

Strategic Actions for Change:

Working with
Children and Youth
of Immigrant Families

JUNE 2015

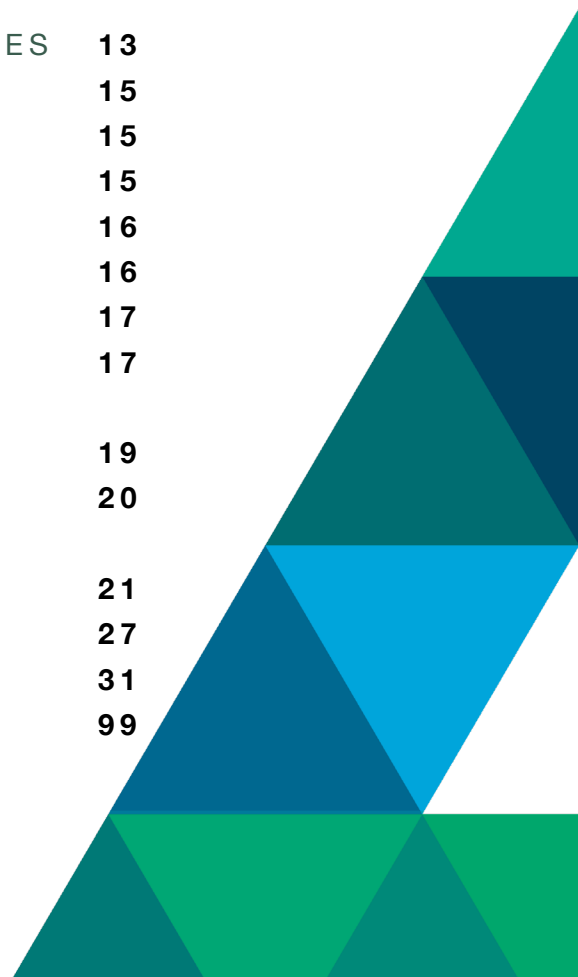


ISCC

IMMIGRANT SECTOR
COUNCIL OF CALGARY

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ABOUT ISCC

& THE CHILDREN AND YOUTH INITIATIVE

The Immigrant Sector Council of Calgary (ISCC) strives to fulfill its mission—to create the conditions of success for immigrants and refugees—by working collaboratively as a cross-sector initiative made up of member organizations that have expertise or a vested interest in settlement and integration for newcomers. The result is an unparalleled ability to recognize the intersections between public policy and systems, identify service gaps or barriers, and work together to strengthen policy and systems-level responses.

One of ISCC's four priority areas is to address issues specific to children and youth of immigrant families (CYIF). ISCC's Children and Youth Initiative (formerly, c.a.r.e. for Ethnocultural Children and Youth) is a comprehensive initiative designed to address the challenges facing CYIF. The initiative was formulated in direct response to the key recommendations highlighted in the 2004 report, *Conversations for Change: An Overview of Services for Immigrant Children and Youth*.

It focuses on four areas:

- Strengthening cultural competencies of service-providers that work with children and youth of immigrant families;
- Improving accessibility, alignment, and coordination of services;
- Conducting, accessing, and promoting research to inform policies and practices; and
- Strengthening relationships with education systems to enhance the development of children and youth.



“ To make their way to adulthood in the 21st century, [youth] face increased challenges in understanding the enormous diversity of cultures, codes, and meaning systems that are a part of contemporary life; and they must learn to collaborate with people from diverse backgrounds. Programs can provide safe and fertile environments for youth to work on these—and many other complex tasks associated with coming of age. ”

(Larson, Perry, Kang & Walker, 2011:162)



GLOSSARY OF TERMS

IMMIGRANT: Any foreign-born individual residing in Canada, including refugees, regardless of immigration class or status; also known as a first generation immigrant.

CHILDREN AND YOUTH OF IMMIGRANT FAMILIES (CYIF):

- Foreign-born children and youth (first generation immigrants); and
- Canadian-born children/youth who have one or more foreign-born parents (second generation immigrants).¹

PERMANENT RESIDENT (PR):

Someone who has been given permanent resident status by immigrating to Canada, but is not a Canadian citizen. This does not include international students, temporary foreign workers, international mobility class, or refugee claimants (CIC, 2014b).

SECOND GENERATION IMMIGRANT/CANADIAN:

Any Canadian-born individual who has one or more foreign-born parents.

1.5 GENERATION:

This term distinguishes first generation immigrant children who immigrate at a young age and are primarily socialized in Canada, from those who arrive later in childhood or youth. These immigrant children may have a developmental experience closer to that of second generation children/youth than to first generation youth who arrive during adolescence, for example.

CHILD: Any individual between the ages of 15-24 years.²

YOUTH: Any individual under the age of 15 years.³

¹ While the needs and experiences vary both within and between these groups, they are discussed together to highlight the distinct experiences of children of immigrants as compared to Canadian-born children of Canadian-born parents (third generation or more). Including both children who are themselves immigrants and those whose parents are immigrants frames this discussion in the family unit, the formation of a multi-cultural identity, and the context of immigration in general. Where a specific subgroup is being referred to, it will be specified.

² Age 12 is commonly recognized as the end of childhood in Canada—and the beginning of criminal liability for one's actions. Within this report, 0-14 years of age is used, based on categories used by Statistics Canada.

³ There are various age ranges used to define 'youth'. Within this report, 15-24 years of age is used, based on categories used by Statistics Canada. Although 18 years is the legal age for adulthood in Alberta, extending this to 24 years of age allows the outcomes of transitions to adulthood to be captured. This is in keeping with an extended age definition of youth employed by government and not-for-profit agencies both internationally and locally (The United Way, 2010).

PROTECTIVE FACTORS:	“...Individual or environmental characteristics, conditions, or behaviors that reduce the effects of stressful life events. These factors also increase an individual’s ability to avoid risks or hazards, and promote social and emotional competence to thrive in all aspects of life, now and in the future” (Centre for Disease Control and Prevention, 2014).
PRIMARY BARRIERS:	Discriminatory barriers imposed upon a person based on unchangeable characteristics such as skin colour or religion.
SECONDARY BARRIERS:	Characteristics which may limit access to resources or opportunities but which are reduced or overcome with time such as language skills or familiarity with institutions and culture (Hulchanski, 1997).
MARGINALIZATION:	“When people are systematically excluded from meaningful participation in economic, social, political, cultural and other forms of human activity in their communities and thus are denied the opportunity to fulfil themselves as human beings” (Rao, 2007:224).
VISIBLE MINORITY:	“Persons who are non-Caucasian in race or non-white in colour and who do not report being Aboriginal” based on self-identification in the national census (StatsCan, 2009).
MULTICULTURALISM:	“Ensures that all citizens can keep their identities, can take pride in their ancestry and have a sense of belonging” (CIC 2012).
ETHNOCULTURAL ORGANIZATIONS:	“‘Transitional Organizations’ that welcome and help people adjust to and facilitate their participation in community life... connect community members to services and resources in the community...[and] support the effective and efficient delivery of services by channelling constructive feedback to service providers on the accessibility and effectiveness of their services” (ECCC, 2013a).
IMMIGRANT SERVING AGENCIES (ISAs):	Support programs and services directed specifically at specialized needs which arise from the process of immigration, resettlement, integration, and acculturation; for example, English language learning.
MAINSTREAM ORGANIZATIONS:	Institutions that serve the population at large; for example, the public healthcare, education, and justice systems.
COMMUNITY DEVELOPMENT AGENCIES/PROGRAMS:	Programs or initiatives that support community inclusiveness and responsiveness to changing sociocultural realities; for example, those which foster multicultural knowledge building and inclusive communities.



INTRODUCTION

It is widely acknowledged that immigrants have inequitable socioeconomic outcomes in Canadian society when compared to their Canadian-born counterparts, with particular adversity in the first years of residency and for particular subgroups. These disadvantages also affect children and youth of immigrant families (CYIF), increasing the likelihood of poor developmental outcomes and under-participation in the various facets of life in Canada—the consequences of which reverberate in generations to come.

Reducing the challenges that CYIF confront is important in the context of Calgary, where there is significant and continued growth of the foreign-born population. This growth increases demand on the services in place to support newcomer settlement and integration, and on the mainstream services which must adjust to the changing socio-cultural realities of the populations they serve.

Considering these developments, the ISCC Children and Youth Committee recognized a need for an overall review of the initiative in accordance with the new realities, challenges, and opportunities for agencies and other key players contributing towards improving quality of life for children and youth of immigrant families. *Children and Youth of Immigrant Families: Strategic actions for change*, builds from *Conversations for Change: An Overview of Services for Immigrant Children and Youth* (2004) to offer an update on the realities, challenges, and opportunities for immigrant children and youth, and children and youth born to immigrant parents, who are growing up in Calgary today.

This research report offers a summary of the current context in which children and youth of immigrant families (CYIF) are living and includes a baseline inventory of services mandated to support the equitable outcomes of that population. The research also examines the critical role and relationships of people who contribute to these children's well-being—such as parents, teachers, and community support workers.

Strategic Actions for Change: Working with Children and Youth of Immigrant Families, research project is most concerned with understanding and further developing a system of services to support CYIF at home, school, and in the community to ultimately promote this populations' full and equal participation in all aspects of Canadian society. Through a review of literature, focus groups, an inventory of services, critical analysis, and ongoing stakeholder engagement, this research seeks to understand:

- The needs and strengths of CYIF in Calgary;
- The system of services available to support CYIF in the city; and
- The capacities and gaps in that system.

The goal of the research is to create an up-to-date baseline understanding of the service system in Calgary serving children and youth of immigrant families, and to make recommendations to improve the design of the collective functioning of the system at the service, system, and policy-levels.

METHODOLOGY



The findings of this report are informed by multiple stages of data collection, as discussed below. This mixed methods approach to the research allows for a robust, exploratory analysis of CYIF needs and the system of services available to support those needs.

Stakeholder Engagement: The inclusion of key stakeholders is an important element in this research, from inception through to completion and sharing. This guidance and insight was fundamental to ensuring the work reflects the needs and experiences of community members themselves and that it is useful to those invested in the outcomes of CYIF in Calgary. This engagement included:

- Ongoing strategic direction and input provided by the ISCC Children and Youth Committee members;
- Project launch event and interviews (13) designed to gather preliminary guidance and insight from service providers, funders, and academics.
- Project summit event and working groups (8) designed to share preliminary findings and gather community input on priorities, strategic actions, and desired outcomes.

Literature Review: Existing academic and grey literature was compiled, reviewed, and critically summarized to provide a base knowledge of CYIF needs and experiences. The studies consulted focus on the last ten years, systems-level and lived experience findings, and, whenever possible, the Calgary context.

Focus Groups: Semi-structured focus groups were held with:

- Youth (18-30 years) who had grown up in Calgary as the child of an immigrant parent or who had immigrated to Calgary between the ages of 0-24;
- Immigrant parents with one or more children (3-24 years); and
- Educators working directly with immigrant, second generation, or English language learning (ELL) children, youth, and their families in a direct or administrative capacity.

Participants were sampled purposively with the support of the ISCC Children and Youth Committee members. Each focus group lasted 1-3 hours and included 4-7 participants; individual and organizational confidentiality has been maintained.

Service Inventory: To provide a baseline understanding of the existing system of services in Calgary, an inventory of services and programs which explicitly target children and youth of immigrant families, from 0-24 years, was compiled. The individual program content for this inventory was collected from websites and is therefore restricted to the information available on-line. Data collected for each program includes: target population/eligibility, program content, hours offered, location(s) offered, mode of delivery or access (i.e. drop-in), website and contact information, and additional details of relevance (i.e. multilingual services). While efforts were made to ensure the inventory content is accurate, up-to-date, and comprehensive, there may be gaps due to website inaccuracy, lack of available information, program changes since the time of data collection, and time limitations.

Analysis: Section 1 of this report combines thematic and descriptive analysis techniques to summarize the demographic realities, socio-emotional needs, challenges, and necessary interventions to support CYIF in Calgary, as identified through the literature review and focus group stages of data collection. Section 2 offers a preliminary gaps and capacities assessment of the CYIF service system in Calgary, as identified through the collection of a service inventory, and in relation to the findings of Section 1. Stakeholder engagement processes were employed throughout to verify, inform, and highlight important findings of the research, and to develop the recommendations offered in Section 3.



1. CYIF POPULATION AND EXPERIENCE

1.1 Settlement and Integration into a New Society

All children and youth are undergoing significant developmental processes, the outcomes of which shape their well-being as adults, and the well-being of the community in which they live and contribute. The factors that promote healthy childhood or youth development can be complicated, however, by the intersecting immigration and integration process of the child/youth and/or their parent(s) (Bettencourt, n.d.). As a result, children and youth of immigrant families (CYIF) may demand specialized supports during their development. On the same note, it is necessary for existing services to be sensitive to the context of an immigrant family to ensure equitable and appropriate support is provided.

Immigration is a significant life event which requires settlement and integration into a new society, culture, and system of values—as well as adjustment to separation from friends, family, and lifestyle norms in the place of origin. The process of integration is impacted differently by linguistic, religious, and cultural factors. It is therefore experienced and perceived differently by each newcomer depending on:

- Country of origin;
- Mother tongue and English language proficiency;
- Pre-migration experience and reasons for immigrating;
- Age at immigration and time since arrival;
- Religious and cultural beliefs and values;
- Access to a network of friends or family in the place of landing (Deckers & Zinga, 2012; Oxman-Martinez et al., 2012; Rossiter & Rossiter, 2009).

In Canada, immigration is defined by multicultural policy as a two-way process—meaning integration also requires accommodation on the part of the receiving community, to allow newcomers to maintain their cultural heritage and to ensure their equal access to all local opportunities. In this sense, integration is understood as a threefold process of: cultural maintenance, participation in the larger society, and public accommodation and inclusion.

In practice, however, adjusting to new socio-cultural realities is a challenging and long-term development for both the individual immigrant and the receiving community. Due to the complexity of integration, for both the newcomer and the host society, the immigrant population in Canada has been found to have inequitable socio-economic outcomes when compared to their Canadian-born counterparts. While the various factors that influence this inequity cannot be exhausted here, there is evidence that systemic or primary barriers prevent the full participation of immigrants in all aspects of Canadian society.

Challenges and barriers are particularly pronounced for those who are learning English, face a significant acculturation process, or are subject to discrimination. Refugees are one subgroup of the immigrant population who have the least equitable outcomes due to the increased likelihood of trauma and family separation, for example, which further complicate the integration process (Bragg, 2014; Wilkinson, Yan, Tsang, Sin & Lauer, 2013). Single-parent families, large families, and families with disabilities also have compounding vulnerabilities in the current social structure.

When primary and secondary barriers are reduced, the social and personal well-being of immigrant and refugee communities directly improves (Knight, Johnston, Chan-Maples, & McCoy, 2012). The interest of this paper is to identify the challenges experienced by children and youth of immigrant families, and to build strategies that support their development and reduce marginalizing forces.

1.2 CYIF Demographics

Driven by labour market needs and economic growth, Alberta and Calgary have experienced significant growth of the newcomer population in the past decade.

- **Alberta has the third largest and fastest growing foreign-born population in the country.**⁴
- **Alberta also has a high proportion of second generation immigrants as compared to the national average** (StatsCan, 2013).⁵
- The number of Permanent Resident (PR) arrivals to the Alberta in 2013 was more than double the number in 2004 (CIC, 2014a).⁶
- In 2010, just more than half of immigrants arriving to Alberta were between 25-44 years old—12.3% were youth and 22.7% children (Government of Alberta, 2011).
- The proportion of refugees to Canada is highest within the child and youth newcomer population.⁷
- **The largest proportion of Alberta's foreign-born newcomers settle in Calgary,**⁸ which is the fourth most common and fastest growing urban destination for newcomers to Canada (CIC, 2014a; StatsCan, 2007).
- **The foreign-born population in Calgary is growing faster than the Canadian-born population** (StatsCan, 2007).
- The number of PR arrivals to Calgary in 2013 – 17, 602 people – was more than the total provincial intake in 2004 (CIC, 2014a).⁹
- The main countries of origin of Calgary's newcomer population are the Philippines, India, and China, respectively; while the spectrum of cultural, national, linguistic, religious, and ethnic representation continues to diversify (NHS, 2011c).

In 2011: The **first-generation immigrant** population of Calgary reached **26.2% of the total population** (up from 21.8% in 2001)–22.5% of whom had arrived within the 10 years previous (NHS, 2011c):

- Most (54.9%) were of core working age (25-44 years) at the time;
 - o 7.4% were children; and
 - o 9.2% were youth (NHS, 2011a).

The **second generation immigrant** population, or total population born to one or more immigrant parents, was **21.5%:**

- 29.9% of whom were children; and
- 13.9% of whom were youth.
 - o Therefore, **a total of 47.7% of the Calgary population is foreign-born or the child of a foreign-born parent.**

Of the total population of Calgary in 2011, 18.6% were children:

- Of those children, 12.3% were foreign-born; and
- 34.6% were Canadian-born with one or more foreign-born parents.
 - o Therefore, **a total of 46.9% of Calgary's children are foreign-born or the child of a foreign-born parent.**

And, 13.5% of were youth:

- Of those youth, 20.5% were foreign-born; and
- 22.6% were Canadian-born with one or more foreign-born parents (NHS, 2013).
 - o Therefore, **a total of 43.1% of Calgary youth are from an immigrant family.**

⁴ 57.6% growth from 2006-2010 (Alberta Immigration Progress Report, 2011).

⁵ In 2011, second generation individuals accounted for 19.1% of the population as compared to 17.9% for Canada as a whole (StatsCan, 2013).

⁶ 16,476 PR arrivals in 2004 as compared to 36,636 in 2013, with an average of 26,502 arrivals annually over the ten-year period—9.2% of whom were refugees (CIC, 2014a); not including in-migration from other provinces.

⁷ Of PR arrivals to Canada from 2004-2013, 13.4% of those who arrived under the age of 15 years were refugees and 17.8% of those 15-24 years—as compared to only 8.5% of those 25-44 years (CIC, 2014a).

⁸ On average, 51.3% of newcomers between 2004-2013 (CIC, 2014a).

⁹ Not including in-migration from other provinces.

DEMOGRAPHIC HIGHLIGHTS

CALGARY IMMIGRANT POPULATION

47.7%



TOTAL POPULATION OF CALGARIANS FROM AN IMMIGRANT FAMILY

1ST GENERATION IMMIGRANTS

26.2% OF TOTAL POPULATION

21.5% OF TOTAL POPULATION

BORN TO 1 OR MORE IMMIGRANT PARENTS

2ND GENERATION IMMIGRANTS

7.4%

9.2%

YOUTH

CHILDREN

29.9%

13.9%

CALGARY CHILDREN



34.6% ARE
SECOND GENERATION



12.3% ARE
FIRST GENERATION

46.9%

TOTAL POPULATION
OF CHILDREN
FROM IMMIGRANT
FAMILIES



CALGARY YOUTH

43.1%

TOTAL POPULATION
OF YOUTH FROM
IMMIGRANT
FAMILIES



22.6% ARE
SECOND GENERATION



20.5% ARE
FIRST GENERATION

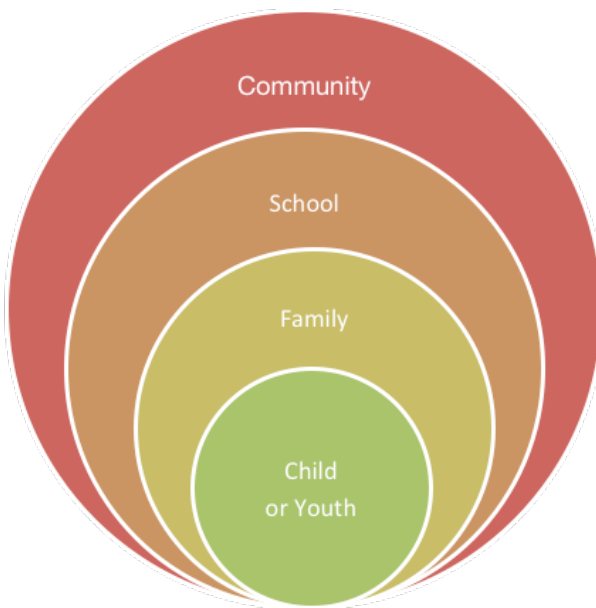


Based on: 2011 National Household Survey Data

1.3 Developmental Outcomes for Children and Youth of Immigrant Families

Developmental outcomes for children and youth are influenced by their experiences and the support they receive in their home, school, and community environments (Van Ngo & Schleifer 2004). The following discussion summarizes some of the challenges faced by children and youth of immigrant families (CYIF) in each of these areas and the supports that may be necessary to overcome them.

