.

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Organization Delivering Settlement Services



SI2.2 ~Broaden the use of K-12 schools after the school day ends through the shared spaces initiative. Identify Community Association buildings on a regional model that could be utilized for social activities and seek funding to offset costs that may be prohibitive. Community associations are registered not-for-profits and they need to remain financially viable. Funders that can play a role in offsetting costs will open-up occasions for gatherings without threatening the viability of the venue.

SI2.3 ~Utilize the Aboriginal Friendship Centre as a model for fostering belonging, bringing people together and being inclusive to all who would like to participate.

SI2.4 ~Work towards providing a continuum of program opportunities for children and youth through the creation of targeted newcomer programs which lend themselves to supporting readiness for successful participant transition into mainstream programming.

SI3. Increase collaboration and partnership between service agencies



Agencies have expressed a desire to have a formal partnership model developed to bring consistency to collaborations, particularly in sectors with many players. Looking at the Bow Valley LIP, they have created an Inclusion Charter for employers that is being adopted in other locales. Explore models such as this that could be replicated or adapted to a Calgary context.

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SI3.1~Create a formalized partnership toolkit with joint deliverables, milestones, acknowledgement and recognition methods, and evaluation to be able to collectively move service providers through a continuum of system-changes to better serve newcomers.

SI4. Enhance K-12 opportunities for cross-cultural relationship-building



Schools play a big role in shaping the viewpoints of young people that they carry with them into adulthood. As young people, they can also operate as change-agents within their own families by demonstrating progressive and inclusive viewpoints. Using digital platforms to create a positive, welcoming atmosphere amongst student populations is an attractive communication medium for the demographic.

Parents also play a key role in shaping their schools by participating on school councils. There is an existing model for school councils that includes a handbook for the Calgary Board of Education and for the Calgary Catholic School District. After reviewing the handbooks, it was observed that there is opportunity to strengthen processes to have a council that is reflective of the school population and more promotion of inclusion as an underlying principle.

- SI4.1 ~Initiate a youth podcast initiative so that students have a positive digital forum for sharing ideas in a way that resonates with them as opposed to a traditional training or classroom approach.
- SI4.2 ~Support the CBE in their Indigenous Education Strategy 2017-2020 to incorporate Indigenous knowledge systems (ways of knowing) amongst their newcomer student population.
- SI4.3 ~Review the CBE and CCSD school council handbooks to identify opportunities to include language that promotes inclusion and diversity actions amongst each school. Work with each school board to craft additional language for their handbooks.
- SI4.4 ~Support CBE and CCSD in providing a rolled-up diversity metric to their school councils to be able to evaluate whether their council is reflective of the student body.

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SI 5. Address racism through leadership

Change leadership is the ability to influence and enthuse others through personal advocacy, vision and drive, and to access resources to build a solid platform for change (Higgs and Rowland, 2000).

SI.5.1 ~Address acts of racism and unconscious bias through Community Association leadership to help change the culture of a community if racism persists. Support local leaders by equipping them with strategies and innovative practices to be able to act on negative acts that arise.

SI5.2 ~ Collaborate with Resilience and Infrastructure at The City of Calgary on their goal to "Diversify Calgary's Leadership" by examining policies and processes that Calgary's civic institutions, businesses, and other influential organizations develop and implement to diversify their boards and senior leadership to better reflect Calgary's demographics. In particular, support the journey mapping method they are undertaking in the community by convening newcomers to participate in the process.

SI6. Engage media to encourage positive media coverage about newcomers



The media is a formal conduit for information and they help to shape the viewpoints of their readership in the way they choose to tell stories. Media outlets have taken responsible stances in curtailing negative commentary from readers on their web platforms and have implemented criteria so that comments aren't anonymous which helps to reduce the negative discourse that had been taking place previously. Many news reporters have also demonstrated willingness to add suggested questions to their interviews to provide additional depth and a human angle to their stories, given that the newcomer experience is quite complex. There is optimism that further gains can be made with local media outlets.

SI6.1 ~Develop local core messaging about newcomers that agencies can use when they are giving media interviews to help enforce key messages in a consistent way. Form an advisory committee to develop the messages and house the messaging on CLIP's website for all to access.