This summary is based on previous research findings and supplemented by the comments made by focus group participants in this study. It is important to consider that these challenges are not necessarily experienced by all CYIF and manifest differently for each individual according to their own experiences and perceptions.



1.3.1 Family

Positive family and familial relationships provide stability and security for healthy identity development, well-being, and civic engagement (Public Health Agency of Canada, 2011). In Canada, “parents continue to have the largest impact on the outcomes for their children through parenting and child-rearing decisions” (Human Resources Development Canada & Healthy Child Manitoba, 2003). The family context, in this case as an immigrant family, is particularly important to this discussion as the common factor underlying the population of children and youth being discussed.

Because Calgary’s immigrant population has grown so much in the past ten years, many of today’s immigrant and second generation immigrant children and youth have parents who have themselves arrived only within the past 5-10 years. This means these parents are still in the process of settlement and integration. Support for CYIF will be indirectly fostered, therefore, through support for immigrant adults (including extended family members) in the process of settlement and integration (The Social Planning Council of Ottawa, 2010).

“In order to survive, grow, and thrive, children need caregivers whose own survival, development, and ability to nurture their young are not endangered.”

(Sparrow, 2008:1)

“It is imperative [however] that children’s own experiences are not rendered invisible by concentrating purely on the needs of parents or families” (Oxman-Martinez & Choi, 2014:24). The following section addresses the issues of poverty, cross-cultural parenting, intergenerational tensions, and identity development that may complicate or arise from the family context.

Poverty

Despite the fact that in Alberta, in particular, immigrants are an important source of labour and income to public finances, foreign-born adults are under-employed, underpaid, and more likely to live in poverty than their Canadian-born counterparts (Knight et al., 2012). Similarly, visible minority persons – many of whom are first or second generation – are more likely to live in poverty than non-visible minorities.

The unequal socio-economic outcomes of immigrant parents in turn affect their children by increasing the risk factors for behavioral or developmental challenges, or by limiting the opportunity for protective factors. Immigrant parents are more likely to work multiple jobs, to be unavailable to their children during critical hours, and to live in poor housing and in low-income neighborhoods, leading to:

- Increased stress on the family unit;
- Limited access to resources;
- Increased social isolation;
- Negative influences on health, education, and well-being; and
- Risk of criminal behavior (Cooper, 2001; Hoddinott, Lethbridge & Phipps, 2002).

Focus group discussion with educators indicated that issues of poverty are apparent among some of the CYIF they work with. Some examples of when poverty presented a challenge include:

- Getting support from parents working multiple jobs;
- Supporting the educational attainment of a student who first requires basic nutritional needs to be met; and
- Accommodating a youth who has to miss school hours to support their family through work.

While these issues impact all children, youth, or families experiencing poverty, immigrant and especially newcomer families are disproportionately represented among low-income earners in Canada, as are visible minority families.

In 2005, for example, children in families with two immigrant parents, or where an immigrant parent was the highest income earner, “had a low-income rate of 27% [as compared to] 15% for children of Canadian-born parents...The rate among children in families who recently arrived in Canada (during the previous 5 years) was 42%” (Picot, Lu, & Hou, 2009:17).

In 2006, the poverty rate for racialized persons was 22% as compared to 9% for non-racialized persons. Of the visible minority population living in poverty in 2006, 46% were less than 25 years old (National Council of Welfare Reports, 2012). Because racialized persons and immigrants are over-represented among low income earners in Canada¹⁰, CYIF are at-risk of growing up with limited economic resources.

According to the Calgary Poverty Reduction Initiative’s Children and Youth Poverty Reduction Constellation (2012), children and youth who live in poverty are more likely to experience “barriers to navigating and accessing quality, responsive and equitable educational opportunities...an increased risk of stigmatization and discrimination...an increased risk of violence and trauma...difficulties accessing systems and accessing equitable and responsive supports”. Furthermore, a low family income may mean a youth has to enter the workforce early, presenting a risk for dropping out of school or not pursuing post-secondary education (The Social Planning Council of Ottawa, 2010).

Cross-Cultural Parenting

Parenting and parent-child relations are often challenged by the process of immigration and integration (Cooper, 2006; Dyson et al., 2013). Socio-cultural differences in parenting styles, parent-child relations, understanding of child development, childcare and educational systems, and a lack of extended family resources can complicate family life and parenting post-migration as well as create conflict within the family (Ashbourne et al., 2012, Baobaid & Azizova, 2012; Dyson et al., 2013; ECCCb, 2013; The Social Planning Council of Ottawa, 2010). As focus group participants articulated: immigrant parents often experience a “breach of cultural norms” and rules that “don’t always align with [their] own belief systems”.

For example, focus groups participants identified differing conceptions of freedom, responsibility, negligence, discipline, respect, social roles, and even life stages that can lead to misinterpretation, or misunderstanding between parents and members of the community, teachers, support workers, and even their own child. A number of examples were given to highlight the crucial tensions that arise when the system remains insular to cross-cultural parenting concerns.

For instance, a parent participant narrated an incident where a child was taken away from his parents because the social worker misunderstood cultural norms governing familial ties. The social worker assumed that the child was scared of his parent, while in actuality the child was acting in respectful manner based on cultural values. As a result, this child spent months in care before a mutually agreeable solution could be reached.

¹⁰ It takes 20 years from arrival for immigrant poverty rates to match those of Canadian-born residents (Picot et al., 2009).

Ultimately, parents in the focus group experienced such encounters as a loss of authority in how they raise their children: “The system is telling me I don’t have authority over the kids”; “When it comes to my upbringing, it is the family’s responsibility to raise the kids and the society supports that. Here it is the opposite. I do not have a lot of rights”.

Support in understanding the norms and expectations of parenting or parent-child roles in Canada is helpful for immigrant parents, as is access to affordable and culturally appropriate childcare and counselling. Likewise, it is also necessary to foster cultural awareness in the community and among service providers, so not to create undue barriers for immigrant families (Social Planning Council of Ottawa, 2010).

Intergenerational Tensions

“We are Canadianized –
[our children] are Canadians.”

(Parent Focus Group Participant, 2015)

Intergenerational strain may arise between child and parent due to different rates of language learning and acculturation, and the formation of competing value-systems. As parent focus group participants discussed, children adjust more quickly to local norms (whether born locally or abroad), which can create a communication or values gap between parent and child. The cultural perspectives that parents want to share with their children “don’t click” and can instead become a source of tension in parent-child relationships. As one immigrant parent stated: “to maintain a relationship with your kid you have to compromise”; and sometimes “compromise cultural values which you hold dearly”.

Children and youth, on the other hand, often navigate different roles and behavioral expectations at home (or as compared to their upbringing elsewhere, if applicable) as compared to at school and in the community, which can present a source of tension with parents, as well as challenge their own identity development (Brown et al. 2013; Goldblatt and Sykes, 2011; Rossiter & Rossiter, 2009).

Alternatively, immigrant families often have a strong sense of cohesion which can be a protective factor and an opportunity for empowerment (The Social Planning Council of Ottawa, 2010). The group of youth participating in this study clearly identified their family and parents as their core source of support during times of difficulty while growing up, despite intergenerational differences. Retrospectively, youth participants expressed understanding for their parents’ perspectives and approaches to parenting—even if those approaches were frustrating at times. In their words: “immigrant parents are uncertain so they are more strict” and “parents feel a loss of what they can and cannot do” as they adjust to different norms, values, and expectations.

Family Reunification

In some cases, targeted reunification support, such as counselling, may be required for family members who have immigrated at different times and therefore have to overcome long periods of separation (Bettencourt, n.d.). This was a notable concern, according to focus group participants, for Calgary's Filipino population, many who have immigrated under the live-in caregiver or temporary foreign-worker program. In this case, children are often separated from their parent(s) until sponsored to join them in Canada, which can add another dimension to already significant socio-cultural adjustments. As focus group participants stated, there is support for parent-child reunification but a growing need for more long-term and ongoing support services specific to family re-integration.¹¹

Identity Development

Youths' lives at home, at school and in the media present them with cross-tensions between different ways of thinking. They face the task of coming to terms with this diversity... This task is not just about the self... It includes understanding others, learning how to relate to them, and developing skills to act across different worlds... They must deal with cross pressures, split loyalties, multiple selves, and conflicting value systems (Larson et al., 2011:159).

Identity in contemporary society is increasingly fluid, self-defined, and heterogeneous; inclusive of gender, sexuality, class, language, ideology, age, and more (Gallant, 2008). CYIF may experience increased complexity in their identity development with the intersections of a cross-cultural or minority identity, or due to experiences of discrimination. According to focus group participants, first-generation immigrant children/youth must adapt to a new set of identity markers upon arrival—many of which are imposed, such as a racial identity.

Researchers caution against such impositions or assumed identity affiliations. A Quebec study with second generation youth found, for example, that “while many identify with their parents’ culture of origin—at least in part—not all do” (Gallant, 2008:49). Youth whose parents share a country of origin are more likely to identify with their parents’ culture, however this does not displace a sense of belonging to Canada (or a sub-region), even if not defined as an identity group.

On the other hand, one youth focus group participant spoke about not fitting in with her cultural group of origin because of being considered Canadian, for example, in her manner of speech. Yet, this same youth is treated like an outsider in the larger community because she does not fit the image of a Canadian: “So, I don’t belong anywhere because I am neither enough of one or the other”. Educators were also acutely aware of this conflict, and the criticism immigrant youth often encounter from their cultural peers for “becoming too white”.

This signifies a profound challenge for children and youth of immigrant families, who must navigate dual cultural affiliations, behaviors, or contexts that compound the normative developmental difficulties of identity formation. It is necessary, therefore, that support for children and youth of immigrant families, as all youth, be sensitive to the multiple identities they may be navigating or the ways their identity is not in keeping with dominant norms, so that a healthy identity and self-concept can be formed.

Although it is not until the early teens that identity becomes a central and complex theme of development, the youth focus group identified some important moments in their childhood which created an awareness of difference between the ‘mainstream’ and themselves. In response, the youth attempted to compensate or conceal these differences—from the texture of their hair to their parents’ country of origin. As one participant explained this was not about self-deprecation, but “just trying to fit in”.

“I don’t belong anywhere because I am neither enough of one [culture] or the other.”

(Youth Focus Group Participant, 2015)

Although identity development generally begins with conformity before giving way to critical interrogation and awareness of one’s position within society, this early awareness of difference points to the relevance of early and ongoing dialogue with all children about the reciprocal merits of cultural, linguistic, and physical diversity (Gushue, 1993). The group of youth focus group participants suggested identity struggles become apparent around grade eight or nine and resolve with a re-identification with family and community in the mid to late 20’s. The participants suggested supports in Junior High to develop critical thinking around identity and other-ness. Educators suggested identity support as early as the age of ten years.

Personal resilience is encouraged when children and youth have access to opportunities to strengthen cultural ties with both their parents’ place(s) of origin and with the local community (Cooper, 2006; Kymlicka, 2010). According to youth participants in the study, although cultural or religious differences may have set them apart during some periods of childhood or adolescence, these core teachings ultimately contributed to their sense of self once they were able to integrate them.

This integration or “merging” of different cultural affiliations required, for them, adaptation to context and learning to sometimes be “more one [cultural identity] than the other”.

¹¹ A more detailed analysis of the existing research on family separation and reunification, and the impacts on children and youth in particular can be found in: Toronto Public Health. (2011). Family Separation and Reunification of Newcomers in Toronto: What does the literature say? http://www1.toronto.ca/city_of_toronto/toronto_public_health/healthy_communities/mental_health/family_separation/files/pdf/fsr_newcomers.pdf

The youth participants found they were able to become more open to, identify with, and even embrace their own or their parents' country, culture, or religion of origin more so with age and maturity. This was further supported by:

- Exposure to their or their parents' countries of origin;
- Interaction with others who share their history or characteristics;
- Exposure to diverse contexts;
- Open-minded friends;
- Higher education and critical thinking skills; and
- Travel.

The parent focus group participants experienced that children become much more open to learning about their parents' culture of origin with competency in the corresponding language—enabling them to engage with music, books, and films they otherwise might have dismissed.

1.3.2 Education

For children and youth, the school environment is a primary site of socialization and acculturation, the outcomes of which impact long-term social, political, and economic integration (Van Ngo, 2009). While poverty and language are strong indicators of academic performance, it is argued that schools can overcome the impact of such influences by employing strategies which support all their students to succeed (The Fraser Institute, 2006, as cited in Naqvi, Thorne, McKeough & Pfitscher, 2010). Youth's connections with caring teachers and adults at school and positive academic engagement are protective factors (Oxman-Martinez & Choi, 2014). Therefore, schools have been identified as an ideal location to provide, or provide links to, support for CYIF and their families (Bettencourt, n.d.).

Overcoming cultural differences in interpersonal communication, teaching styles and expectations, course content and mode of delivery, and even modes of testing and definitions of intelligence can present challenges or even barriers to the full academic and peer integration of CYIF, the involvement of immigrant parents in their child's education, and the preparedness of teachers and administrators to serve their student body. The following discussion addresses the complexities of language learning, immigrant parent and CYIF inclusion and integration into the school system, educational content and approach, and the current Alberta Education context.

Language Learning

Educational outcomes for CYIF are particularly complex in the context of language learning, which may challenge academic achievement, peer integration, and ultimately labour market participation (August & Shanahan, 2006, as cited in Naqvi et al., 2010; ECCC, 2013b).

Support for language learning is very much relevant in the context of Calgary, which has the highest proportion of English Language Learners (ELL) in the province (Alberta Education, 2013). Many CYIF may have no or limited English language fluency (the dominant official language used in Calgary) when they enter school or speak a language other than English at home. In 2011, (while not necessarily CYIF) as many as 1 in 5 children and youth in Calgary had a non-English mother tongue.¹²

One in four non-charter public school students in Calgary are English Language Learners.

More recently, the two major public school boards in the city documented 1 in 4 students who are ELL.¹³

ELL children and youth are widely recognized to be at higher risk of not completing high school than their non-ELL peers. Although basic proficiency of a foreign language may be acquired in two to three years, it takes five to seven years to develop the content-based proficiency needed for full participation in the education system (Cummins, 2000, as cited in Rossiter & Rossiter, 2009). This may demand accelerated language learning for a number of years, depending on the age and abilities of the student upon entry into the local school system. Outside academic support may also be necessary, such as tutoring or homework help.

Continued support of the student's first language (and culture) is also important to maximize the effectiveness of literacy interventions as well as to foster a healthy identity (Cummins, 2001; Mody, 2005; Taylor & Bernhard, 2005 as cited in Naqvi et al., 2010). Multilingualism has positive cognitive benefits for all students. The use of Dual Language Books in mainstream Alberta classrooms, for example, was found to benefit both linguistic minority and linguistic majority children, as well as provide teachers a means of connecting with those language minority students and their parents. It is important, therefore, that both established and incoming teachers recognize and are given the tools to foster the linguistic and cultural assets of all students in their classroom (Naqvi et al., 2010). Immigrant parent focus group participants advocated for the Canadian school system to broadly adopt bilingualism and felt all students would benefit from immersion programs.

The youth focus group participants in this study provided some further insight around ELL. They underscored the point that proficiency in language was often presumed or incorrectly assigned based on the parents' mother tongue (even when the child speaks English as a first language); or accent (even though from an English-speaking country); or country of origin (even when English-speaking). One participant—a native English speaker—recalled that her mother fought to have her English proficiency tested after she was automatically designated as an ELL student because of her accent and country of origin. Her test scores revealed that, in fact, she was ahead of her peers. She concluded: "judgements and assumptions are (often) made because you are not from the U.S. or Canada".

¹² 20.4% of the 0-14 age cohort; 21.7% of 15-19; and 19.7% of 20-24 (NHS, 2014).

¹³ In the 2013-2014 school year: 26.2% of the Calgary Catholic School District student population (CCSD, 2014) and 24% of the Calgary Board of Education student population (CBE, 2014).

Youth focus group participants pointed out that English language competence is conflated with level of intelligence or capacities in other areas. They spoke about how students are assigned into classes based on their English language levels, regardless of demonstrated subject-specific proficiencies.

For those who were learning English, this was a complex and at times frustrating endeavor. Students were often labelled as a ‘problem-child’ when they were simply not understood or sufficiently supported with their language needs. One participant recalled that: “I couldn’t formulate what I wanted to say so I reacted physically...and was put on Ritalin (for years)”. Later, it became apparent that she did not need to be medicated but required linguistic support.

The presence of adequate support and mentorship within the school system, particularly in terms of official language acquisition, can increase academic success and rate of completion, as well as increase labour market integration and community participation of CYIF. Educators, who participated in focus groups, emphasized their own need for supports in this regard. The demographic profile of their classrooms has changed so quickly in the last ten years that every teacher is now also an ELL and literacy educator, though not all have been trained or given the tools for this role. Participants identified a need to address not only teacher training but ways to support existing teachers whose job and skill requirements have changed so drastically.

Inclusion and Integration of Immigrant Parents

Immigrant parents, as confirmed by focus group participants, tend to highly value their child’s educational opportunities and achievement in Canada, however may require special support, such as access to translation services, to foster understanding of and feel included in the Canadian educational system.

Educators, parents, and youth in the focus groups all recognized that parents struggle to understand their role and rights within the school system. Parents mentioned the differences in, and lack of clear information about, the education system as a primary and ongoing challenge, ultimately leaving them “in the dark”. In one stage of stakeholder engagement, an immigrant parent participant shared that her child’s teacher thought she was not engaged in her child’s educational progress because she was not signing her school agenda each evening. The mother had been reading it consistently, but was not aware of the explicit instruction to sign the agenda.

The parent focus group participants were interested in ways to be involved in their children’s schooling but unsure about appropriate involvement or expectations. The focus groups mentioned language skills, gender norms, experience with technology, and taboos around educational labels as potential barriers to parent-educator collaboration. Educators also recognized that some immigrant parents, especially newcomers, may be less available to support their children with school events or homework, or to afford extracurricular support, due to their economic and employment status (ECCC, 2013b).

Educators emphasized the need for ongoing and diverse strategies to connect with parents and to orient them to the

school system(s) in Calgary. Educators similarly recognized that their own culture of learning, and communication strategies, were not necessarily appropriate for all families, but that this required ongoing training and exposure to learn new tools and strategies and to understand the complexity of immigrants’ experiences.

Inclusion and Integration of Students

Integration support into the school system may be critical, in particular, for immigrant children and youth who have experienced schooling in another country where there are different educational approaches, means of discipline, or behavioural expectations. Others may have no, little, or interrupted formal schooling due to pre-migration experiences and require particular types of intensive supports to integrate into the local school system. Educator focus group participants were particularly concerned for refugee youth who, in addition to irregular or interrupted school access, may have experienced trauma and require additional psychosocial and academic support outside of what can be provided in the classroom.

Participants also indicated a students’ need to support their family financially or to broker interactions with parents as a potential barrier to their own learning if not recognized and/or accommodated within the established educational structure.

Making friends and inclusion with peers is very important to youth, subjectively and developmentally, and a central element of the school environment. Positive relations with peers are a protective factor for youth (Public Health Agency of Canada, 2011), however peer integration can present a challenge when navigating linguistic or cultural differences—differences which may become a source of discrimination and isolation, and limit academic achievement and psychosocial functioning (Oxman-Martinez et al., 2012).

A nationwide study of ethnocultural youth in Canada found 25-37% who reported experiencing discrimination by peers or teachers (Oxman-Martinez et al., 2012). In a follow-up study, peer and teacher discrimination, as well as isolation from participation with peers and feeling disconnected from others, were found to negatively impact the self-esteem, social competence, and academic performance of immigrant children (Oxman-Martinez & Choi, 2014).

One youth focus group participant explained that she learned to cope with discrimination by not speaking in class: “I learned that if [the teacher] could link my name to how I look, my grade would be lower”. Another participant reported being steered into non-academic pursuits based on assumptions rather than her abilities or interests.

The educator focus group participants emphasized the importance of supporting positive interactions between all students and of dispelling stereotypes and labels (often perpetuated by the media) that circulate among the student population. They shared anecdotes of media representations directly fueling negative interactions between students.

The formation of a sense of belonging or inclusion has also been found to be impacted by the ethnic make-up of the school population, with students who feel co-represented by their peers having a stronger sense of belonging.

However, students also benefit from opportunities, such as extracurricular activities, that ensure different groups of students are interacting with one-another (Benner & Graham, 2009). Educator focus group participants suggested a more diverse and representative teaching staff, including gender representation of males, and the accreditation of internationally trained educators as “a long term problem” in need of attention.