SI6.2 ~Convene media leadership to discuss the business advantages of showcasing good news stories and formalize a method to increase positive coverage about newcomers and the contribution they make to society. Settlement agencies identified that media outlets can be willing to add questions that are suggested to them so there is opportunity to be conscientious by adding positive angles in.

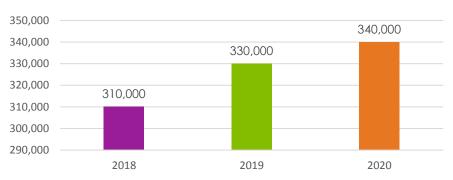
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SI6,3 ~Publicly recognize media outlets that make a concerted effort to promote good news stories about newcomers.

SI6.4 ~Complete IRCC's "Immigration Matters" toolkit and provide them with stories that showcase positive of immigration in a community to share with Canadians as immigration levels continue to rise.

Multi-year Immigration Levels Plan, Canada-Permanent Residents



SI 7. Educate newcomers on the impact of colonialization on indigenous peoples in Canada

The city of Calgary resides on traditional First Nations' territory, is home to the Metis Nation Region 3, and in the current-day, is made up of urban indigenous peoples with rich cultural history from across Canada. It is vitally important for newcomers and Canadian-born residents to broaden their knowledge and understanding of the detrimental effects of colonialism to move towards a path of reconciliation.

\$17.1 ~Engage newcomers on the impacts of colonialism through the Indigenous Education for Newcomers Initiative, a multi-partner initiative that addresses the historic injustice and trauma that has contributed to deep social, cultural, economic and spiritual challenges for Canada's Indigenous people.

SI7.2 ~Through the Truth & Reconciliation Calls to Action (CTA), the Calgary Aboriginal Urban Affairs Committee developed the "White Goose Flying Report" in which Calgary Neighbourhoods at The City of Calgary slated to take action on CTA #93 in a local form, by creating

newcomer information kits in the form of a TRC handout that could be distributed through settlement agencies. This action aligns with The City of Calgary's Welcoming Community Policy. Assist The City in obtaining newcomer input for this CTA.

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Acknowledgements

CLIP would like to acknowledge the many hours contributed by members of the community, newcomers with lived experience, non-profits, government, private sector, employers, academics, CLIP Council, Operational Oversight and IAT members to complete this action plan for the betterment of newcomers in Calgary.





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Performance Measures, Outputs, and Timing

Where performance measures are possible, they are listed below. For actions that are purely an output (i.e. a report) they are captured in the Output section that follows. All measures are categorized according to the Results-Based Accountability category that they conform to.

Results-Based Accountability Lens How well did we do it?

How much did we do? How well did we do it? Is anyone better off?

Employment Performance Measures

- E1.1 % of employers receiving post-hiring assistance provided by the Settlement sector that report an increased ability to support their newcomer employees.
- E1.3 % of employers who participate on the employment council who report the increased collaboration has led to their workplace being more inclusive.
- E1.4 % of employers on the employment council who feel a more positive outlook towards mitigating issues that could arise by hiring newcomer employers.
- E1.5 # of employers who attend an engagement session showcasing settlement agency services.
- E1.7 % of newcomer participants in the employment mentorship program who report a new networking relationship has been formed to help support their integration into the workforce.
- E2.1 % of newcomer participants in co-op/ internships/work placements who report increased knowledge about the workplace they are placed in that could help them with future employment.
- E2.2. % of newcomer participants in a job shadowing opportunity who report learning new skills to help position themselves for future employment with the employer.

Employment Outputs

An employer-support process is crafted and implemented with input from employers, settlement agencies, and newcomers with
lived- experience.
☐ A mechanism is in place for employers to access information on newcomer talent available in Calgary.
□ An employment council is formed.
☐ Dialogue is hosted with the employment council and a plan for acting on perceived issues complete.