Educational Content and Approach

As Calgary’s schools become increasingly diverse and society more globalized, cross-cultural knowledge and accommodations are necessary to support teachers, administrators, and (minority and majority) students alike—and need to be integrated into curriculum content and delivery (ECCC, 2013b; Knight et al., 2012; Russell & Van Kampen, 2011).

The focus groups with educators and youth identified possibilities for adjustments in curriculum but also in teaching strategies which allow students to incorporate their own histories, knowledge, language, and culture into existing curriculum requirements. For example, two youth focus group participants talked about classroom experiences (one in junior high school, the other in university) where the teachers used broad generalizations or incorrectly discussed issues pertaining to their country of origin—and then disregarded the students when they corrected them. These participants expressed that these teachers could have instead used the opportunity to turn to the student as the expert and invited them to share their first-hand knowledge and experiences with the class—empowering the students’ own basis of knowledge as well as fostering greater cultural understanding in the classroom.

As one participant expressed, “Canadian culture teaches about French and Anglo-Saxon roots, and to an extent about Aboriginal culture, but forgets about the rest of the histories that have built the country we have today”. To this end, focus group participants felt that multiculturalism and cultural awareness should be embedded in curriculum and teacher training.

Educators acknowledged their need for support to adjust to changing student profiles. “The student population has changed and it takes a long time to learn new techniques...it is a challenge to keep up”. Teachers themselves were subject to feeling isolated and experienced stress due to the accountability which rested on them for all their students to succeed. It was mentioned that even where concrete curriculum changes do not take place, educators can be empowered and given the tools to work with content in a way that meets both the Alberta Education requirements and accommodates cross-cultural knowledge and modes of learning.

The Alberta Education Context

Educator focus group participants shared concerns about class sizes increasing (to as many as 37 students) without necessary funding for classroom supports. The student population in Alberta is expected to grow overall, especially learners in Kindergarten to Grade 3 (Alberta Education, 2013).

“The student population has changed and it takes a long time to learn new techniques...it is a challenge to keep up.”

(Educator Focus Group Participant, 2015)

This will demand more facilities, capacity, and teachers. Because the immigrant population is primarily responsible for rising birth rates in Alberta, the student population is likely to show an even higher proportion of first and second generation immigrant and ELL children in the coming years.

The demand for teachers will be stretched by the growth of the student population in Alberta’s schools, compounded by the fact that many teachers are expected to retire and the number of incoming new teachers is not expected to fill demand (Alberta Education, 2013). By recruiting immigrant teachers or addressing the accreditation of internationally trained educators the demand for educators can be filled and a more diverse and representative staff created.

Of note to the Alberta education context, is the new Education Act which was passed in 2012 and is in the final stages of approval. This new Act includes a few significant changes which may affect the educational experiences of CYIF, such as an increased compulsory age for attending school, from 16 to 17 years, increasingly the likelihood of high school completion.

The new Act also includes an increased age cap for access to publicly-funded education, from 19 to 21 years old.¹⁴ This increases the likelihood that students in need of specialized supports will complete high school, by increasing the time limit in which they can do so. This may also benefit students who arrive to Canada with no or disrupted formal schooling, as well as provides an opportunity for students who may have dropped out early to return to school and complete their studies. Educator focus group participants, however, questioned the appropriateness, for young adult students, to be learning in a high school environment and hoped this would be addressed.

Another notable change is the emphasis on “welcoming, caring, respectful and safe schools” (p.2), an inclusive education system which entitles students to specialized supports where needed, and diversity as a “positive and enriching aspect of the learning environment” (p.3). Furthermore, the proposed Act expands opportunities for the creation of charter schools, which may encourage the formation of educational institutions that respond to the specific needs of certain communities or learners.

¹⁴ See Education Act: Frequently Asked Questions, 2012: <http://education.alberta.ca/media/6663446/education-act-2012-faq.pdf>

1.3.3 Community

Broader community integration and belonging can be challenging for children and youth of immigrant families in ways similar to home and school life (and is impacted by outcomes in those areas), particularly in terms of adjusting to cultural differences, managing dual or multiple identities, and accessing culturally-relevant programming, activities, or mentors. CYIF need strong anchoring in both their traditional and Canadian culture to improve personal resilience in community life (Cooper, 2006; Kymlicka, 2010). Support for immigrant families is required, not only to understand local value systems, but to take pride in and preserve their ethnic, cultural, or linguistic heritage. This also means supporting multicultural knowledge building within the community at large. The following discussion speaks to community-embedded challenges experienced by CYIF related to belonging and discrimination, labour market integration, criminal justice, and transitioning to adulthood.

Belonging and Discrimination

Immigrants' experience of discrimination is well-documented in literature on integration. CYIF may also perceive or be subject to inequity and discrimination in their daily life—whether directed at themselves, their parents, or their ethnocultural community. In a regional review of the state of multiculturalism in Canada, second generation youth were identified as a group vulnerable to exclusion and in need of dedicated research to understand which underlying processes and factors limit their social inclusivity, such as minority status or the impacts of their parents' socioeconomic outcomes (Kymlicka, 2010: 31).

Visible minority populations are recognized to be most at risk of discrimination in Canada—which can also be perpetuated by linguistic, religious, or cultural differences and associated assumptions or stereotypes.

In 2011, 28.1% of the Calgary population self-identified as a visible minority (NHS, 2011b); the majority of whom are likely to be first or second generation immigrants based on the more recent waves of immigrants to the city. For example, in Canada as a whole, 60.2% of the first generation and 29.8% of the second generation immigrant population in 2011 identified as a visible minority, as compared to only 1.1% of the third or more generation. This is also a young population, with a median age of 13.6 years as compared to 43.3 years for the non-visible minority population, meaning there are more visible minority children and youth than adults (Stats Can, 2011).

A local study with the Somali-Canadian community demonstrated that, despite personal sentiments of belonging to Calgary or Canadian society, individuals are often treated like outsiders or prevented from integrating their traditions and/or skills (ECCC, 2013b:13). The Calgary Well-Being Report (2015) also highlighted that some of the lowest levels of belonging are reported among the 18-24 year old cohort of the immigrant population.

The focus group participants for this study shared similar sentiments and offered a number of stories to illustrate their ongoing experiences of discrimination and the impact it has on their sense of belonging in Calgary.

For instance, some participants reported being subjected to explicit comments such as: “you will never amount to anything”; “you will never make it to university”; “your accent is too thick”; “people like you don't prosper” or “you are never going to make it, so why bother”.

According to youth focus group participants, exclusionary behavior can also take the form of positive attention when one ‘conforms’ to a mainstream standard or behaves in ways that are perceived to be an exception to stereotypes or assumption. For example, a participant shared a story of being told: “no offense, but you sound more intelligent than you look” or “you speak English well”. This type of ‘positive’ commentary continues to hide stigma and demonstrates an acute lack of cultural sensitivity.

Discrimination can also be implicit or even unwitting. For instance, participants shared that a common question they encountered is: “Where are you from?” The focus group members believe that this question invariably hides assumptions about tracing one's country of origin in order to categorize difference rather than to engage with diversity. They are rarely shown further curiosity about their history or cultural practices themselves. For some participants', these questions are symptomatic of the larger systemic culture of Calgary which, they argued, is finding it difficult to adapt to the changing demographic.

Participants characterized those who perpetuate these implicit and unwitting behaviors, not as racist or discriminatory as such, but uninformed and unaware: “people don't realize; it is subconscious”. For both the youth and educator focus group participants, mainstream media was identified as a key factor influencing attitudes, assumptions, and resultant behaviors. Educators expressed particular concern for the young Muslim population in Calgary, who is targeted, bullied, or labelled because of their faith; a phenomenon largely shaped by current global issues and media portrayals.

Exclusion or discriminatory behavior is a serious obstacle to adjustment, belonging, civic engagement, and the development of a healthy identity and self-concept (Knight et al., 2012). The cited reactions, by focus group participants, to these subtle and overt forms of ‘othering’ or discrimination were varied, including:

- Internalization of messages;
- Attempts to adapt or hide difference;
- Resentment and anger;
- Externalization or physical reactions;
- Disengagement from peers or school;
- Attraction to gangs or illegal behaviors;
- Extremism; and
- Positive motivation to prove these messages wrong.

“No offense, but you sound more intelligent than you look.”

(Comment made to Youth Focus Group Participant, 2015)

Furthermore, people tend to reciprocate the treatment they receive: discrimination begets distance from or ambivalence toward the source group whereas a lack of discrimination is met with mutual respect (Berry et al., 2006). Ultimately, the youth focus group participants had come to question the dissonance between their own experiences and the policy of Canadian multiculturalism, which they concluded is “completely superficial”.

Labour Market Integration

For youth, the community also becomes the site of labour market integration. Poor educational and language learning outcomes increase risk of unemployment, as does discrimination in the labour market (Knight et al., 2012; Lauer, Wilkinson, Yan, Sin & Tsang, 2012; Van Ngo & Schleifer, 2004; Rossiter & Rossiter, 2009; Wilkinson et al., 2013). Therefore, immigrant youth have higher unemployment rates than non-immigrant youth—a gap which widens with age (NHS, 2014)—and are more likely to have lower incomes despite their level and country of education (Beaujot & Kerr, 2007 as cited in Lauer et al., 2012).

In Alberta, immigrants and refugees may work in less secure but highly paid positions in the resource sector, potentially leading to abandoning educational pursuits. This decision to work in high-return, short-term work can be a result of family commitments, such as financial support and remittances, or of socio-cultural barriers, but is ultimately unstable (Knight et al., 2012).

The youth focus group participants also identified experiences of being ‘steered’ away from or toward certain pursuits based on assumptions of skills or intelligence.

Criminal Justice

Substance abuse and gang activity among immigrant and ethnocultural youth are growing concerns in Calgary (Public Safety Canada, n.d.). The attraction to lucrative criminal behavior, such as selling drugs or prostitution, in order to meet immediate financial needs is a risk for youth from low-income families, who would otherwise not be involved in illegal or high-risk activity (Knight et al., 2012; Rossiter & Rossiter, 2009).

The likelihood for involvement in illegal activity can increase due to incomplete education, traumatic pre-migration experiences, poverty, social isolation, family conflicts, language barriers, and discrimination (Knight et al., 2012; Public Safety Canada, n.d.; Van Ngo, 2009). Alternatively, discrimination and prejudice propagated by authority figures can create or perpetuate mistrust in these figures, or be an underlying factor in the criminalization of ethnocultural youth (Knight et al., 2012). These issues point to the importance of:

- Providing positive role models or mentors for youth;
- Leadership and recreational activities;
- Fostering a sense of belonging and participation in the community;
- Building trusting relationships or forming communication strategies between authority figures and youth; and
- Preparing police officers for diversity and creating a representative force (Knight et al., 2012; Public Safety Canada, n.d.).

According to the focus group participants in this study, visible minority males are most likely to experience discrimination in the community and by authority figures. The focus group members spoke about the way young men were advised not to wear baggy jeans or hoodies, or to drive nice vehicles, to avoid being profiled or labelled as violent. One participant summarized: “The fear of what society perceives them to be wears on them” and so they struggle to find their place in the wider community.

Transitioning to Adulthood

The late teens and early 20’s are recognized as a time of important life transition—the outcomes of which can make the difference between breaking cycles of vulnerability (such as poverty) or reifying them. Community integration becomes particularly relevant after the age of 18, when an individual becomes legally independent from their parents and takes on increased personal and civic responsibility. This is a time of transition to adulthood, “...a time when youth are investing in their future economic, social and physical well-being through the pursuit of opportunities related to education, employment, personal relationships and identity formation” (The United Way, 2011:4).

This is a time of opportunity but also challenge. There is evidence of challenges among young adults with self-esteem, anxiety, and depression 9-18 months after high school graduation, due to internal and external dissatisfaction with money, finding a career, adjusting to post-secondary demands, and relationships (Borgen & Amundson, 1995).

Despite the increasing independence of the young adult population, the family remains “one of youth’s most important resources” for financial, emotional, and material support during this time—such as a place to live or university tuition. In this sense, the period of 18-24 today is one of “semi-autonomy” rather than full independence (Gaudet, 2007: 14)

Many of the transitions that come with entry into adulthood—“leaving school, leaving their parents’ home, having year-round, full-time work, entering conjugal relationships and having children” are now “delayed and elongated” into the late 20’s and early 30’s (Clark, n.d.). There are more options however less defined pathways for young adults today than for earlier generations (Borgen & Amundson, 1995). The challenge of this delay is a lack of normative life events (such as marriage) that clearly ritualize the shift to adulthood and the new social roles that this entails—which can become the source of an identity crisis (Dagenais, 2007). In this sense, the maintenance of traditional family or religious values is likely a protective factor for certain ethnocultural youth and their families (Gaudet, 2007).

While further research is needed to understand the variances between transitions to adulthood for immigrant and non-immigrant populations, and among different ethnocultural or racialized groups, suffice to say this is a difficult and important developmental period for all contemporary youth, which may have particular complexity for CYIF, who also face discrimination or inequitable access to the labour market, for example.



2. SYSTEMS OF CARE

As summarized in the previous section, children and youth of immigrant families often have particular challenges as a result of the settlement and integration experience, the demands of cultural and linguistic adaptation, and managing a non-normative socio-cultural identity. Likewise, mainstream services and society are adjusting to a rapidly growing and diversifying demographic and subsequent demand for institutional and community responsiveness. Therefore, the interest of this paper shifts from the needs and experience of CYIF to the supports available to respond to those needs and to facilitate equitable participation in society.

A number of studies conducted in the past fifteen years have assessed not only the needs of first and second generation immigrant youth, but the system of services in place to support those needs and to encourage equal participation in all aspects of social life (see: ECCC, 2013; Herlock, McCullagh & Schissel, 2004; Howard Research, 2001; Knight, et al., 2012; Pruegger, 2001; Public Safety Canada, n.d.; Van Ngo, 2009). The following section addresses this system of care, designed to respond to general and specific needs of the CYIF population in Calgary.

This section begins with a definition of a system of care then identifies some challenges with or needs of the system itself as documented in existing literature and identified in the stakeholder engagement aspects of this research. Lastly, we discuss the inventory of services compiled for this research to offer an up-to-date baseline understanding of the system of services available to support children and youth of immigrant families in Calgary (see *Appendix 1 and 2*) and provide an analytical assessment of that system.

2.1 System of Services Supporting CYIF

There are a number of formal and informal programs and services in place to support immigrants and their families with the process of settlement and integration, children and youth with developmental milestones, and the general public to maintain community well-being. Together, these services make up a system of care.

The system of care model is defined here as: an organizational philosophy and framework that involves collaboration across agencies, families, and youth for the purpose of improving services and access and expanding the array of coordinated community-based, developmentally, culturally, and linguistically competent services and supports for children and youth of immigrant families.¹⁵ A system of care is not a fixed model but a flexible ideal for coordinated service delivery according to a shared vision or outcome (Stroul, Blau, & Friedman, 2010).

There are a number of actors and agencies that can be included in a system of care. Who or what organizations are included may change according to the population or the need being served. In the widest sense, a system of care for CYIF in Calgary might include:

- Children, youth, and their families;
- Informal systems or ‘natural supports’, such as: peers, faith-based organizations, and community groups;
- The wider population of Calgary;
- Immigrant-serving agencies and ethnocultural organizations;
- Child and youth-serving organizations;
- Formalized sub-systems or mainstream institutions, such as: the education, healthcare, and justice systems;
- Community development agencies or programs;
- Funding bodies or organizations;
- The broader political and socio-cultural context within which these system elements function; and
- The mechanisms by which these system elements coordinate and collaborate.

¹⁵ Adapted from: Systems of Care Values and Principles. The Technical Assistance Partnership for Child and Family Mental Health Archive. <http://www.tapartnership.org/SOC/SOCvalues.php>

BROADER POLITICAL AND SOCIO-CULTURAL CONTEXT

**FORMALIZED SUB-SYSTEMS
OR MAINSTREAM INSTITUTIONS**

NATURAL SUPPORTS



PEERS



**COMMUNITY
GROUPS**

CHILD/YOUTH



FAMILIES

**FAITH-BASED
ORGANIZATIONS**



LAW & JUSTICE



EDUCATION

**FUNDING
BODIES**



**IMMIGRANT
SERVING
AGENCIES**



HEALTHCARE



2.2 Immigrant Serving Agencies

In the context of this discussion, it is helpful to conceptualize the specific role of immigrant serving agencies (ISAs) in Calgary. ISAs are understood here as Citizenship and Immigration Canada (CIC) supported organizations with a mandate to support newcomers with settlement and integration. This includes: Information and Orientation; Language Training and Skills Development; Labour Market Access; and Community Connections.

These support programs and services are directed specifically at the specialized needs which arise from the process of immigration, resettlement, integration, adaptation, and acculturation. “While language skills, information and orientation, and labour market access programming are focussed on newcomers, welcoming communities balances this focus by increasing the capacity of Canadian communities to value and facilitate the contributions of newcomers” (CIC online, 2013).

Ideally, the system of targeted support for immigrants aims to address specialized needs which arise from the immigration process and increasingly give way to newcomers’ equitable access to mainstream services and full integration into all aspects of social life. This movement away from specialized needs into equal access to mainstream services assumes that:

- Immigrants have overcome, via the specialized support of ISAs, *secondary barriers* (such as English language proficiency or lack of adequate knowledge about systems), which may have otherwise limited their socio-cultural integration;
- Mainstream services have developed the competency to support a linguistically, culturally, religiously, and ethnically diverse clientele;
- Public services and their delivery do not marginalize but include foreign-born or minority populations as a part of the ‘mainstream’; and
- Immigrants have equal access to all aspects of social life via an environment which embraces multiculturalism.

2.3 Service and System Challenges

Scholarship on positive youth development has begun to consider the needs of youth who are marginalized due to their social class, ability, sexuality, citizenship status, race, ethnicity, or culture. We use the term “marginalized” to denote the ways that some young people are pushed to the margins; the term emphasizes the social processes that render youth marginal, rather than focusing on deficits based in the person (Russell & Van Kampen, 2011:97)

Rapidly shifting demographics are challenging mainstream organizations, which often have embedded institutional norms and generic modes of service delivery based on earlier, more homogenous generations of Canadians (Knight et al., 2012). As a result, mainstream services may be unresponsive to or unprepared for diversity; this can marginalize immigrant populations (Russell & van Kampen, 2011), increase integration stress (The Social Planning

Council of Ottawa, 2010), or generate mistrust among immigrant users (Knight et al, 2012).

Similar experiences and consequences may also impact second generation youth who, despite being brought up in the mainstream, often have experiences which exist outside it: “that is, their identities and experiences do not always align with those of the dominant culture” (Russell & Van Kampen, 2011:97). As one participant in our focus groups articulated: “those making assessments are doing so on theory and practice – but one size does not fit all communities and cultures”. On the whole, there is limited research on culturally diverse or racialized non-immigrant populations, which may “undermine efforts to develop equitable... services for all Canadians” (Hansson, Tuck, Laurie, & McKenzie, 2012).

As federal immigration policies continue to recruit internationally to sustain economic, workforce, and demographic needs, local services are strained to keep up with a growing and diversifying population. Largely due to funding limitations, immigrant serving organizations report having insufficient capacity to respond to the full breadth or demand of newcomer needs, as discussed in the stakeholder engagement stages of this research. Similarly, mainstream organizations mentioned they too lack the commensurate funding needed for ongoing staff training and resources to respond to their changing roles. While an analysis of funding streams and allocation is a question for future research, this trend (which is in-keeping with a neoliberal turn in governance) suggests the need for creative and efficient partnerships and strategies for supporting CYIF and those who work with them.

2.4 CYIF Program Inventory

Appendix 1 is an inventory of services for Children and Youth of Immigrant Families in Calgary. This inventory serves both as a form of data collection for this research and as a community resource. As data, the inventory provides a foundation for assessing the system of CYIF services in Calgary. As a resource, it is intended to be useful as a stand-alone document for children, youth, and their parents, and for service providers.

By offering a comprehensive and up-to-date list of programs and resources, this inventory can increase program and system awareness within the community as well as among service providers, facilitate referrals or partnerships between organizations, and increase the accessibility of programs by presenting key information in a single document. While a number of similar inventories have been created in the past (and served as a foundation to this work), there is a challenge, according to stakeholders, to maintain the accuracy of information which changes frequently due to amendments in program design or limited-term funding. To get the most out of this inventory and to open the possibility for future advancements, efforts should be made to implement a mechanism by which it can be regularly updated and made readily available to the public.

The inventory is divided according to the age group eligible to participate: Pre-Kindergarten (0-5 years); Elementary School (5-12 years); Junior High School (12-15 years); High School (15-18 years); and 18+ years (when explicitly described as a youth program).

It also includes programming directed at parents or the family unit, as well as a list of additional resources or community development projects that target CYIF, their families, and those who work with them.

While some ethnocultural, community-based, and religious institutions are included in the inventory, the focus is limited to immigrant serving and mainstream, not-for-profit organizations or public services which explicitly target or include immigrant or ethnocultural children, youth, or their families. The two main public school boards in Calgary are included however the private school system is not.

Although the definition for youth at use within this paper includes young adults up to 24 years old, the programs listed may apply to the age of 30. These are included only where explicitly identified as a youth program. In addition, youth tend to become eligible for adult programs after the age of 18. Such adult programming is not included though may provide an important resource for youth of legal age.

A significant limitation of this inventory, or perhaps of program design or funding, is the difficulty of identifying programs which serve the specific needs of the Canadian-born youth of immigrant parent(s) or second generation children/youth. Many programs are immigrant-specific, and therefore focus on immigrant children and youth or immigrant parents; however the population of interest here also includes second-generation children and youth. It is likely that these youth are served by ethnocultural or mainstream organizations, as well as through English Language Learning programs, or indirectly via the immigrant services accessed by their parent(s). It is unclear, however, if these services respond to or marginalize the specific needs of second generation children and youth. This question is beyond the scope of this research project but indicates an opportunity for future inquiry.

The system of services available to and perhaps frequented by the CYIF population extends well beyond those programs or organizations which are included in the inventory. For the purposes of placing a boundary on the 'system' conception, the inventory does not include so-called non-specific mainstream programs that are not explicitly targeted at CYIF or the more informal continuum of community and natural supports. How and whether these types of programs are supporting CYIF or interacting with the specific-programs included is a question for future research.

Due to size of the CYIF population as a whole, and especially second generation children and youth who do not qualify for immigrant-specific services, it is important to assess, through future research, the cultural readiness and responsiveness of mainstream programming, and to consider the need for second-generation specific programs, or programs specifically targeted at certain minority groups.

2.5 System Assessment

The following assessment of the system of services for CYIF is based on the assumption that CYIF are entitled to a comprehensive system of supports which address the unique challenges of their integration experience as well as ensures equitable access to mainstream services (Van Ngo, 2009).

Because integration is defined as a two-way process in Canada, this system is also assessed for efforts which support community and institutional responsiveness to the diverse cultural and demographic realities of the city.

It is important to note that this is not an assessment of individual program capacity or effectiveness; rather, this analysis aims to identify gaps and capacities in the services available, as a whole. The grounds for analysis are based on the previously discussed needs of CYIF (see Section 1), the developmental trajectory of children and youth, stakeholder engagement, and focus group findings.

It should also be noted that this assessment does not address whether the number of individuals served by these programs is commensurate with the proportion of CYIF in the population. However, based on stakeholder engagement, "demand is much higher than supply" and there is a desire for programs and supports, on the whole, to expand and increase capacity.

2.5.1 Accessibility

Cost: A large proportion of programs inventoried are offered at no or low cost; others have the option of a subsidized or sliding scale payment to improve accessibility for low-income families. This is an important factor for immigrant, newcomer, and minority families, who have disproportionately low earnings and rates of under and unemployment.

Location: A large proportion of programs are offered in multiple locations. Often, these locations are embedded in the community: schools, housing complexes, community centres, or libraries. Others are mobile or offered in-home. While the exact location for all programs is not listed, nor have all locations been mapped, those which are fixed in a single location tend to be offered in or near the city centre, which is also the most transit accessible. It would seem that the further the distance from city centre, the lower the concentration of immigrant family specific programming which may isolate immigrant families living in suburban areas. To determine if this is the case in Calgary is a question for future study. On the whole, the number of services that are offered in multiple, community-embedded locations is a strength of the service system which likely extends the outreach and access of those services.

Time: Programming is clearly responsive to critical hours (before and after school, lunch hour), in particular the after-school hours of 3-6pm, when children or youth may otherwise be unsupervised while parents are at work. Programming during these hours provides a safe and supervised space as well as access to activities and educational support. Focus group participants emphasized a need for more summer programming for CYIF.

Language: A number of organizations or specific programs offer services in multiple languages or provide translation/interpretation support. This improves the accessibility of services to ELL families and facilitates communication between service providers and immigrant families. Mainstream organizations often partner with ISAs as a way of providing this service. Stakeholder feedback suggests these services are imperative and would benefit from increased capacity.

2.5.2 Organizations

The organizations which make up the system of CYIF-specific services show strong representation from both immigrant-serving and mainstream organizations. While there are more mainstream organizations than ISAs represented in the inventory, the ISAs offer the greater range and number of programs. There is also clear evidence of ISAs as partners for many of the programs offered by mainstream organizations. Based on stakeholder feedback, this is a desirable form of partnership which increases the accessibility and responsiveness of programs to serve the changing demographic profile of Calgary's children and youth population.

2.5.3 Continuum of Services

The continuum of services available to children and youth of immigrant families is comprised of programs for: (a) Immigrant Parents or Families; (b) Preschool-age Children, 0-5 years; (c) Elementary School-age Children, 5-12 years; (d) Junior High School-age Youth, 12-15 years; (e) High School-age Youth, 15-18 years; (f) Young Adults, 18-30 years; and (g) Additional Resources.

(A) Programs and Services for Immigrant Parents or Families

Research emphasizes the importance of a family-centred approach to child and youth services or the inclusion of parents in a child-directed service. This is evidenced throughout the inventory. The role of parents in their child's life is explicitly recognized by early childhood programming, which tends to address the child via or in conjunction with the parent. Orientation and settlement services also tend to take a whole-family approach so long as the child or youth is school-age. Parental inclusion is less common for programs directed at an older youth demographic, or are revived only in crisis situations.

A number of programs throughout the inventory specifically target parents or families rather than the child or youth. This section is included to highlight these parent and family-specific supports in Calgary.

Most of the parent-focussed programming is directed at prenatal and infant health, information and parenting education, early childhood development, and early school preparation. There is, however, also a clear but limited attempt to include parents in later stages of childhood and youth development, especially within the education system or during crisis situations.

In developmental theory, junior and high school-age youth are at a time of needing distance from parents and more time spent alone as they begin the transition toward independent decision-making and self-reflection; however this is a period when positive role models are needed to indirectly guide decisions around lifestyle, career, and relationship choices (Deschenes, Arbreton, Little, Herrera, Grossman, Weiss & Lee, 2010). However, this is based in a Western conception of adolescent development and may not resonate for some groups of immigrant parents.

Based on the early discussed elongated transition to adulthood, the continued importance for family-based support despite legal independence, and the traditional norms maintained by some immigrant families, there may be an opportunity to provide more parent and/or family-focussed supports during the later stages of youth development.

Another common form of parent/family-focussed service is culturally or linguistically accessible crisis support and counselling; and settlement support for newcomer families. We also see cross-cultural parenting, intergenerational, and reunification support. Based on stakeholder engagement, it is necessary for these particular programs to build capacity for more long-term and in-depth support for parents. Focus group participants also emphasized the need for more formal modes of orienting and involving parents in the education system so that all accountability is not on the teacher or parent themselves. An example identified is a Nova Scotia school-system orientation guide.¹⁶

(B) Programs and Services for Preschool-age Children, 0-5 years

Many programs and services for this age group fall under parent and family-centred programming, being that the focus is on the parent of a preschool-age child. Much of the early childhood services for CYIF are explicitly bolstered in support for parents, caregivers, or the family unit, rather than directed at the individual child. This is in keeping with established knowledge around early-childhood and the importance of supporting the primary caregiver to promote healthy development at this foundational stage of cognitive, emotional, social, and physical growth.

There are, however, a limited number of programs which are directed specifically at the preschool-age child, independent of their parents—most of which still require or encourage some parental inclusion. This inclusion tends to acknowledge the parent as foreign-born and fosters their own language learning, integration, or access to services. However, it is a question for further analysis if there is enough support programming or culturally-relevant childcare options for the children of working parents who do not have the flexibility to engage in programming with their child. A "lack of access to affordable and flexible daycare" has been cited as a contributing factor in unemployment rates for immigrant families with children (The Social Planning Council of Ottawa, 2010: p.6).

The range of services for preschool-age children are focussed on school preparation and include: arts and play-based learning, toy and book lending, early English language learning and literacy, counselling, developmental assessment, connections to community resources, and orientation. There is one program offered in-home for families in crisis and one targeted at families with a history of trauma due to pre-migration experiences.

¹⁶ See: Halifax Regional School Board. (2011). Newcomers' Guide to Nova Scotia Schools. <https://novascotiainmigration.com/wp-content/uploads/Newcomers-Guide.pdf>

(C) Programs and Services for Elementary School-age Children, 5-12 years

The number of programs for which a child becomes eligible increases significantly for the elementary-aged group as compared to the former. This is largely because of entry into grade school and the inclusion of programming embedded in or around the educational system, as well as the increased ability for the child to participate independently in recreational activities. The range of services consists largely of ELL programming, and in-school settlement and integration support for newcomers. This also includes the availability of translation, interpretation, and diversity support services for students and parents in communicating with educators and administrators. Children also become eligible for heritage language schools at this age.

Critical hours support (before/after-school and summer) substitutes much of the need for full-time childcare found in preschool programming; this support is often focussed on extracurricular help with language learning or homework. We also see the appearance of youth groups and activities around leadership, identity, and self-esteem for children around the ages of 9 and 10. Based on stakeholder feedback and developmental trajectories, this is an appropriate time for such programming to be introduced. There are, however, a limited number of programs with the explicit mandate to address identity, considering the importance of support with identity-development expressed by stakeholders; therefore, it may be that capacity needs to be increased. A more in-depth program-specific analysis could address the degree to which school curriculum or other extracurricular activities, such as sports teams, are or are not contributing indirectly to this need.

(D) Programs and Services for Junior High School-age Youth, 12-15 years

There is very little distinction between the continuum of elementary and junior high school-aged youth programming options. Many of the services available to CYIF are school-based and are available from entry through to completion of grade school. The strength of this is a continuum of support over the developmental course, as well as consistency of access to support services for newcomer children and youth, regardless of age-at-arrival. Of concern, is whether these continuous services are delivered differently for different age cohorts and their associated stage of development. For example, youth at this age benefit from opportunities to explore or “try on” different identities; less concrete supervision; and more peer-group inclusion (Deschenes, et al., 2010).

Programming such as early education and childcare are no longer relevant and do not continue for this age cohort, whereas some distinct additions do appear within the system of supports: the continuation of programs initiated at the later stages of elementary school, which address leadership, identity, and self-esteem; the addition of independently accessible youth or recreation centres and the resources included therein; prevention programs for at-risk youth; and community engagement programming. Of note, is that this stream of programming all extends to an 18 or 24 age demographic.

(E) Programs and Services for High School-age Youth, 15-18 years

Again, most of the programming for high school-age youth is an extension of that which is available for younger age cohorts. Distinct changes include: the loss of an ELL charter school (ends at grade 9); the addition of life skills, employment, and civic engagement programming; and orientation and settlement services specific to newcomer youth. The primary continuation of programming offered to younger cohorts raises concern as to how these programs are delivered and if they are responsive to the particular needs of an older age cohort. For example, youth at this age benefit from opportunities to take on responsibility; individualized relationships; and more specialized activities (over myriad choices) to build skills and capacities (Deschenes et al., 2010). Again, this is based in a Western conception of adolescent development and may not resonate for some cultural groups.

(F) Programs and Services for Young Adults, 18+ years

It is notable that many of the programs available for and specifically targeted at the young adult population are an extension of those for earlier age cohorts. These consist of employment preparation and access, orientation and integration supports, volunteerism, counselling, and life skills. There are only four programs which are distinctly for youth 18+, all of which are targeted at newcomers: three LINC (Language Instruction for Newcomers to Canada) and one Bridge program.

In keeping with the definition given in the introduction to this paper, most programs that extend beyond 18 years include youth to the age of 24 in their programming. Despite an expanded conceptual definition of youth to include the 18-24 or 30 age cohort, there is minimal programming which distinctly targets this demographic (or isolates them from adults in general) and their unique needs during a time of significant life change. For example, the additional challenges that an immigrant or minority youth may encounter when seeking employment.

It can be supposed that much of the programming available to young adults is an extension of adult services. It is a question for further study if this is indeed the case, and if that adult programming is responding to the unique needs of youth as they make the elongated transition to adulthood. The inventory does not account for services, such as ethnocultural groups or career counselling, which may be embedded in post-secondary institutions.

(G) Additional Resources

The additional resources section included in the program inventory lists other forms of information, training, or resources identified (non-purposively) during the data collection phase of the research and which support parents, educators, service providers, or organizations working with children and youth of immigrant families. While this is not an exhaustive list, it demonstrates that there are a number of community development initiatives, services, and resources available to support or facilitate work with diverse communities.

Appendix 2 provides a thematic blueprint of the service system for CYIF in Calgary.

2.6 Discussion of Service Gaps and Capacities

The system assessment demonstrates a diversity of supports and services available to children and youth from immigrant families in Calgary, and to stakeholders invested in children and youth's well-being. A vast number of these services are cost and location accessible, there is a clear emphasis on linguistic and cultural support, and many partnerships are made formally or informally between immigrant serving and mainstream agencies to facilitate access by diverse groups.

The applied definition of children and youth, implicit in the service system for children and youth from immigrant families, includes three categories: (a) infants and young children, until entry into the school system; (b) school-age children through to pre-teen years; (c) and youth, from early adolescence through to young adulthood.

Further analysis is required to assess whether the services listed are fully responding to the differential needs of youth at various developmental and life stages. There may be a lack of programming which explicitly targets the key transitional stages of youth development, many of which have added complexity for CYIF. This includes the adjustment to transitions from elementary to junior high school, junior high to senior high school, and post high school during which time vulnerabilities are likely to be experienced (Benner & Graham, 2009).

In keeping with an expanded conceptual definition of youth, many programs extend beyond legal age. However, there is a lack of programs which distinctly target youth in their transition to adulthood or after leaving grade school.

Based on the service inventory, the school system is clearly the key formal influence in the life of a child or youth once they enter it. Thus, many services are offered through or in relation to school-based programming. Without having a basis for assessing the quality of services delivered, it appears that the two major school boards of Calgary are relatively responsive to the demographic of children and youth who make-up their student body.

Both boards, for example, have dedicated ELL programs and efforts to respond to cultural diversity by offering translation and interpretation services, newcomer orientation, peer mentorship, as well as having integrated non-official languages into the curriculum options. Furthermore, key partnerships have been established with immigrant serving organizations to connect students and their families to the specialized system of supports in place for immigrants. These programs also include support for staff and administrators. This is a promising model that needs to continue to develop, build capacity, and form additional partnerships with ISAs and ethnocultural communities.

In-school settlement supports, which are evident in Calgary's public school systems, have been identified as an important service for newcomer children, youth, and their families as an easily accessible resource (Bettencourt, n.d.). Homework clubs, which are also common, serve the dual purpose of

supporting educational attainment and providing an opportunity for social interaction—as well as offering support where some parents may not be able to contribute to their level of English, for example (ibid). The frequency of education-based programming during critical hours, throughout the city, is a positive attribute of the system of care.

Stakeholders engaged in this research emphasized identity-based supports as an emergent need among CYIF. The inclusion of identity-based programming is evident in the inventory however the demand for dedicated identity-based supports or activities and awareness to be embedded in other types of programming may be an important area for future development. It is necessary that such programming consider not only the psychological but the social bases of identity development and not only interventions directed at CYIF themselves but at the wider community. Section 1, for example, indicated that experiences of racism, discrimination, exclusion, and stereotyping significantly impact the formation of a healthy identity.

The resources section of the inventory emerged, non-purposively, through the process of collecting program information for the service inventory. The number of resources, training programs, outreach, and support services available to the various stakeholders invested in the lives of children and youth from immigrant families is an emergent strength in Calgary. This presents an opportunity to not only build on this list but to raise awareness of these resources and mobilize their use in the community.

The CYIF population today is, like the immigrant population as a whole, more diverse than previous generations and therefore we cannot assume their outcomes will be the same. With a growing and diversifying immigrant and youth population in Canada, it is increasingly important to teach and uphold the values of multiculturalism and to seek opportunities to create more welcoming and culturally inclusive communities. Furthermore, due to size of the CYIF population as a whole, and especially second generation children who would not qualify for immigrant services, it is important to assess the readiness and responsiveness of mainstream programming in Calgary to serve all children and youth equitably and inclusively.



3. CONCLUSION

The growth and diversification of Calgary's population provides opportunity to the cultural, intellectual, and economic fabric of the city. However, it also indicates a significant proportion of the population who is undergoing a major process of settlement and integration. Integration is understood as a threefold process of: cultural maintenance, participation in the larger society, and public accommodation and inclusion. This means that, in accordance with multicultural policy, it is not only the newcomer who is in a process of adjustment, but the city as a whole that is learning to facilitate the civic engagement of all residents.

Calgary has experienced significant growth of the foreign born population over the past ten years. The immigrant population of Calgary is diverse; reflecting myriad countries of origin, cultural traditions, religious affiliations, and linguistic backgrounds. Many newcomers are arriving as children or youth, or during their childbearing years and having their children after arrival to Canada. As a result, there are a growing proportion of first and second generation immigrant children and youth in Calgary—many of whom are English Language Learners and/or identify as a visible minority.

Immigration and integration can present complexity to the usual developmental processes of childhood, adolescence, and young adulthood. Immigrant families and children are more likely to live in poverty than non-immigrant families; parents must adjust to new demands in their role as a parent and to parenting in a cross-cultural context; and their children must also navigate cross-cultural expectations and values. Similarly, integration into the school and other social systems can be challenging both for immigrant parents and their children, as they navigate different cultural expectations and often learning English for the first time. Similarly, educators and administrators are adjusting to more diverse classrooms with a higher proportion of English language learners and often larger class sizes.

Social and civic engagement in the community can be particularly challenging for children and youth of immigrant families (CYIF), many of whom report discrimination, a lack of cultural sensitivity, and marginalization. This can limit access to services, the formation of a sense of belonging, and full participation in all aspects of social life. A lack of inclusion can significantly challenge the formation of a healthy identity and self-concept, and the transition to adulthood.

There is increasing interest among service providers in Calgary to support the particular needs of CYIF, to support established institutions with a changing demographic profile, and to foster a more welcoming community for all residents. An inventory of support services and programs for CYIF in Calgary demonstrates a strong effort to respond to the particular needs of CYIF and their families, and to support established institutions with cultural competency.

The analysis and stakeholder engagement undertaken as a part of this research indicated emerging concerns among CYIF, immigrant parents, and those who work with children and youth in Calgary. While numerous strengths, challenges, capacities, and gaps were identified, five key themes emerged as priority areas for action. These broad areas of work, if addressed comprehensively, collaboratively, and through city-wide efforts are likely to facilitate the equitable outcomes for children and youth of immigrant families by decreasing risk factors, increasing protective factors, improving personal resilience, increasing the availability and appropriateness of supports, and creating a more inclusive Calgary.



4. PRIORITY AREAS AND RECOMMENDATIONS FOR ACTION

The following section summarizes some of the key areas within which efforts are necessary to mitigate marginalizing factors for children and youth of immigrant families in Calgary. These areas and the recommendations offered are not mutually exclusive: changes in one area are likely to impact the outcomes in another. The priorities, justifications, and recommendations for action, to follow, are informed by the various stages of data collection included in this report and rely heavily on the stakeholder engagement aspects of this research. Many of the suggestions offered are those made by focus group participants and by stakeholders involved in the various stages of the research. The outcome statements were developed by service providers in facilitated working groups during the research summit event. Therefore, these recommendations are strongly embedded in the needs and practical considerations of the Calgary community.

The priority areas identified, within which strategic actions and activities are likely to promote equitable outcomes for CYIF, are:

- 1. Anti-discrimination:** recognizing the prevalence of all forms of exclusionary behavior experienced by CYIF and the profound impact this has on the formation of a sense of belonging in the community.
- 2. Cultural reciprocity:** recognizing Canada's commitment to multiculturalism and the fundamental, individual and social importance that CYIF be valued and included as contributing members of society.
- 3. Immigrant parent orientation to and inclusion in system(s) of care:** recognizing the family and extended family system as the most immediate and natural support system to children and youth.
- 4. System preparedness for changing demographics:** recognizing the profound demographic changes to Calgary and the necessity that services be accessible and respond effectively to the needs of the community.
- 5. Immigrant-specific poverty reduction:** recognizing the systemic factors that marginalize immigrants and limit access to resources for CYIF.