CALGARY LOCAL IMMIGDATION DARTNERSHIP

APPENDIX A

An engagement session with employers is hosted to showcase what settlement agencies have to offer and agencies can access
information about the newcomer populations in Calgary.
A partnership with an employer is formed and a skilled-language/employment pilot is implemented.
A new mentorship program for newcomers is delivered.
Additional co-ops, internships and work placements are available to newcomers.
Job shadowing opportunities for newcomers are created.
An inventory of existing "welcome" websites is complete.
Web-trend review is complete to determine if users are accessing information from abroad.
An inventory of private sector websites and social media platforms that newcomers use to inform their settlement is complete.
A communication strategy for utilizing social media platforms to convey settlement information is complete.

Economic Well-Being Performance Measures

Results-Based Accountability Lens How well did we do it?

How much did we do? How well did we do it? Is anyone better off?

EWB1.2 # of attendees at the financial literacy/coaching event.

EWB2.2 % of Financial Literacy documents/brochures/posters that are plain language and easier to understand without jargon.

EWB2.3 % of LINC classes, libraries, and other structured programs that incorporate Financial Literacy opportunities.

EWB2.5 # of service providers who take financial coaching training and feel confident to apply their skills with clients.

EWB2.6 # of free tax clinics offered.

EWB2.8 # of dollars saved through savings programs.

EWB2.9 % increase in train the trainer opportunities.

EWB3.1 # of plain language, multi-lingual financial literacy materials available online

EWB3.2 % of viewers who report that they've learned new information from the video series.

EWB3.3 # of participants who use the webinar.

EWB4.1% of Neighbourhood Immigrant Settlement Workers who have completed the train the trainer course.

Economic Well-Being Outputs

□ Inventory of agencies that have completed Momentum's train the trainer course is complete and gaps are identified.



An event is held for under-represented Financial Literacy agencies.	CALGARY LOCAL
A broader campaign to reach newcomers is implemented.	IMMIGRATION PARTNERSHIP
Newcomer transition periods are identified.	
Financial Literacy promotional materials are newcomer-friendly	
Financial Literacy opportunities are incorporated into LINC classrooms and other structured programs	
A map of Financial Literacy course offerings is complete.	
Host Financial Coaching Training for service providers	
Free community-run tax clinics and benefits navigation for newcomers are delivered	
Non-biased RESP & associated government benefits promotion and navigation for newcomers are incorporated	d.
Savings opportunities for newcomers living on a low-income are provided.	
Volume and frequency of financial literacy train the trainer courses is increased.	
Multi-lingual, plain language financial literacy materials are available online.	
A menu of short videos in a series (under 5 minutes each) on various Financial Literacy topics are available online	e.
Webinars for newcomers and service providers to take training online are available online.	
Financial Literacy is incorporated into a hub Neighbourhood Immigrant Settlement Worker pilot.	
The formal pool of cultural brokers in Calgary (i.e. at Action Dignity; Hubs) are evaluated to determine whether t	hey could take on
a passive Financial Literacy function.	
Financial Literacy content is incorporated on the Calgary Region Employment Services Facebook page.	
Financial Literacy content is added to all electronic monitors at the Income Supports office	

Language Performance Measures

Results-Based Accountability Lens How well did we do it?

How much did we do? How well did we do it? Is anyone better off?

- L1.3 % of language/employment pilot targets met on time.
- L1.4 % level of satisfaction with the pilot outcomes.
- L2.1 # of newcomer women participating in the Pebbles in the Sand program.
- L2.2 % of regional hubs that have a NISW by 2020.
- L3.1 % of language service providers in the partnership to develop a centralized tracking process.
- L3.3 # of newcomers on lower level (<5) LINC waitlists reduced.

CIP CALGARY LOCAL IMMIGRATION PARTNERSHIE

APPENDIX A

L3.4 % of newcomers that participate in an ESL+ language program who report satisfaction with their learnings.