Each of these priorities indicates a broad area to which service-based, systems-wide, community-based, or policy-level efforts can be made to improve support for CYIF. As an exploratory study, this research does not offer an in-depth analysis of the contributing factors which perpetuate, for example, discrimination nor does it exhaustively analyze the various forms by which discrimination is perpetuated or the impacts it has on individuals or communities. Therefore, each of these areas also indicates an opportunity for more targeted and in-depth research to generate a more comprehensive, nuanced, and sophisticated understanding of the CYIF experience. Furthermore, the strategic actions listed, while informed by both expertise and evidence, are designed to serve, not as a concrete mandate, but as an initial list of ideas to prompt thinking around possible interventions for collective actions for systems-level change—changes which foster an inclusive and equitable Calgary community.

1. Anti-discrimination

Outcome Statement: Calgarians embrace and express positive attitudes toward all forms of diversity in the community and are educated to overcome discrimination.

Finding: Discrimination, racism, social exclusion, and isolation are commonly reported by immigrant, minority, and English Language Learning children and youth in Calgary.

JUSTIFICATION

Exclusion or discrimination is a serious obstacle to adjustment, belonging, civic engagement, and the development of a healthy identity and self-concept (Knight et al., 2012). Children and youth from immigrant families experience discrimination from peers, educators, service providers, and members of the community. Discrimination can take the form of implicit, explicit, and often unwitting actions, comments, and behaviors. Such behaviors present a formidable barrier to Calgary's growth as an inclusive and thriving community and to the healthy development of our CYIF population.

RECOMMENDED STRATEGIC ACTIONS

- Assess Alberta Education curriculum for inclusion of anti-discrimination education.
- Address media portrayals and their implications in-school; foster critical thinking to avoid stereo-types.
- Address journalism training, practices, and the perpetuation of stereotypes in rhetoric.
- Shift negative media representation through prominent community leaders/role models dispelling myths through op-eds, public service announcements, and other forums.
- Implement systems-level mandates of diversity and inclusion, discrimination awareness, and zero-tolerance.
- Ensure all systems (health, education, justice, government, etc.) are reflective of the population through diversity and social inclusion specialists and staff of varied backgrounds.
- Recruit more Liaison Officers in the justice sector as well as Police Officers of different backgrounds.
- Integrate ethnocultural organizations into existing systems to embed cultural knowledge and competency in service provision.
- Foster constructive individual and community responses to discrimination.
- Host community events which foster meaningful connections between people of varied backgrounds.
- Host city-wide educational and awareness initiatives.
- Raise community awareness of what discriminatory behavior looks like.
- Foster a sense of collective responsibility for discrimination in the community.
- Introduce students to positive role models in the community and through literature.
- Foster positive relations between CYIF and justice system/ authority figures.

2. Cultural Reciprocity

"The dynamic and material exchange of knowledge, values, and perspectives between two or more individuals of different cultural (e.g., racial, ethnic, socioeconomic, religious) backgrounds" (Lamont & Black-Branch, 1996:3).

Outcome Statement: The culture of Calgary ensures, in practice, that all citizens can keep their identity, take pride in their ancestry and have a sense of belonging.

Finding: Multiculturalism needs to be meaningfully embedded in formalized systems and the larger culture of Calgary.

JUSTIFICATION

RECOMMENDED STRATEGIC ACTIONS

Multiculturalism, as defined by Citizenship and Immigration Canada, "ensures that all citizens can keep their identities, can take pride in their ancestry and have a sense of belonging" (2012). However, the children and youth from immigrant families who participated in this study do not find their cultural knowledge or expertise valued as such in practice—both in institutional settings and in everyday community exchanges. This lack of cultural reciprocity or mutual exchange creates personal conflict for children and youth from immigrant families who are exploring the various facets of their identity and developing a sense of self. In the words of community stakeholders: "Multiculturalism needs to be an action plan not just a statement".

- Build diverse communities with multiple types of housing (suited to different family structures and income levels).
- Create the role of a diversity and social inclusion specialist in provincial (all ministries) and municipal governments to review programs and policies to ensure they are inclusive.
- Transform systems and governments to reflect all forms of diversity in our community.
- Provide tools for teachers to engage creatively with curriculum or to allow students to share their cultural perspectives and knowledge through existing curriculum requirements.
- Examine cultural origins of what is being taught and how, in schools and other systems (Sparrow, 2008).
- Establish school-wide and city-wide educational events to celebrate multiculturalism, multilingualism, and diversity.
- Include students and their families as experts on global information.
- Dual language books in classrooms.
- Embed public forums for cross-cultural interaction, communication, and exchange in community.
- Create a representative teaching staff and address accreditation for internationally-trained educators.
- Increase understanding of normative and non-normative identity development.
- Increase identity-focused services and programs.
- Increase community and service provider integration supports.
- Increase programs with the explicit mandate of cultural reciprocity.

3. Immigrant parent orientation to and inclusion in system(s) of care.

Outcome Statement: Immigrant parents are effectively oriented to and integrated in systems of care, as experts on their own child's behaviour.

Finding: Immigrant parents experience a loss of authority and inclusion in decisions made about their child during the process of integrating into a new social system.

JUSTIFICATION

Cross-cultural differences in the conception of childhood and the parent-child relationship can produce confusion, anger, or misunderstanding when navigating social systems. Immigrant parents report distrust from 'experts' in their capacities as a parent, uncertainty of their rights as a parent in relation to the systems they encounter and a lack of inclusion in decisions made about their child culminating in a loss of authority or esteem in their role as a parent. This can produce a barrier to immigrant parents' involvement in their child's development and limits service providers in their ability to fulfill their professional role.

RECOMMENDED STRATEGIC ACTIONS

- Provide immigrant family orientation to and information about parenting in Canada and Canadian systems of care.
- Improve support workers preparedness for cultural diversity through ongoing training and professional development.
- Improve and increase systems access to cultural brokers, translation, and interpretation services.
- Foster strengths-based approaches to engaging parents in all stages of decision-making about their child.
- "Relationship-building strategies...to help parents connect to each other and other social supports...and to create safety, trust, and hope in their relationships with providers" (Sparrow, 2008).
- Engage parents in systems of care including program development and delivery.
- Create a comprehensive school orientation package for immigrant families.
- Increase access to and availability of interpretation and translation services to facilitate both verbal and written communication.
- Include school-based ELL education or conversation groups for parents or families.
- Increase teacher awareness of the settlement and integration experience; expose teachers to newcomer family intake process.
- Provide parents and families from all backgrounds regular opportunities to share their history and experiences at a school event or public forum.

4. System preparedness for changing demographics.

Outcome Statement: Systems are culturally, linguistically, and developmentally competent and flexible to change.

Finding: Systems and service providers are stressed to respond pre-emptively and comprehensively to a quickly changing demographic profile of children and youth.

JUSTIFICATION

Changing demographics place significant demand on systems, services, and service providers to respond appropriately to new client profiles. The task of shifting formalized pathways of service training, development, and delivery is, like the settlement and integration process itself, a long-term endeavor which demands dedicated support. A lack of system responsiveness or sensitivity is widely reported to marginalize immigrant and ethnocultural populations whose experiences may not fit with established norms of service design, delivery, or underlying ideology.

RECOMMENDED STRATEGIC ACTIONS

- Examine ideology and assumptions underlying systems of care, service training, and modes of service delivery.
- Ensure program development includes community consultation.
- Regularly share city-wide demographic data with systems and service providers.
- Compare clientele demographics to city-wide demographics to understand possible gaps in outreach and access.
- Systems are orientated to communities, by communities.
- Increase system awareness to facilitate referrals.
- Assess pre-service training programs and provide ongoing professional development for practicing service providers.
- Integrate cultural competency at a systems-level; expose service providers to the emotional complexity of the settlement and integration experience.
- Expand the capacity of the Pre-Service Learning Program for Pre-Service teachers; make training mandatory for all incoming educators.
- Make ELL teaching a mandatory component of teacher education.
- Foster bilingualism and multilingualism among all children and youth.
- Expand and strengthen existing ISA and ethnocultural partnerships with mainstream systems.
- Seek opportunities to include multicultural and multilingual education in the classroom such as engaging ethnocultural elders as volunteers.
- Assess current Alberta curriculum and advocate for more inclusion and culturally sensitivity.
- Collect and disseminate best practices from cities with longer history of immigrant or minority communities.
- Increase youth and family-centred supports in later stages of development, including during transitions to adulthood.

5. Recommended Priority Area: Immigrant-specific poverty reduction.

Outcome Statement: All Calgarians have equitable access to employment, earnings, and basic needs.

Finding: Immigrant and visible-minority families are more likely to live in poverty than non-immigrant or non-visible minority families.

JUSTIFICATION

Comprehensive efforts to reduce the systemic and structural causes of poverty specific to immigrant families will significantly reduce risk factors for CYIF and the likelihood for poverty to be perpetuated inter-generationally.

RECOMMENDED STRATEGIC ACTIONS

- Address “gaps between immigration policy and the reality of labour market conditions” (The Social Planning Council of Ottawa, 2010: p.5).
- Address access to employment and wages that are commensurate with skills, education, and experience.
- Increase supply of affordable housing and housing for large families.
- Address primary barriers in access to acceptable housing.
- Increase the frequency and capacity of low-barrier, community-based services.
- Address access to and availability of affordable, culturally-appropriate childcare options.
- Increase awareness of and rate of access to newcomer settlement services.
- Increase the capacity and availability of long-term settlement and integration support for immigrant adults, families, youth, and children.
- Increase the capacity of basic needs provision such as meal programs and food drives in schools and community centres.
- Increase frequency, capacity, and accessibility of community resource hubs.
- Support labour market integration for CYIF entering the workforce including part-time employment for students.
- Bring community-wide awareness to the structural causes and personal impacts of poverty.
- Increase services to support transitions to adulthood for CYIF.
- Support high school completion and labour market integration/access to higher education for immigrant and refugee youth arriving in late adolescence.

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APPENDIX 1

CHILDREN AND YOUTH OF IMMIGRANT FAMILIES: **PROGRAM INVENTORY**

Parent or Family-Centred Programming	32
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Parent or Family-Centred Programming

Organization	Program	Population	Content	Hours / Format	Location / Contact
Alberta Health Services		Parents and Families	Community Education Service (CES): provides parents/caregivers and other community members with opportunities to access free, evidence-informed education sessions and resource materials to address child, youth, and family health and mental health needs. Includes immigrant-specific information sessions: Raising Immigrant Youth in Today's World; Overcoming Challenges; Immigrant Parents Raising Children in Canada.	Various	2nd floor, AB Children's Hospital: 2888 Shaganappi Trail NW Phone: (403) 955-7420 Email: ces@albertahealthservices.ca Web: fcrc.albertahealthservices.ca
Almadina Language Charter Academy	Wellness Empowerment Program	Parents, Teachers, Families, Students, Community Members	The WEP staff work towards educating staff, students and families on mental health and wellness through three key program areas: promotion, prevention, intervention; Parent Education; Family Initiatives	School Counsellor Present on campus daily; in-school and workshops	Mountain View Elementary and Ogden Middle School Email: calgarywep@gmail.co Web: esl-almadina.com
Aspen	Hand in Hand Parent Link Centre	Families with children 6 years or less	The Hand in Hand Parent Link Centre operates in Calgary and Strathmore to provide support to parents in their role as their children's first and most influential teachers. Centre staff work in collaboration with community members and other professionals to deliver high-quality programs in parent education, early childhood and development, and family support, as well as information and referrals to community resources and developmental screening.	Mon-Fri 9am-4:30pm; some evenings and Saturdays	Village Square Leisure Centre Phone: (403)293-5467 x 22 Email: plcccalgary@aspenfamily.org Web: aspenfamily.org
Birth and Babies: Childbirth and Parenting Education Information	Best Beginning Program	Pregnant women and their supporters: including those who face language or cultural barriers	37 classes ranging from pre-pregnancy to a growing family; Free food, milk and vitamins (if needed) Information on pregnancy labour and birth Information on healthy eating, alcohol, smoking and drugs. Multilingual classes and first language support available.	Various; all quadrants; Free or low-cost; Dropin; Group Sessions; One-on-One support	4715 8 Ave SE Phone: (403) 228-8221 Web: birthandbabies.com

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Catholic School District (CCSD)	In-School Settlement Program (ISS)	Newcomer Families	Personalized settlement plans; information and referrals; workshops	By registration	Email: iss@cbfy.ca Web: cbfy.ca
	Parent Link Family Resource Centre	Any parents; Specialize in issues faced by newcomers	The Parent Link Family Resource Centre is a family resource centre, operating on a holistic, supportive, strength-based model which assists immigrant and community families; Community Garden; Drop-in Computer services; Warm Clothing donations; ESL Conversation; Client Advisory Board; Parenting classes; Workshops; Referrals	Mon-Wed and Friday, 8:30-5:30pm; Thursday 9am-7pm and Saturday 9am-2pm	#103, 1111 11 Ave SW Phone: (403) 266-6686 Email: ecd@ccis-calgary.ab.ca Web: ccis-calgary.ab.ca
Calgary Catholic Immigration Society (CCIS)	Take Action on Bullying		Focuses on creating awareness about bullying, its different behaviours and implementing strategies to address this problem by giving parents and schools (children and youth) the skills and knowledge they need to identify the signs of bullying and to address the challenges associated with it in a non confrontational manner.		Web: ccis-calgary.ab.ca
	ethos Youth and Family	Immigrant and Refugee children and youth, 3-18 years, and their families - with a history of trauma.	Strives to promote health and healing in children, youth, and families. Offers culturally sensitive support for immigrant and refugee children, youth, and their families whom have been affected by trauma; respectfully addressing post-traumatic stress in children, youth, and their families and in doing so, addressing other stressors related to migration, resettlement, socio-economic barriers, and isolation.	Services are available by referral from teachers, social workers, or other community service providers involved with immigrant and refugee youth and family. Interested parents or youth are welcome to contact CCIS with questions and/or to self-refer.	Margaret Chisholm Resettlement Centre 23 McDougall Court NE (403) 298-8577 or (403) 265-3538 Email: sot4@ccis-calgary.ab.ca Web: ccis-calgary.ab.ca
	Cultural Brokerage Program (CCBP)	Families working with Child and Family Services	The CCIS Cultural Brokerage Program (CCBP) was designed to assist Calgary and Area Child and Family Services (CFS) to achieve outcomes that facilitate enhanced culturally competent practices. Including: i) cultural resource support to Calgary and Area Child and Family Services staff and contracted agencies ii) Direct client service through brokered family support, individual case management, supports related to settlement and integration, and community resources connections iii) Cultural competency training that enhances multicultural awareness, competencies and best practices with the overall goal of strengthening services to diverse ethnic communities.		Phone: (403) 514-8384 Email: akoyama@ccis-calgary.ab.ca Web: ccis-calgary.ab.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Catholic Immigration Society (CCIS) (Continued)	Family Services Program	Parents of Immigrant Families	The Family Services Program facilitates the integration of individuals and families into Canadian society. Services include providing social support and educational programs (i.e. parenting, intergenerational gaps, etc.).	Varies, 4-week long seminars; By registration	Location determined by participants Phone: (403) 265-8446 x 110 Web: cccs.ca
	Life Skills Training	Chinese parents of teenage children	Develop Family Management Skill Build up Effective Family Communication Being a Good Role Model for Children Use Appropriate Discipline Build up Support Network and Share Resource		128 2 Ave SW Phone: (403) 265-8446 Web: cccs.ca
	Parents & Families	Children and Families	Using age appropriate therapies such as art, play, sand-box, and talk therapy our counsellors seek to provide the child/youth with a safe and reassuring environment to explore what is causing them distress, and to create well-being. First language support.	Strength-based home visitation services.	129 2 Ave SW Phone: (403) 265-8446 Web: cccs.ca
Calgary Immigrant Educational Society (CIES)	Care for Newcomer Children	Children whose parents are participating in settlement services within CIES	By creating a welcoming environment and providing a variety of positive experiences to support the health, safety and well-being of the children in our care, we help them to build social skills, establish new relationships, and, when necessary, cope with the effects of dislocation and trauma. This is created by ensuring that toys, activities, and equipment reflect multiple cultures.		1723 235-3666 Phone: (403) 235-3666 Email: immigrant-education.ca
Calgary Immigrant Women's Association (CIWA)	Cross-Cultural Parenting Program	Parents or grandparents of Children, 0-6 years and for parents of teenagers - Immigrant or Canadian citizens with language and cultural barriers	Parents learn how to connect their cultural values with Canadian expectations: individual parenting skills support, customized educational sessions and support for fathers, understanding expectations of Canadian society. Free childcare and first language support.	5 weeks, 2 hours twice weekly; Educational workshops.	Various locations throughout city.
	Family Conflict Program	Immigrant Women and their Families	The program provides professional, culturally-sensitive counselling for immigrant women and their families who are experiencing transition challenges, relationship problems, abuse and trauma. Free childcare and first language support.		Various community locations. Email: familyservices@ciwa-online.ca Web: ciwa-online.ca
	Victim Supports Outreach Program	Immigrant Children, Youth, and families	Victims' Supports Outreach Program provides outreach support services for immigrant children, youth and families experiencing family violence. First language support.	By referral from Calgary and Region Child and Family Services	Email: services@ciwa-online.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Immigrant Women's Association (CIWA) (Continued)	Home Visitation Program	Families with new-borns and children 0-5 years	The program assists the families referred by the Calgary Healthy Families Collaborative with parenting related information, education, and connections to community support services.	5 weeks, 2 hours twice weekly; Educational workshops.	Email: familyservices@ciwa-online.ca Web: ciwa-online.ca
	Home Instruction for Parents of Preschool Youngsters (HIPPY)	Permanent Residents with children, 3-4years	The program provides immigrant women and their families support with literacy: English language enhancement for parents, weekly in-home parental literacy support, Canadian school, system referrals, family literacy support, employment opportunities for parents after completion of program, skills to prepare their preschool aged children for school.		Email: language@ciwa-online.ca Web: ciwa-online.ca
	SMILES (Small Multicultural Immigrants Learning Early Startegies)	For immigrant and refugee children, 6 months to 6 years; while parent/caregiver attends CIWA programming	Qualified SMILES childcare workers provide children with culturally sensitive, age-appropriate developmental activities via a play-based curriculum to increase their school-readiness. Ultimately, the goal is to provide children with the tools needed to succeed in the mainstream Canadian school system.		Web: ciwa-online.ca
	Filipino Community Development Program	All members of the Filipino Community, regardless of Immigration status	The program includes-Youth engagement activities; family reunification support; parenting workshops; resource referrals; social events; cross-cultural parenting supports; volunteering opportunities for family members, employment skills support, educational system guidance, income tax return support, Legal clinic services, civic engagement opportunities. Free childcare and first language support.	One-on-one counselling; in-home support; staff at CCSD schools	Email:settlement@ciwa-online.com Web: ciwa-online.com
	Calgary Public Library	Welcome to Canada: Positive Parenting (Tagalog)	18+	Learn more about parenting your children in a dual culture. Acquaint yourselves with tools and resources that will help you succeed in parenting.	Workshop; By registration
Calgary Region Child and Family Services (CFS)	Language Line	Children and youth, 0-24 years, and their families; Including immigrant and ethno cultural populations.		24 hrs/day 7 days/week	
	Intervention and Early Intervention Services		CFS funds and supports multiple intervention and early intervention programs throughout Calgary - many of which are immigrant or ethno cultural specific		

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Region Child and Family Services (CFS) (Continued)	Language Line		Provides outreach services to ethno culturally diverse families experiencing domestic violence		
	Intervention and Early Intervention Services	Children and youth, 0-24 years, and their families; Including immigrant and ethno cultural populations.	Designed to assist CFS to achieve outcomes that facilitate enhanced culturally competent practices. Including: i) cultural resource support to CFS staff and contracted agencies; ii) Direct client service through brokered family support, individual case management, supports related to settlement and integration, and community resources connections; iii) Cultural competency training that enhances multicultural awareness, competencies and best practices with the overall goal of strengthening services to diverse ethnic communities (see Calgary Catholic Immigration Society, below).	See Calgary Catholic Immigration Society (CCIS), above.	See Calgary Catholic Immigration Society (CCIS), above.
Carya	Urgent Family Care	Families with babies or young children, often new Calgarians	Offers a reprieve for families, acting as a buffer in temporary crisis by providing short-term, in-home respite care for those with babies and young children. This prevention-focused service provides a family support worker who assists parents to keep families intact and healthy. Helps maintain a safe place for children while offering a stable environment for parents to deal with their crisis, as well as mentoring and coaching to build greater family cohesion. Works to connect these families to community resources to strengthen their network of support.	Short-term, in-home respite care	Phone: (403) 269-9888 Web: caryacalgary.ca
	Functional Family Therapy (FFT) and Language-specific Family Counselling	Families of youth, 11-18 years	An evidence-based, preventative, short-term program for families of youth who are at risk of, or currently experiencing, school truancy, mental health concerns, criminal involvement, substance abuse, or family conflict. Counsellors work with families to build skills that strengthen connections and support youth to stay in school and make healthier life choices. Multilingual services.	Sliding scale; by intake; counselling modalities include couples, family, child and youth, or single adults actively parenting a child aged 24 and under.	10 community offices throughout city. To initiate the counselling process, call the Intake Coordinator at 403-205-5244. Web: caryacalgary.ca If you are in crisis and need immediate assistance, please call the Distress Center at (403) 266-1605 or 911.

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Sexual Health Centre	FAIR (Families Achieving Inclusive Relationships)	Newcomer Families with Children	FAIR (Families Achieving Inclusive Relationships) is CSHC's project to reach families new to Canada to help them talk about bodies and relationships. We provide resources and workshops to help newcomer families talk about Canadian customs and laws. We also help parents learn to talk about values and healthy decision-making with their children.	By appointment counselling; In-home parent groups; Workshops	Web: calgarysexualhealth.ca
	Workshops for Parents	Parents with children or youth, 0-18 years	Group workshops and counseling to help you learn how to talk to your child in a way that fits with your values and supports your child's growth and learning in a positive way.	Workshops	Web: calgarysexualhealth.ca
CanLearn Society	Magic Carpet Ride	Parents and Pre-school Children	A family literacy program for parents and their preschool children. Families learn together in sessions that include stories, songs, play and learning, and activity centres. Provides information and tips for parents to help prepare their children for school. Children enjoy learning to love books and reading. Parents are involved in helping their children learn, both in the program and at home.	By registration	<ul style="list-style-type: none"> • 1000 Voices – Genesis Centre of Community Wellness • CCIS Parent Link Family Resource Centre • CUPS • Erin Woods School • Keeler School • North of McKnight Community Resource Centre • Ranchlands School • St. Mark School • Valley View School / (403) 686-9300 x 128 • Email: njerkovic@canlearnsociety.ca • Web: canlearnsociety.ca
	Learning Starts at Home	Parents and Pre-school Children who face barriers in accessing services	Educates families about early learning, child development, and connects them with community resources. Sessions include time for parents to talk with a facilitator, and for parents and children to learn, and play together.	In-home; Weekly for 12 weeks; By registration	<ul style="list-style-type: none"> • Phone: (403) 686-9300 x 128 • Email: njerkovic@canlearnsociety.ca • Web: canlearnsociety.ca
Catholic Family Service	Families and Schools Together (F&ST)		<p>This world renowned family skills program utilizes simple and powerful techniques and strategies to empower parents to be positive leaders for the family. Offered in collaboration with the Calgary Board of Education and Calgary Catholic School District, F&ST gives parents and children the opportunity to spend quality time together and connect more fully and comfortably with their children's school and community. By developing these skills as a family, parents help their children to be more resilient to daily pressures and be successful in school.</p> <p>F&ST families graduate to F&STWORKS which helps them continue to strengthen their family ties and to be active residents in their communities.</p>	In-home; Weekly for 12 weeks; By registration	<ul style="list-style-type: none"> • Phone: (403) 233-2360 • Web: .cfs-ab.org

Organization	Program	Population	Content	Hours / Format	Location / Contact
Catholic Family Service (Continued)	Multicultural School Support Program	School-aged children/youth and their families	Employs Multicultural Support Workers to address the many cultural and language needs faced by new Canadians. With first-hand knowledge of the immigration experience, these trained Multicultural Workers share their stories, expertise and knowledge and support the transitions of new Canadians into Canadian society by: Helping students and families adjust to Canadian school culture; Connecting students and their families to resources; Supporting the social and behavioural development of students in school and the community; Helping with communication between the family and the school and other agencies.		Phone: (403) 233-2360 Web: cfs-ab.org
Centre for Newcomers	Colour Our World Children's Settlement	Children 2-12 years, with parent/caregiver, Permanent Residents	This service will help children and their families learn more about life and feel at home in Canada: community resources and information, Developmental screening, Meeting others	Mon-Thurs, 10-12pm or 1-3pm and Friday 10-12pm Group, on-on-one	#1010, 999 36 St NE Phone: (403) 569-3325 Web: centrefornewcomers.ca
Chinese Community Response to Family Violence	Case Management	Victims and their family members	Case Management of victims and their family members Advocacy and support to access housing, financial resources, legal services. Conduct risk assessment and develop individualized safety plan. Supportive counselling Court preparation and support. Educate victims of their rights		312 Centre St SE Phone: (403) 261-7956 Email: hearme@telus.net Web: cccrvf.ca
The City of Calgary, Subsidy Programs	Fee Assistance for Recreation	Low-income Calgarians; adults (18+), children and youth (under 17)	The Fee Assistance Program offers low income Calgarians subsidized access to City of Calgary registered recreation programs and admissions to Aquatics & Fitness centres, Leisure centres, Arts Centres and Golf Courses. The Fee Assistance card is also honoured at 12 Calgary based participating organizations.	Reduced rates for one year; based on household income; By application	Any City of Calgary aquatic and fitness centre or leisure centre Phone: 311 Web: calgary.ca
	Low-income Transit Pass	Low-income Calgarians; adults (18+), children and youth (6-17 years)	Discounted monthly transit pass.		Any City of Calgary aquatic and fitness centre or leisure centre Phone: (403) 262-1000 Web: calgary.ca
Families Matter	Family Mental Health	Mothers, fathers, couples, families with or expecting a baby	Various workshops and support groups. Information articles available in first languages.	Various	Phone: (403) 205-5178 Email: info@familiesmatter.ca Web: familiesmatter.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Excel Family and Youth Society	Youth Effectiveness Support Program	All youth; focus on ethnic immigrants groups from Ethiopia and Eritrea	Educate and assist youths to build and enhance their self-image, social skills and guide them. Provide leadership training and workshops in this program. A dedicated Youth Team that is assisting and working to provide education and support by creating an inclusive environment.		3rd Floor, 1111 – 11 Avenue SW Phone: (403) 514-8336 Email: info@excelfamily.ca Web: excelfamily.ca
	Domestic Violence		We provide education and support to prevent families and youth from domestic violence and crime. We also provide workshops and outreach programs to those affected by family violence and crime.		
Further Education Society	Literacy and Parenting Skills	Parents with difficulty reading or writing	This program targets parents who have difficulty reading and writing. The curriculum is usually spread over eight to ten weekly sessions. Participants improve their literacy skills, learn how to instill good literacy practices in their children and start to look at learning in a positive way. All of the LAPS programs are offered nationally; LAPS program adapted for ESL audiences. Supplements are also available that allow facilitators to customize the curriculum to the level they are teaching. Includes ESL, francophone, and teen streams.	Free	Location chosen by participant Phone: (403) 250-5034 Email: info@furthered.ca Web: furthered.ca
	Financial Literacy		For use with multi-barrier learners from a variety of backgrounds. The main objective is to help parents increase their own, as well as, their children's skill and comfort level with basic money management.		
Hull Family Services	Calgary Healthy Families Program (CFP) Calgary Healthy Families Collaborative (CHFC)	Families with babies 3months or less, living in challenging circumstances	The focus of the CHFP is to provide long-term home visitation support to newborns and their families who are known to be living in challenging circumstances. Services can be given to families until the youngest reaches five years of age providing there is a continued reason for service. The intent of home visitation is to reduce risk factors and increase protective factors thereby increasing a family's capacity to provide a safe and nurturing environment for their children.	1 hour weekly for 1 year (or up to 5 years); By referral from a public health nurse or intervention case worker; Free	In-home or location of participants choosing Phone: (403) 294-0800 Email: msymons@hullservices.ca Web: hullservices.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Immigrant Services Calgary, Mosaic Family Resource Centre	Healthy Start Calgary	New or expectant Immigrant and Refugee parents, with infants up to 12 months, who are experiencing barriers in accessing health services	<ul style="list-style-type: none"> Pre-natal and post-natal health; Drop-In services for pre-natal families include: consultation with a nurse, nutritionist and social worker, support in accessing healthy food and transportation for eligible participants. Workshops and pre-natal education sessions to provide information and support for pregnant mothers. Drop-In services for post-natal families include: breastfeeding support, consultation with a nutritionist, referral to community support services, support in accessing healthy food and transportation for eligible participants. 	Drop-in, workshops and educational sessions	Phone: (403) 265-6093
	Mosaic Family Literacy Program	Families with children 3-5 years	<ul style="list-style-type: none"> Songs, stories and games for families with children 3 - 5 years old. Parent discussion groups and workshops are designed to increase conversational English, as well as provide a foundation in health and financial literacy. Children participate in activities designed to increase skill development and promote school readiness. 	<ul style="list-style-type: none"> This program is offered in two community-based locations; Castleridge (Wednesday 1:00pm-3:00pm), and Whitehorn (Friday, 1:00pm-3:00pm). This program is also offered at our downtown location during the summer months. 	<ul style="list-style-type: none"> Castleridge and Whitehorn; downtown during summer Phone: (403) 265-6093 Web: immigrantservicescalgary.ca
	Mosaic Toy and Book Lending Library	Families	Borrow games, toys, and books for children	2-week loans	
	Supportive Counseling	Parents	Parent and early childhood help is available through informal supportive counselling and community resources information. Childcare is provided free of charge for the drop-in service.		<ul style="list-style-type: none"> #510, 910 7 Ave SW, Calgary, AB Phone: (403) 265-6093 Web: immigrantservicescalgary.ca
	In-home Support Program	Immigrant Families	Provides first language support through In-Home Support Workers in Arabic, Cantonese, Gujarati, Hindi, Kurdish, Farsi, Pashtu, Mandarin, Punjabi, Spanish and Urdu to families in need	In-home; By referral from Calgary Region Child and Family Services	
	Parent-Child Enhancement Project	Immigrant and Refugee parents with children aged 3-6 years	Eight informational workshops on topics such as community resources, an overview health services in Calgary, parenting in Canada, Alberta's education system, and more. Family field trips and recreational activities are an additional part of this program		<ul style="list-style-type: none"> Mosaic Medical Clinic: 1 - 2681 36 Street NE Mosaic Westwinds Community Clinic: 1254 - 4818 Westwinds Dr. NE The Dashmesh Culture Center: 135 Martindale Blvd. NE
	Multicultural Outreach Connections Program	Immigrant and Refugee families with children younger than 7 years	Counsellors will provide help in addressing issues such as conflict or stress management and parenting challenges.		<ul style="list-style-type: none"> #510, 910 7 Ave SW, Calgary, AB Phone: (403) 265-6093 Web: immigrantservicescalgary.ca
	Multicultural Family and Child Training Project	High-risk immigrant/refugee families with children, 0-6 years			

Organization	Program	Population	Content	Hours / Format	Location / Contact
Mosaic Primary Care Network (Mosaic PCN)	Prenatal Nutrition Program	Pregnant women	<ul style="list-style-type: none"> Pregnant women can learn about: Healthy weight gain in pregnancy Strategies to deal with common discomforts such as nausea, heartburn and constipation How much and what kinds of foods to be eating Important nutrients for baby's growth and development Recommended supplements Food safety guidelines and healthy eating while breast-feeding. Offered in Punjabi, Hindu, or Urdu. 	Free; Physician referral required	<ul style="list-style-type: none"> Mosaic Medical Clinic: 1 - 2681 36 Street NE Mosaic Westwinds Community Clinic: 1254 - 4818 Westwinds Dr. NE Web: mosaicpcn.ca Monthly session at The Dashmesh Culture Center: 135 Martindale Blvd. NE
Muslim Youth and Family Services	Parenting Programs	Parents	Various; Workshops	Register online or by email	<ul style="list-style-type: none"> Various locations Email: info@3own.ca Web: 3own.ca
	3OWN Cultural Brokerage Program	Muslim Children and Families involved with Calgary and Are Child and Family Services	The primary objective of OWN is that Muslim children and families involved with CFS are provided services and placements, which meet their religious and cultural needs and that the diverse Muslim community is aware of such services.		



Pre-School Children's Programming (0-6years)

Organization	Program	Population	Content	Hours / Format	Location / Contact
Aspen	Hand in Hand Parent Link Centre	Families with children 6 years or less.	Operates in Calgary and Strathmore to provide support to parents in their role as their children's first and most influential teachers. Centre staff work in collaboration with community members and other professionals to deliver programs in parent education, early childhood development, and family support, as well as information and referrals to community resources and developmental screening.	Mon-Fri; 9:00am-4:30pm; Some evenings and Saturdays.	Village Square Leisure Centre, NE x 22 Phone: (403) 293-5467 Email: plcccalgary@aspen-family.org Web: aspenfamily.org
Calgary Board of Education	Early Development Centres (EDC)	Pre-school aged children, 3-4 years; with mild, moderate, or severe exceptional needs	Focuses on children learning through play with small class sizes. Each classroom has an enhanced support team to help serve the children and their families.	Mon-Thurs; Morning or Afternoon; Start and end times vary from site to site.	Seven locations throughout city Phone: 403-817-7612 or Phone: 403-817-7618 Web: cbe.ab.ca
Calgary Catholic School District	English Language Learning Preschool	Children, 3.5-4.5years as of Sept.1; from and ESL family.	Through a broad range of structured and unstructured activities, this program allows young children and parents to: increase their communication and English language skills; develop social and emotional skills; build confidence and interact with other children in a school setting; learn through play in small class settings; promote and value the importance of first languages.	Mornings or afternoons Small classes; Parental participation required for first 15 minutes of every class.	In 12 schools; various locations; Phone: (403) 500-2487 Web: cssd.ab.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Catholic Immigration Society (CCIS)	Cross Cultural Children's Centre	All children, 18 months to 6 years, with parent enrolled in on-site programming.	A licensed, accredited child care centre for children whose parents are enrolled in training programs.	First-come first-serve drop-in Low-cost Multilingual staff; specialize in children of immigrants.	1111 - 11 Avenue SW Phone: (403) 262-5695
	Parent Link Family Resource Centre	All Families; specializes in services to immigrants.	Offers a range of social, educational, and recreational programs and activities for children, youth, and their parents.	"Mon: 8:30am - 5:30pm	1111 - 11 Avenue SW Phone: (403) 266-6686 Email: ecd@ccis-calgary.ab.ca Web: ccis-calgary.ab.ca
		3 years +	Little Hands Arts and Crafts: offers child-driven interactive activities where parents can enjoy creating arts and crafts with their children. Parental participation welcome but not mandatory.	Parental participation welcome but not mandatory	
		2-3 years with Parent/Caregiver	1-2-3: Count With Me! -Offers introduction to numeracy and fun with numbers using rhyme, songs, books, and active play.		
		0-6 years	Developmental Screening: A variety of developmental screens are available in the centre, designed to help monitor the child's development and follow activities that will help parents play their part in their child's development.		
		Parents and Children	Parent Child Corner to support parents and children.	Mon-Fri 2:00-5:00pm Drop-in	
		Toddlers-10years	Offers a toy lending library; toys, books, and videos in multiple languages.		
		Parents and Children	A collaborative parent-child beginner's clay class.		
	ethos Youth and Family	Immigrant and Refugee children and youth, 3-18 years, and their families - with a history of trauma.	Strives to promote health and healing in children, youth, and families. Offers culturally sensitive support for immigrant and refugee children, youth, and their families whom have been affected by trauma; respectfully addressing post-traumatic stress in children, youth, and their families and in doing so, addressing other stressors related to migration, resettlement, socio-economic barriers, and isolation.	Services are available by referral from teachers, social workers, or other community service providers involved with immigrant and refugee youth and family. Interested parents or youth are welcome to contact CCIS with questions and/or to self-refer.	Margaret Chisholm Resettlement Centre 23 McDougall Court NE (403) 298-8577 or (403) 265-3538 Email: sot4@ccis-calgary.ab.ca Web: ccis-calgary.ab.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Counselling Centre	Parents and Families	Children and Families	Using age appropriate therapies such as art, play, sandbox, and talk therapy the program seeks to provide the child/youth with a safe and reassuring environment to explore what is causing them distress, and to create well-being.	Daytimes, Evenings, Weekends By appointment; Sliding Scale	Suite 200, 940 - 6 Ave. SW Registration: (403) 691-5991 Email: onlineintake.calgary-counselling.com
Calgary Immigrant Educational Society (CIES)	Innovative Childcare Program	Children, 19 months - 6 years, whose parents are participating in LINC Classes.	Aims to create a welcoming environment and provide a variety of positive experiences to support the health, safety, and well-being of the children. Helps children to build social skills, establish new relationships, and, when necessary, cope with the effects of dislocation and trauma. This is created by ensuring that toys, activities, and equipment reflect multiple cultures.	The childcare schedule is the same as the LINC class schedule: Full-time: 8:45am-2:30pm, Mon-Fri. Part-time: Mon-Thurs Morning: 8:45am-12:00pm Afternoon: 1:00pm-4:10pm or 2:30-5:45pm Evening: 6:00pm – 9:10pm While parents participate in programming on-site	1723-49th St. SE Phone: (403) 235-3666 Email: info@immigrant-education.ca Web: immigrant-education.ca
Calgary Immigrant Women's Association (CIWA)	SMILES (Small Multicultural Immigrants Learning Early Strategies)	Immigrant and refugee children, 6 months to 6 years; while parent/caregiver attends CIWA programming.	Qualified SMILES childcare workers provide children with culturally sensitive, age-appropriate developmental activities via a play-based curriculum to increase their school-readiness. The goal is to provide children with the tools needed to succeed in the mainstream Canadian school system.	Mon-Fri, 9:00am-4:30pm While mothers participate in programming on-site	#200, 138 4 Avenue SE Email: reception@ciwa-online.ca Web: ciwa-online.ca
Calgary Immigrant Women's Association (CIWA)	Home Instruction for Parents of Preschool Youngsters (HIPPPY)	All Permanent Residents with children, 3-4 years.	Provides immigrant women and their families support with literacy skills to prepare their preschool aged children for school: English language enhancement for parents; weekly in-home parental literacy support; Canadian school system referrals; family literacy support; group meetings with participants; employment opportunities for parents after completion of program.	30 week program	Weekly in-home visits Email: language@ciwa-online.com Web: ciwa-online.ca
Calgary Region Child and Family Services (CFS)	Language Line	Children and youth, 0-24 years, and their families;	A licensed, accredited child care centre for children whose parents are enrolled in training programs.	24 hrs/day 7 days/week	
Calgary Region Child and Family Services (CFS)	Intervention and Early Intervention Services	Including immigrant and Ethno cultural populations.	CFS funds and supports multiple intervention and early intervention programs throughout Calgary - many of which are immigrant or ethno cultural specific		See Calgary Catholic Immigration Society (CCIS), above.
Calgary Region Child and Family Services (CFS)	Domestic Violence Outreach Workers		Provides outreach services to ethno culturally diverse families experiencing domestic violence		