Language outputs

Service agencies that deliver language/employment programs have been convened and a lead for the pilot has been selected.
A partnership with an employer in a high-skilled profession is formed.
An ESL instructional model for higher-level language learners that incorporates content that is tailored towards workforce
integration with the chosen professional employer is complete.
The customized language/employment course is piloted and evaluated.
The Pebbles in the Sand program is expanded.
Winnipeg's Neighbourhood Immigrant Settlement Worker model is adapted for Calgary and connected to regional hubs.
An arts program is crafted for elderly newcomers.
A centralized tracking system is developed for language providers to better track and predict seat requirements.
A detailed examination of each language provider's systems are documented.
A communication plan is in place for language service providers and their clients.
Language providers have crafted and "ESL+" program.
The language providers contribute towards the proposed Newcomer Information, Orientation and Service Referral Initiative
(NIOSR); data and evidence from the proposed initiative is included on the CLIP dashboard, and the project is evaluated.
Newcomers who don't access settlement services are reached through a broad communication campaign, volunteers, cultural
brokers, hubs, and they are compensated for participating in the NIOSR.
An environmental scan of promising language practices, including local examples, is complete and programs with positive
outcomes are slated for expansion.
Innovative service delivery models that are used by language providers are recognized publicly.

Social Capital Performance Measures

Results-Based Accountability Lens

How much did we do? How well did we do it? Is anyone better off?

SC1.1 % of community hubs that have been consulted on newcomer priorities within the allotted timeline.



- SC1.2% of hubs that expand to include additional cultural brokers and NISW.
- SC1.3 # of maps produced for the community.
- SC2.1 % level of knowledge change resulting from an agency mentorship opportunity, measured through a pre- and post-test.
- SC2.3 # of mentorship-supportive systems created within communities.
- SC2.4 # of newcomer women reached through new engagement strategy.
- SC2.5 % change in skills learned through leadership development.
- SC2.6 # of community members involved in a program service design exercise.
- SC3.1 # of recommendations made to improve newcomer access and usage of grants.
- SC3.2 # of newcomers that participate in the employment/language-based initiative.
- SC4.1 # of stakeholders involved in building the Newcomer Information, Orientation and Service Referral initiative.
- SC45.1 % of City Hall Night School project targets met on time.

Social Capital Outputs

Hub leads are consulted on local newcomer priorities.
Hubs include additional cultural brokers and NISW.
Maps that are deemed relevant by community and service providers are produced by CLIP.
A mentorship opportunity between agency and community is completed.
A community initiative is identified and sustained beyond its original capacity.
Mentorship-supportive systems are devised within communities, including fostering the community's capacity for advocacy to
participate in more long-term system change.
An engagement strategy for newcomer women is complete.
A leadership development initiative is supported in the community.
Community-based initiatives are supported to address local concerns and opportunities.
The granting process for newcomer communities is examined and recommendations are made.
An initiative is funded to improve employability and language capacity of newcomers.
A successful peer-support model is expanded.
The Newcomer Information, Orientation and Service Referral Project is launched.
An adapted "City Hall School" program is launched.

CALGARY LOCAL IMMIGRATION PARTNERSHIP

APPENDIX A

Social Inclusion Performance Measures

Results-Based Accountability Lens How well did we do it?

How much did we do? How well did we do it? Is anyone better off?

- # of participants in the cultural and professional mentorship programs.
- # of participants in the older-adult mentorship program that report a greater sense of inclusion as a result of the mentorship program.
- # of communication tactics employed to promote subsidy services to low-income newcomers.
- # of buildings that have reduced barriers for community-use.
- # of people engaged to collaborate on the new Aboriginal Friendship Centre model.
- # of participants in the newcomer youth programs.
- % of partners who contribute to the development of the toolkit that adopt it.
- % of youth who participate in the podcast initiative that report a greater sense of inclusion as a result of the podcast initiative.
- % of school councils that receive their diversity metric on time.
- # of Community Associations that have strategies and practices to draw from to combat racism in their communities.
- # of stories about newcomers that are enhanced with positive messaging.
- # of media outlets that are recognized annually
- # of Newcomers and Indigenous People who report an increased understanding of the cultural and psychological impact of colonization.

Social Inclusion Outputs

Two mentorship streams created: Cultural mentorship and Professional mentorship to balance personal needs and economic
needs.
A mentorship system for older adults is created.
Subsidy services are better promoted to low-income newcomers
Reduced barriers to accessing community buildings for social activities
An Aboriginal Friendship Centre model is applied to a newcomer population.
Programs are offered to newcomer youth that will assist them in transitioning to mainstream programming.
A partnership toolkit is developed.
A youth podcast initiative is launched.



A diversity metric is provided to grade-school councils annually.	CALGARY
The CBE is supported in their Indigenous Education Strategy 2017-2020 to incorporate Indigenous knowledge	IMMIGRATI
systems (ways of knowing) amongst their newcomer student population.	
Community Association leadership have strategies and practices to draw from in combatting racism.	
Newcomers participate in the Resilience and Infrastructure journey-mapping exercise to diversify Calgary's lead	dership.
Core messaging about newcomers is developed and housed on CLIP website for all agencies to draw from.	
A mechanism to increase positive coverage about newcomers is devised.	
Media outlets make a concerted effort to promote good news stories about newcomers.	
Newcomers are engaged on the impacts of colonialism through the Indigenous Education for Newcomers Initia	ative.
Newcomers in the community provide input on a TRC handout.	

	Actions		2018	,		20	19			20	20	
	Actions	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	E1.1			Х								
	E1.2				Х							
	E1.3	Х										
	E1.4		Х									
FAARLOVAAENT	E1.5		Х									
EMPLOYMENT COMPLETION DATES	E1.6		<u> </u>			Х			<u> </u>			
	E1.7		<u> </u>				Х		<u> </u>			
	E2.1								Х			
	E2.2					Х						
	E3.1			Х								
	E3.2				Х				<u> </u>			
	E3.3											
	E3.4											





	Actions	2018				20	19		2020			
	ACTIONS	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	EWB1.1	Х										
	EWB1.2		Х									
	EWB1.3				Х							
	EWB2.1			Х								
	EWB2.2			Х								
	EWB2.3						Х					
	EWB2.4							Х				
ECONOMIC WELL-BEING COMPLETION DATES	EWB2.5					Х						
	EWB2.6				Х							
	EWB2.7				Х							
	EWB2.8					Х						
	EWB2.9								Х			
	EWB3.1						Χ					
	EWB3.2											Χ
	EWB3.3										Х	
	EWB4.1											Χ
	EWB4.2										Х	
	EWB5.1	Х										
	EWB5.2	Х						<u> </u>				



	A -1:		2018	,		20	19			20	20	
	Actions	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	L1.1			Х								
	L1.2					Х						
	L1.3						Х					
	L1.4											Х
	L2.1									Х		
LANCHACE COMPLETION	L2.2											Х
LANGUAGE COMPLETION	L2.3	İ						Х				
DATES	L3.1	Х										
	L3.2						Х					
	L3.3	İ							Х			
	L3.4									Х		
	L4.1								Х			
	L5.1			Х								
	L5.2			Х								
	L5.3											Х





	Actions	2018			2019				2020			
	Actions	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
SOCIAL CAPITAL	SC1.1			Х								
	SC1.2										Х	
	SC1.3	İ	Х									
	SC2.1									Χ		
	SC2.2							Х				
	SC2.3			Х								
	SC2.4			Х								
	SC2.5				Х							
COMPLETION DATES	SC2.6				Х							
	SC3.1					Х						
	SC3.2									Χ		
	SC3.3							Х				
	SC4.1								Х			
	SC4.2											Х
	SC4.3							Х				
	SC4.4									Х		
	SC4.5								Х	<u>:</u>		
	SC5.1							Х				



	A	2018			2019				2020			
SOCIAL INCLUSION COMPLETION DATES	Actions	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	SI1.1										Х	
	SI1.2					Х						
	SI2.1		Х									
	SI2.2							Х				
	SI2.3							<u>.</u>		Х		
	SI2.4										Х	
	SI3.1									Χ		
	SI4.1								Х			
	SI4.2					Х						
	SI4.3					Х						
	SI4.4						Х	<u>.</u>				
	SI5.1								Х			
	SI5.2	Х										
	SI6.1					Х						
	SI6.2				Х							
	SI6.3				Х							
	SI6.4							Х				
	SI7.1				Х							
	SI7.2						Х	<u>.</u>				





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