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Region Child and Family Services (CFS) (Continued)	CCIS Cultural Brokerage Program (CCBP)	Children and youth, 0-24 years, and their families; Including immigrant and Ethno cultural populations.	Designed to assist CFS to achieve outcomes that facilitate enhanced culturally competent practices. Including: i) cultural resource support to CFS staff and contracted agencies; ii) Direct client service through brokered family support, individual case management, supports related to settlement and integration, and community resources connections; iii) Cultural competency training that enhances multicultural awareness, competencies and best practices with the overall goal of strengthening services to diverse ethnic communities.	See Calgary Catholic Immigration Society (CCIS), above.	See Calgary Catholic Immigration Society (CCIS), above.
Calgary Chinese Academy	Chinese Language School	K-12, 3.5 years +	Using age appropriate therapies such as art, play, sand-box, and talk therapy the program seeks to provide the child/youth with a safe and reassuring environment to explore what is causing them distress, and to create well-being. First language support available.	Saturdays, 9:00am-12:00pm or 1:00pm-4:00pm / By registration; Early registration discounts; Bursaries available for students in need; Tuition fees are waived for students in the I.B. Chinese program from partner high schools.	John G. Diefenbaker High School: 6620 4th Street NW Sir John A. Macdonald School: 6600 4th Street NW Email: thechineseacademy@gmail.com Phone: (403) 777-7663 Web: chineseacademy.ca
CanLearn Society	Magic Carpet Ride	Parents and Pre-school Children	A family literacy program for parents and their preschool children. Families learn together in sessions that include stories, songs, play and learning, and activity centres. Provides information and tips for parents to help prepare their children for school. Children enjoy learning to love books and reading. Parents are involved in helping their children learn, both in the program and at home.	By registration	1000 Voices – Genesis Centre of Community Wellness CCIS Parent Link Family Resource Centre CUPS Erin Woods School Keeler School North of McKnight Community Resource Centre Ranchlands School St. Mark School Valley View School Phone: (403) 686-9300 Ext. 128 Email: njerkovic@canlearnsociety.ca Web: canlearnsociety.ca
	Learning Starts at Home	Parents and Pre-school Children who face barriers in accessing services	Educates families about early learning, child development, and connects them with community resources. Sessions include time for parents to talk with a facilitator, and for parents and children to learn, and play together.	Weekly for 12 weeks By registration	In-home Phone: (403) 686-9300 Ext. 128 Email: njerkovic@canlearnsociety.ca Web: canlearnsociety.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Carya	Urgent Family Care	Families with babies or young children, often new Calgarians	Offers a reprieve for families, acting as a buffer in temporary crisis by providing short-term, in-home respite care for those with babies and young children. This prevention-focused service provides a family support worker who assists parents to keep families intact and healthy. Helps maintain a safe place for children while offering a stable environment for parents to deal with their crisis, as well as mentoring and coaching to build greater family cohesion. Works to connect these families to community resources to strengthen their network of support.	Short-term, in-home respite care	In-home Phone: (403) 269-9888 Web: caryacalgary.ca
Centre de Resources Francotheque / French Resource Centre	Library	Children of all ages and Parents	Offers a toy, book, media, and costume library	Lundi, Mercredi, Jeudi, Vendredi: 9h00 à 15h00 Mardi: 11h15 à 18h00 Samedi: 10h00 à 15h00	4800 Richard Road SW Phone: (403) 217-2181 Email: info@crfcalgary.com Web: crfcalgary.com
	Activities	Children of all ages and Parents	Offers music, reading, conversation groups.		
Centre for Newcomers	Colour Our World Children's Settlement	Children 2-12 years, with parent/caregiver, Permanent Residents	Helps children and their families learn more about life and feel at home in Canada. Offers community resources and information, developmental screening, and meeting others.	Mon-Thurs, 10:00-12:00pm or 1:00-3:00pm and Friday 10:00-12:00pm Group; one-on-one; Child and Parent; By Registration, bring immigration documents	999 36 St N.E. #1010 Phone: (403) 569-3325 Web: centrefornewcomers.ca
Cedarbrae Childcare Centre	Accredited Daycare	12 months-12 years	Offers a diverse, multicultural learning environment in their daycare. Gov't subsidies and financial aid accepted.	Mon-Fri, 6:30am-6:00pm	11220 26 St SW Phone: (403) 281-0200 Email: cdc0200@gmail.com Web: cedarbraechildcare.com
Immigrant Services Calgary, Mosaic Family Resource Centre	Parents and Tots Program	1-3 years, with caregiver	Activities include fun learning activities, rhymes, songs, and games for parents and children to play together.	Fridays, 10am-12pm	#1200, 910 - 7th Avenue SW Phone: (403) 265-6093 Web: immigrantservicescalgary.ca
	Pre-School	Immigrant and Refugee children, 3-5 years	Licensed pre-school; Children learn through play and participate in field trips in order to prepare them for success in school.	Tuesdays, 1:00-3:00pm Off-site Tuesdays & Thursdays 9am-11:30am and 1:00pm-3:30pm On-site	Children and Parents Community Based Program: Castleridge, NE Phone: (403) 265-6093 Web: immigrantservicescalgary.ca #1200, 910 - 7th Avenue SW Phone: (403) 265-6093

Organization	Program	Population	Content	Hours / Format	Location / Contact
Immigrant Services Calgary, Mosaic Family Resource Centre (Continued)	Mosaic Family Literacy Program	Families with children 3-5 years	Includes activities/services such as: songs, stories and games. Parent discussion groups and workshops are designed to increase conversational English, as well as provide a foundation in health and financial literacy. Children participate in activities designed to increase skill development and promote school readiness.	This program is offered in two community-based locations; Castleridge NE (Wednesday 1:00pm-3:00pm), and Whitehorn NE (Friday, 1:00pm-3:00pm).	<ul style="list-style-type: none"> Castleridge and Whitehorn. This program is also offered at our downtown location during the summer months (#1200, 910 - 7th Avenue S.W). Web: immigrantservicescalgary.ca
Mosaic Primary Care Network (Mosaic PCN)	Oral Health Program	Children 1-5 years and their parents	Oral health screening, cavity risk assessment, and fluoride varnish application	Schedule: http://www.mosaicpcn.ca/Documents/RMCM%20Schedule.pdf Drop-In	<ul style="list-style-type: none"> Various; Mobile Phone: (403) 250-5066 ext. 1 Web: mosaicpcn.ca
				By appointment	<ul style="list-style-type: none"> The Genesis Centre 7555 Falconridge Blvd NE Phone: (403) 930-3370 Web: mosaicpcn.ca
New Canadian Friendship Centre	Play Area	Pre-school age children	Offers a safe and fun environment for pre-school age children. Volunteers are available at times to organize crafts and games.	The Kids Play Zone is open during Café hours, except during Registered Child Care Times for specific classes. Phone or check calendar for current Drop In times.	<ul style="list-style-type: none"> Unit 117 - 5401 Temple Drive NE Phone: (587) 390-0770 Email: info@ncfcentre.com Web: ncfcentre.com
YMCA	ESL Day Camps	3-15 years	An English as a Second Language Coordinator is a member of the staff team at two YMCA day camps locations: Eau Claire and Saddletowne. This enables children to be registered in a traditional day camp while benefitting from additional support with language and social skill development. Language skills are strengthened through fun games and activities, this is not an instruction-based language program.	Weekdays throughout July and August / Subsidies available	<ul style="list-style-type: none"> Phone: (403) 269-6701 (Eau Claire SW YMCA); Phone: (403) 237-2393 (Saddletowne NE YMCA) Web: ymcalgary.org



Elementary Children's Programming (6-12 years)

Organization	Program	Population	Content	Hours / Format	Location / Contact
Alberta Chung Wah School	Language Programs	Grades K-12	Aims to promote the Chinese culture through well-structured Cantonese and Mandarin language programs that are strongly complemented by the experiential learning of cultural tradition and educational practice.		<ul style="list-style-type: none"> #270 - 328 Centre St SE Phone: (403) 271-8033 Email: office@AlbertaChungWahSchool.ca
Almadina Language Charter Academy	Mountain View Elementary	All Alberta students; ECS-Gr3	Focuses on English language acquisition across Curriculum; Language sheltered classrooms; Inclusive Education; French or Arabic language and culture or English language learner enhancement.	Mon-Fri: 8:00am-4:00pm Tuition-free public school; Charter School	<ul style="list-style-type: none"> 2031 Sable Drive, SE Phone: (403) 543-5074 Web: esl-almadina.com
	Ogden Middle School	All Alberta students; Grades 4-9			<ul style="list-style-type: none"> 1919 76th Avenue, SE Phone: (403) 543-5070 Web: esl-almadina.com
	Wellness Empowerment Program	Parents, Teachers, Families, Students, Community Members	Works towards educating staff, students, and families on mental health and wellness through three key program areas: promotion, prevention, and intervention; Parent Education; Family Initiatives	School Counsellor Present on campus daily In-school and workshops	<ul style="list-style-type: none"> Both Campuses Email: calgarywep@gmail.com Web: esl-almadina.com
Calgary Board of Education	Language Programs	For students entering Kindergarten or Grade 1; K-6/9/12, depending on program	French Immersion, Chinese/Mandarin Bilingual, German Bilingual, Spanish Bilingual, Intensive French	By registration	<ul style="list-style-type: none"> Varies by school Web: cbe.ab.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Board of Education (Continued)	Kingsland Reception Centre	K-12; Non Canadian citizens	Admissions/Registrations/ Assessments of Newcomer Children into schools: Newcomer families come to Kingsland to register their children for CBE schools. The children are assessed for English Language Proficiency, possibly coded ELL and placed in schools	Mon-Fri: 8:00am-4:00pm	7430 5 Street SW Phone: (403)-777-7373 Web: cbe.ab.ca
	Programming for English Language Learners	All grades; based on ESL coding and language assessment	Offers many different kinds of programming and supports to assist learners to develop English skills while also advancing academically. Learning Services System Assistant Principal and ELL Specialist Team supports Kingsland, the system, schools, and the community.		Web: cbe.ab.ca
	L.E.A.D. (Literacy, English and Academic Development) program	All grades; have recently arrived in Canada; have interrupted schooling due to the events in their country; have limited English and limited or no literacy in their first language; often have a refugee immigration code	Specialized programming for English Language Learners who face additional challenges as a result of the circumstances of their migration (often from war-torn regions) and their lack of opportunity for prior schooling; intensive language instruction and support; they also support the transition to ESL and other classes.		9 locations Phone: (403)-777-7373 Web: cbe.ab.ca
	Diversity and Learning Support Advisors (DLSA's)		Provides culturally and linguistically appropriate professional services and supports to the Calgary Board of Education (CBE) staff, students, and families; contributes to CBE becoming a culturally competent and inclusive learning organization. First language advisors.		Education Centre: 1221 - 8 Street SW Phone: (403)-817-7647 Web: cbe.ab.ca
	Interpretation and Translation Services	Parents, Guardians, Adult High School Students	Provides services in 41 languages for effective communications with teachers or staff	Free; by request	On-site Phone: (403)-817-7647 Email: tsmerali@cbe.ab.ca Web: cbe.ab.ca
	In-School Settlement Program (ISS)	Newcomer Families	Personalized settlement plans; information and referrals; connects families with school and community resources. Delivers information sessions about Canadian customs, traditions, and practices.	By registration	In-school; libraries/community centres; in-home Email: iss@cbfy.ca Web: cbfy.ca
	Calgary Bridge Foundation for Youth (CBFY)	Settlement Workers in Schools (SWIS)	All foreign-born students and their families	In-School Settlement (ISS) staff assists families by connecting them to school and community resources. They support settlement related needs. They deliver information sessions about Canadian customs, traditions, and practices. Multilingual services; Interpretation Services.	Morning, Evening, Weekend / Free; By registration; Long-term, One-on-one family support; Information sessions

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Bridge Foundation for Youth (CBYF) (Continued)	Mentorship Program	Newcomer Youth, all grades	Focuses on the settlement and integration of newcomer youth in Calgary at all grade levels by providing information, resources, and support as they transition to their new schools and communities.	Once a week, afterschool By registration	Email: mentorship@cbfy.ca Web: cbfy.ca
	Afterschool Program	Bridge Club; Grades 1-6 Immigrant, Newcomer, ELL, ESL, 2nd generation youth Homework Club, Grades 1-12 Immigrant, Newcomer, ELL, ESL, 2nd Generation youth	Provides immigrant and newcomer youth with skills and confidence to overcome language, cultural, and social barriers to succeed in school, in relationships, and in the community.	3-6pm school days; Summer - Language and homework help; field trips; Group 3:00pm-6:00pm school days; Summer / Free drop-in at libraries and housing complexes	In-school, community libraries, and housing complexes (26 locations total) Email: afterschool@cyfb.ca Web: cbfy.ca
Calgary Catholic Immigration Society (CCIS)	Out of School Care, Before and After School Care	Grades K-6 / 5-12 years; Students from other schools welcome; transportation available	Includes licensed in-school care programs; CCIS School Age Programs promote a positive integrated environment for immigrant, refugee, and Canadian born children. CCIS School Age Programs are strongly linked to the community and participate in many events that showcase the benefits of multiculturalism. Provincial subsidy is available.	Before and After school hours	Various elementary schools throughout the city Phone: (403) 400-0374 Email: cccc@ccis-calgary.ab.ca Web: ccis-calgary.ab.ca
	Adventures in the Sun	6 - 12 years or Grades 1-6 as of September	Licensed, summer day camp; care and community attachment programming; includes activities such as swimming, library visits, field trips, hip-hop lessons, horseback riding, and other outdoor adventures.	July & August; 7:30am-5:30pm weekdays \$200/week; By registration	Marda Loop Community Association: 3130 - 16 Street SW Phone: (403) 400-0374 Email: cccc@ccis-calgary.ab.ca Web: ccis-calgary.ab.ca
	Youth Connections	School-aged; open to all students with emphasis on recruiting newcomers	Matches Canadian students with newcomer students within a school setting. The program was designed to support integration and reduce any risk factors for newcomers in an educational environment; Special events promoting cultural competency and inclusion.	In-school peer mentorship, Special events	Bishop Kidd Jr High School; Bishop Grandin High School; Bishop O'Byrne High School; John G. Diefenbaker High School; Holy Redeemer Elementary School; Sir John A. Macdonald Junior High School. Phone: (403) 262-2006 Email: youthhost1@ccis-calgary.ab.ca youthconnections2@ccis-calgary.ab.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Catholic Immigration Society (CCIS) (Continued)	Parent Link Family Resource Centre	All Families; specialize in services to immigrants	Offers a range of social, educational, and recreational programs and activities for children, youth, and their parents.	Mon: 8:30am - 5:30pm; Tue: 8:30am - 6:30pm; Wed - Fri: 8:30am - 5:30pm	103, 1111 - 11 Avenue SW Phone: (403) 266-6686 Email: ecd@ccis-calgary.ab.ca Web: ccis-calgary.ab.ca
		3 years +	Little Hands Arts and Crafts: Little Hands offers child-driven interactive activities where parents can enjoy creating arts and crafts with their children.	6 hour workshop 1.5 hours of parental inclusion	
		Parents and Children	Parent Child Corner	Parental participation/attendance welcome but not mandatory	
		Toddlers-10years	Toy Lending Library; toys, books, and videos in multiple languages	Mon-Fri 2:00pm-5:00pm Drop-in	
		Parents and Children	Collaborative parent-child beginner's clay class.		
		All families	Community Access Program (CAP); Computer Services		
	Refugee Child Enhanced Integration Project	Refugee Children and Youth (CR1, Government Assisted); 6-15 years	Supports refugee children and youth in the school system during their integration in Calgary; social and peer relations, nutrition, individual development, recreation, and language acquisition	Free	In-school Phone: (403) 298-9760 Email: rceip@ccis-calgary.ab.ca Web: ccis-calgary.ab.ca
	ethos Youth and Family	Immigrant and refugee children and youth, 3-18 years, and their families - with a history of trauma.	Strives to promote health and healing in children, youth, and families. The program offers culturally sensitive support for immigrant and refugee children, youth, and their families whom have been affected by trauma; respectfully addressing post-traumatic stress in children, youth, and their families and in doing so, addressing other stressors related to migration, resettlement, socio-economic barriers, and isolation.	Services are available by referral from teachers, social workers, or other community service providers involved with immigrant and refugee youth and family. Interested parents or youth can contact the centre with questions and/or to self-refer.	Margaret Chisholm Resettlement Centre: 23 McDougall Court NE Phone: (403) 298-8577 or (403) 265-3538 Email: sot4@ccis-calgary.ab.ca Web: ccis-calgary.ab.ca
	Take Action on Bullying		Focuses on creating awareness about bullying, its different behaviours and implementing strategies to address this problem by giving parents and schools (children and youth) the skills and knowledge they need to identify the signs of bullying and to address the challenges associated with it in a non confrontational manner.		Web: ccis-calgary.ab.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Catholic School District (CCSD)	Languages	All students	French Immersion Italian Language and Culture International Spanish Academy Filipino Language and Culture		
	English Language Learning	K-12; Non-English first language	Programming and support for students identified as English language learners. The focus is on the development of the English language as well as academic skills.	Mon-Fri (except holidays) 8 am - 4:30 pm	Phone: 403) 500-2000 Email: inquiries@cssd.ab.ca Web: ccsd.ab.ca
	St. John Reception Centre	K-12; Born outside Canada	Offers services and welcomes students and families who are new to Canada and CCSD. English language assessment.	Mon-Fri (except holidays) 8 am - 4:30 pm; By appointment	15 12 Street NW Phone: (403) 500-2007 Web: ccsd.ab.ca
	Interpretation Service	Parents, Guardians, Adult High School Students.	Language interpretation support to staff of linguistically diverse students and families; language interpreters can be accessed for parent-teacher conferences, meetings with school staff and meetings with other CCSD staff.	Ask a staff member; Staff can refer to Reception Centre family report No cost	Phone: (403) 500-2000 Email: inquiries@cssd.ab.ca Web: ccsd.ab.ca
	In-School Settlement Program (ISS)		To help immigrant families with settlement needs	See: Calgary Bridge Foundation for Youth (above)	See: Calgary Bridge Foundation for Youth (above) Web: ccsd.ab.ca
	Intercultural Wellness Program (ICW)		Provides easily accessible services for immigrant students who may be experiencing difficulties such as isolation, trauma (past or present), separation/reunification or other emotional stressors.		To access this service, please contact your school.
	Multicultural Support Team (MCS)		To increase successful integration into the Canadian classroom and Canadian culture.		
Calgary Chinese Community Service Association	Super Cool After School		Focuses on building academic skills and increasing confidence and resiliency through various activities including academic support and tutoring, daily physical activities, creative arts and craft activities and life skills training. Children will have an opportunity for meaningful participation where they will learn and proactive teamwork, communication skills, and problem solving skills.	Mon, Wed & Fri, 3:45pm to 5:45pm Registrations accepted year round Tues & Thurs: 3:00pm - 5:00pm Registrations accepted year round	CCCSA: #1, 128, 2nd ave SW Phone: (403) 265-8446 Email: communication@cccsa.ca Web: cccsa.ca G.W. Skene Elementary School: 6226 Penbrooke Dr SE Phone: (403) 265-8446 Email: communication@cccsa.ca Web: cccsa.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Chinese Community Service Association (Continued)	Super Cool After School		<ul style="list-style-type: none"> Focuses on building academic skills and increasing confidence and resiliency through various activities including academic support and tutoring, daily physical activities, creative arts and craft activities and life skills training. Children will have an opportunity for meaningful participation where they will learn and proactive teamwork, communication skills, and problem solving skills. 	<ul style="list-style-type: none"> Wed, 3:00pm - 5:00pm Registrations accepted year round 	<ul style="list-style-type: none"> Foundations for the Future Charter Academy - South Middle School Campus: 8710 Ancourt Road SE Phone: (403) 265-8446 Email: communication@cccsa.ca Web: cccsa.ca
	Career Scene Investigator (CSI)		<ul style="list-style-type: none"> Holds seminars each month inviting professionals, trades people, and people of various back grounds to talk about their work experiences, and personal triumphs in their field. This experience gives the audience a deeper insight into possible career choices students can choose from. 	<ul style="list-style-type: none"> Fri. 12:00pm - 2:30pm Registrations accepted year round 	<ul style="list-style-type: none"> James Short Memorial School: 6333 - 5 Avenue SE Phone: (403) 265-8446 Email: communication@cccsa.ca Web: cccsa.ca
Calgary Counselling Centre	Parents & Families	Children and Families	<ul style="list-style-type: none"> Using age appropriate therapies such as art, play, sandbox, and talk therapy counsellors seek to provide the child/youth with a safe and reassuring environment to explore what is causing them distress, and to create well-being. 	<ul style="list-style-type: none"> Monthly seminars 	<ul style="list-style-type: none"> Phone: (403) 265-8446 Email: communication@cccsa.ca Web: cccsa.ca
Calgary Immigrant Educational Society (CIES)	Care for Newcomer Children	Children whose parents are participating in settlement services within CIES.	<ul style="list-style-type: none"> By creating a welcoming environment and providing a variety of positive experiences to support the health, safety, and well-being of the children in CIES's care, helps children to build social skills, establish new relationships, and, when necessary, cope with the effects of dislocation and trauma. This is created by ensuring that toys, activities, and equipment reflect multiple cultures. 	<ul style="list-style-type: none"> Strength-based home visitation services. 	<ul style="list-style-type: none"> 940 6 Ave SW #200, Calgary, AB T2P 3T1 Phone: (403) 265-4980 Web: calgarycounselling.com
Calgary Immigrant Women's Association (CIWA)	Youth Program	10-19 years, including Canadian Citizens.	<ul style="list-style-type: none"> Youth Standing Committee (forums, discussions and event planning opportunities) and Girls Culture Club (peer discussions about racism, identity and self-confidence) Empowers immigrant youth to get involved in their community and reach their full potential. Leadership development and public speaking skills; self-esteem and teambuilding activities; educational and recreational field trips; counselling and mentoring support; connections to employment opportunities. 	<ul style="list-style-type: none"> Lunch and other critical hours 	<ul style="list-style-type: none"> Offered in Jr and Sr high schools, and at Calgary Housing Company complexes Phone: (403) 263-4414 Email: familyservices@ciwa-online.com Web: ciwa-online.com

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Immigrant Women's Association (CIWA) (Continued)	Empowered to Achieve: Culture, Confidence, Connection	Immigrant Girls, 9-13 years, including Canadian Citizens.	Helps immigrant girls gain the skills and knowledge that will enable them to make healthy decisions, develop positive relationship, and actively engage in the community as young women. Childcare and first language support.	Lunch and other critical hours / Project Details: expressive arts activities, educational sessions, recreational activities, leadership and community engagement, group mentoring, inter-generational activities, train the trainer.	Offered in Elementary and Jr high schools, and at Calgary Housing Company complexes Phone: (403) 263-4414 Email: familyservices@ciwa-online.com Web: ciwa-online.com
	Dover Girls Youth Group	Girls	An afterschool youth group that provides a safe place after school to meet with friends and participate in fun activities while learning how to stay safe and be street smart.	Every Tuesday from 3:30pm to 5:30pm	Dover Community Association Hall, 3133 -30 Ave SE Email: mehreenk@ciwa-online.com Phone: (403) 263-4414 ext. 158 Web: ciwa-online.com
	Filipino Community Development Program	All members of the Filipino Community, regardless of Immigration status	The program includes-Youth engagement activities; family reunification support; parenting workshops; resource referrals; social events; cross-cultural parenting supports; volunteering opportunities for family members, employment skills support, educational system guidance, income tax return support, Legal clinic services, civic engagement opportunities. Free childcare and first language support.	One-on-one counselling; in-home support; staff at CCSD schools	Email: settlement@ciwa-online.com Web: ciwa-online.com
The Calgary Islamic School (CIS)	Akram Jomaa Campus	k-12, primarily Muslim	An accredited school with Alberta Education. The CIS emphasizes high academic achievement that is based on the Alberta Curriculum, with a focus on Islamic Studies and Arabic as a Second Language		2612- 37th Avenue NE Phone: (403) 248-2773 Web: calgaryislamicschool.com
	Omar Bin Al-Khattab Campus	k-4, primarily Muslim			225 28 Street SE Phone: (403) 248-2773 Web: calgaryislamicschool.com


Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Public Library	Homework Club for New Canadians	Grades 1-12	For students who are learning English as a Second Language. Bring your homework, enjoy a free snack, and get help in all subjects for Grades 1-9 and in English reading and writing for students in Grades 10-12.	By registration; Parents are required to fill out and sign a form the first time students attend the program.	Various Phone: (403) 930-2769 web: calgarylibrary.ca
	It's a Crime not to Read	Grades 2-4	An early literacy program that connects students with books, reading, life-long learning and positive community relationships. Books are provided by Library staff - and read to students by a Police Officer.	The program occurs once a month from September to June, for a total of 10 programs/visits per school.	In 13 schools around the city; Includes a trip to the library web: calgarylibrary.ca
	ESL Teen Talk	10-14 years	ESL teens and tweens can practice English language skills and enjoy a variety of fun activities at the Library.	Weekday evenings; Varies Free; By Registration	Various web: calgarylibrary.ca
Calgary Region Child and Family Services (CFS)	Language Line	Children and youth, 0-24 years, and their families; Including immigrant and Ethno cultural populations.	A licensed, accredited child care centre for children whose parents are enrolled in training programs.	24 hrs/day 7 days/week	See Calgary Catholic Immigration Society (CCIS), above.
	Intervention and Early Intervention Services		CFS funds and supports multiple intervention and early intervention programs throughout Calgary - many of which are immigrant or ethno cultural specific		
	Domestic Violence Outreach Workers		Provides outreach services to ethno culturally diverse families experiencing domestic violence		
	CCIS Cultural Brokerage Program (CCBP)	Children and youth, 0-24 years, and their families; Including immigrant and Ethno cultural populations.	Designed to assist CFS to achieve outcomes that facilitate enhanced culturally competent practices. Including: i) cultural resource support to CFS staff and contracted agencies; ii) Direct client service through brokered family support, individual case management, supports related to settlement and integration, and community resources connections; iii) Cultural competency training that enhances multicultural awareness, competencies and best practices with the overall goal of strengthening services to diverse ethnic communities (see Calgary Catholic Immigration Society, below).	See Calgary Catholic Immigration Society (CCIS), above.	See Calgary Catholic Immigration Society (CCIS), above.
Can Learn Society	WordPlay - Reading in Action	Grades 1-2	Designed to foster a love and confidence in reading; parents welcome.	After-school Small group By registration	Phone: (403)-686-9300 x 128 Email: njerkovic@canlearnsociety.ca Web: canlearnsociety.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Catholic Family Service	Multicultural School Support Program	School-aged children/youth and their families.	<ul style="list-style-type: none"> Employs Multicultural Support Workers to address the many cultural and language needs faced by new Canadians. With first-hand knowledge of the immigration experience, these trained Multicultural Workers share their stories, expertise and knowledge and support the transitions of new Canadians into Canadian society by: Helping students and families adjust to Canadian school culture; Connecting students and their families to resources; Supporting the social and behavioural development of students in school and the community; Helping with communication between the family and the school and other agencies. 		
Centre de Ressources Francotheque / French Resource Centre	Library		Toy, Book, Media, and Costume library	<ul style="list-style-type: none"> Lundi, Mercredi, Jeudi, Vendredi: 9h00 à 15h00 Mardi: 11h15 à 18h00 Samedi: 10h00 à 15h00 	<ul style="list-style-type: none"> 4800 Richard Road SW Phone: (403) 217-2181 Email: info@crfcalgary.com Web: crfcalgary.com
	Activities	Children of all ages and Parents	Music, Reading, Conversation Groups		
Centre for Newcomers	Colour Our World Children's Settlement	Children 2-12, with parent/caregiver, Permanent Residents	Helps children and their families learn more about life and feel at home in Canada. Offer community resources and information, developmental screening, and meeting others.	<ul style="list-style-type: none"> Mon-Thurs, 10:00-12:00pm or 1:00-3:00pm and Friday 10:00-12:00pm Group; one-on-one; Child and Parent; By Registration, bring immigration documents 	<ul style="list-style-type: none"> 999 36 St N.E. #1010 Phone: (403) 569-3325 Web: centrefornewcomers.ca
Calgary Chinese Academy	Chinese Language School	K-12, 3.5 years +	<ul style="list-style-type: none"> Accredited, not-for-profit language school. Promote the Chinese language and culture for everyone: Cantonese and Mandarin classes; Chinese language instruction to IB students in the CBE system; and Chinese as a Second Language (CSL) for beginners. Special interest classes. 	<ul style="list-style-type: none"> Saturdays, 9am-12pm or 1pm-4pm By registration; Early registration discounts; Bursaries available for students in need; Tuition fees are waived for students in the I.B. Chinese program from partner high schools. 	<ul style="list-style-type: none"> John G. Diefenbaker High School: 6620 4th Street NW Sir John A. Macdonald School: 6600 4th Street NW Email: thechineseacademy@gmail.com Phone: (403) 777-7663 / Web: chineseacademy.ca
Cedarbrae Childcare Centre	Accredited Daycare	12 months to 12 years	Diverse, multicultural learning environment. Government subsidies and financial aid accepted.	<ul style="list-style-type: none"> Mon-Fri, 6:30am-6:00pm 	<ul style="list-style-type: none"> 11220 26 St SW Phone: (403) 281-0200 Email: cdc0200@gmail.com Web: cedarbraechildcare.com

Organization	Program	Population	Content	Hours / Format	Location / Contact
Chinese Cultural Centre	Youth Painting Class		Youth painting class.	Saturdays: 10:30am-12:00pm 8 classes	Phone: (403) 262-5071 Email: course@culturalcentre.ca Web: culturalcentre.ca
	Youth Mental Math Course	5-8 years	Focuses on mental math because mental math requires learners to simultaneously use their heads and hands to compute, the process effectively stimulates cerebral development, exposes intellectual potential, and grants continuous growth for the learner.	Saturdays, 12:00-1:00pm for 3 months 12 classes	
	Chinese Cultural Dance for Youth		Cultural dances are symbols and the soul of an ethnic group. Introducing children to cultural dances allows them to thoroughly embrace Chinese culture and witness the meandering beauty of it. As interesting stories are often embedded within cultural dances, students are able to take on the temperament as a dancer eventually while following the beautiful steps. More importantly, they can foster health and happiness for the mind and body.	Sundays, 1:15-2:45pm 10 classes or drop-in	
	Table Tennis	7 years+	To make table tennis more popular with youths, this course teaches students to understand the rules about table tennis and the footwork, forehand, and backhand movement.	Sundays, 10:30am-12:00pm or 1:00pm-2:30-pm / 8 classes	
	Badminton - Youth Training Course	8-12 years	Focused on training and player development. This intensive training, including footwork, fitness, shot drills and games.	Sundays, 4:30-6:30pm / 8 classes	
	Hip-Hop Dance Training		The instructor provides professional training for the students who do not have any experience on dancing. The class is beginning at a basic level of hip-hop dance skill.	12 classes	
	The Cultural Centre Chinese Learning Academy	Students, K-12	Community language and culture programs for ECS - Grade 9, and Provincial Language and Culture Programs of Study for Grades 10-12, (Chinese Language and Culture 10-3Y, 20-3Y, 30-3Y). High school students may earn credits by completing these courses.	Sunday mornings, 9:30-12:30 or afternoons, 1:30-4:30 September-June	

Organization	Program	Population	Content	Hours / Format	Location / Contact
City of Calgary	Calgary AfterSchool	All Calgary Youth, 6-16 years.	The goals of the program are to develop self-esteem, develop positive relationships, and inspire children and youth to experience new activities.	School days: 3:00-6:00pm Free or low-cost	<ul style="list-style-type: none"> Various, all quadrants: Directory: http://www.calgary.ca/CSPS/CNS/Pages/Children-and-youth/Calgary-AfterSchool/Calgary-AfterSchool-programs.aspx Web: calgary.ca
	Fee Assistance for Recreation	Low-income Calgarians; adults (18+), children and youth (under 17).	Offers low income Calgarians subsidized access to The City of Calgary registered recreation programs and admissions to Aquatics & Fitness centres, Leisure centres, Arts Centres and Golf Courses. The Fee Assistance card is also honoured at 12 Calgary based participating organizations.	Reduced rates for one year; based on household income. By application: http://www.calgary.ca/CSPS/CNS/Documents/subsidized_program_application.pdf	<ul style="list-style-type: none"> Any City of Calgary aquatic and fitness centre of leisure centre Phone: call 311 Web: http://www.calgary.ca/CSPS/Recreation/Pages/Fee-assistance/Home.aspx
	Low-income Transit Pass	Low-income Calgarians; adults (18+), children and youth (6-17).	Discounted monthly transit pass.	Independent youths may provide letter for school counsellor or principal.	<ul style="list-style-type: none"> Calgary Transit Bow Parkade Calgary Transit: 234-7 Ave. SW Centre Street: 125-7Ave SW Phone: (403) 262-1000 Web: http://www.calgarytransit.com/fares-passes/passes/low-income-monthly-pass
Excel Family and Youth Society	Youth Effectiveness Support Program	All youth; focus on ethnic immigrants groups from Ethiopia and Eritrea	Educate and assist youths to build and enhance their self-image, social skills and guide them. Provide leadership training and workshops in this program. A dedicated Youth Team that is assisting and working to provide education and support by creating an inclusive environment.		<ul style="list-style-type: none"> 3rd Floor, 1111 – 11 Avenue SW Phone: (403) 514-8336 Email: info@excelfamily.ca Web: excelfamily.ca
Hafithoon Academy	Quran School	Boys, 6-15 years; Girls 6-10 years	The aim is to build and sustain a generation that establishes a relationship with the Quran, focusing specifically on memorization, proper recitation and understanding of tajweed rules.	4 hours per week / Registration	<ul style="list-style-type: none"> 207 4th Street NE Phone: (587) 703-7011 Email: info@hafithoon.org Web: hafithoon.org
Horizon Academy	Arabic/Islamic Social Studies Program	4-12 years	Instruction and opportunities to learn Modern Standard Arabic for non-native speakers from diverse linguistic and national backgrounds. As well, provide students with basic Islamic knowledge, standards and values.	Sundays; 10:00am-2:00pm; 6 year program	<ul style="list-style-type: none"> Phone: (403) 879-2442 Email: arabic_culture@horizonacademy.ca Web: horizonacademy.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Muslim Youth and Family Services	CHOICES	Grades 1-6	Healthy decision-making and understanding the consequences of actions according to the Quran.	Sundays, 4:00-5:00pm Feb-March \$50	Muslim Youth Centre: 24-7750 Ranchview Drive NW Email: info@3own.ca Web: 3own.ca
New Canadian Friendship Centre	After-School Homework Help	Grades 1-12	Volunteers available to help children with homework.	See Calendar: http://www.ncfcentre.com/events/calendar/#.VQsKM47F_jX By Registration; parental presence requested.	Unit 117 - 5401 Temple Drive NE Phone: (587) 390-0770 Email: info@ncfcentre.com Web: ncfcentre.com
	Kids Activities	K-4; 5-9 years	Snacks, games, and other activities.	See Calendar: http://www.ncfcentre.com/events/calendar/#.VQsKM47F_jX	
	Pre-Teen Activities	Grades 5-8	Snacks, games, and other activities.	See Calendar: http://www.ncfcentre.com/events/calendar/#.VQsKM47F_jX	
School of East Indian Languages and Performing Arts	Language, Performing arts, Sports, and Other Activities	All ages	Incorporated in 1981 to provide a suitable means to the citizens of Calgary to study the languages and culture of the Indian sub-continent in a classroom setting and thereby promote and preserve Indian languages culture. SILPA is a non-religious, non-profit organization operated by volunteers.	25 week courses; sports facilities. Registrations for SILPA take place every year on the Sunday following Labour Day weekend, between 1:30pm & 5pm.	Classes are held every Sunday from mid-September to mid-June at Lester B. Pearson High School 3020 - 52nd Street NE Phone: (403)-280-5110 Email: office@silpa.ca Web: silpa.ca
Somali Canadian Society of Calgary (SCSC)	Child and Youth Mentoring				B-805 Edmonton Tr. NE / (403) 250-8060 info@scscalgary.org / scs-calgary.org
YMCA	ESL Day Camps	3-15 years	An English as a Second Language Coordinator is a member of the staff team at two YMCA day camps locations: Eau Claire and Saddletowne. This enables children to be registered in a traditional day camp while benefitting from additional support with language and social skill development. Language skills are strengthened through fun games and activities, this is not an instruction-based language program.	Weekdays throughout July and August. / Subsidies available	Eau Claire YMCA Phone: (403) 269-6701 Saddletowne YMCA Phone: (403) 237-2393 Web: ymcalgary.org



Jr. High School Youth Programming (12-15 years)

Organization	Program	Population	Content	Hours / Format	Location / Contact
The Alex	Youth Health Centre (YHC) Youth Drop-In Centre	12-24 years, from all backgrounds	Family physicians and medical resources; preventative dental services; STI testing; pregnancy testing; parenting support; counselling; harm/risk reduction materials; substance use groups; basic necessities (i.e. food, hygiene items, condoms); a Community Kitchen; on-site high school; computer access for resume writing/job search support; referrals to community resources; outreach services such as client visits for one-on-one support, court support, accompaniment to other social services, and assistance securing identification documents; fresh meals.	Mon-Fri 12-6pm Drop-In	101, 1318 Centre Street North (NE) Phone: (403) 520-6270 Text: (403) 680-9627 Email: youthinfo@thealex.ca Web: thealex.ca
Alberta Chung Wah School	Language Programs	K-12	Aims to promote the Chinese culture through well-structured Cantonese and Mandarin language programs that are strongly complemented by the experiential learning of cultural tradition and educational practice.		#270 - 328 Centre St SE Phone: (403) 271-8033 Email: office@AlbertaChungWahSchool.ca
Almadina Language Charter Academy	Ogden Middle School Wellness Empowerment Program	All Alberta students; Grades 4-9 Parents, Teachers, Families, Students, Community Members	Focuses on English language acquisition across Curriculum; Language sheltered classrooms; Inclusive Education; French or Arabic language and culture or English language learner enhancement. Works towards educating staff, students, and families on mental health and wellness through three key program areas: promotion, prevention, and intervention; Parent Education; Family Initiatives	Mon-Fri 8:00am-4:00pm Tuition-free public school; Charter School School Counsellor Present on campus daily In-school and workshops	1919 76th Avenue, SE Phone: (403) 543-5070 Web: www.esl-almadina.com Both Campuses Email: calgarywep@gmail.com Web: www.esl-almadina.com
Antyx Community Art Society	Youth Programs - Various	13-18 or 24 years	Antyx is a community arts company that uses the arts and community development processes to create opportunities for youth to become more engaged in their community and experience increased community connection. Some projects are specifically targeted at ethnocultural youth.	Varies	Throughout Calgary #205 - 4202 17th Avenue SE Phone: (403) 444-0500 Email: info@antyx.org Web: antyx.org

Organization	Program	Population	Content	Hours / Format	Location / Contact
Boys and Girls Clubs of Calgary	Beltline Youth Centre	12-24 years - Immigrant Refugee focussed	Music Studio, with opportunities to learn and record; free workshops and classes (dance, spoken word, photography, etc.); Pre-employment and employment resources. Educational support and tutoring; swimming pool, gymnasium, and weight room, basketball courts.	Mon-Thurs: 1:30pm-9:00pm Sat-Sun: 2:00pm-9:00pm Free Membership	223, 12 Avenue SW Phone: (403) 263-7934 Web: boysandgirlsclubsofcalgary.ca
Calgary Board of Education	Language Programs	For students entering Kindergarten or Grade 1	French Immersion, Chinese/Mandarin Bilingual, German Bilingual, Spanish Bilingual, Intensive French	K-6/9/12, depending on program By registration	Varies by school Web: cbe.ab.ca
	Kingsland Reception Centre	K-12; Non Canadian citizens	Admissions/Registrations/ Assessments of Newcomer Children into schools: Newcomer families come to Kingsland to register their children for CBE schools. The children are assessed for English Language Proficiency, possibly coded ELL and placed in schools	Mon-Fri: 8:00am-4:00pm	7430 5 Street SW Phone: (403)-777-7373 Web: cbe.ab.ca
	Programming for English Language Learners	All grades; based on ESL coding and language assessment	Offers many different kinds of programming and supports to assist learners to develop English skills while also advancing academically. Learning Services System Assistant Principal and ELL Specialist Team supports Kingsland, the system, schools, and the community.		Web: cbe.ab.ca
	L.E.A.D. (Literacy, English and Academic Development) program	All grades; have recently arrived in Canada; have interrupted schooling due to the events in their country; have limited English and limited or no literacy in their first language; often have a refugee immigration code	Specialized programming for English Language Learners who face additional challenges as a result of the circumstances of their migration (often from war-torn regions) and their lack of opportunity for prior schooling; intensive language instruction and support; they also support the transition to ESL and other classes.		9 locations Phone: (403)-777-7373 Web: cbe.ab.ca
	Diversity and Learning Support Advisors (DLSA's)		Provides culturally and linguistically appropriate professional services and supports to the Calgary Board of Education (CBE) staff, students, and families; contributes to CBE becoming a culturally competent and inclusive learning organization. First language advisors.		Education Centre: 1221 - 8 Street SW Phone: (403)-817-7647 Web: cbe.ab.ca
	Interpretation and Translation Services	Parents, Guardians, Adult High School Students	Provides services in 41 languages for effective communications with teachers or staff	Free; by request	On-site Phone: (403)-817-7647 Email: tsmerali@cbe.ab.ca Web: cbe.ab.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Board of Education (Continued)	In-School Settlement Program (ISS)	Newcomer Families	Personalized settlement plans; information and referrals; connects families with school and community resources. Delivers information sessions about Canadian customs, traditions, and practices.	By registration	In-school; libraries/community centres; in-home Email: iss@cbfy.ca Web: cbfy.ca
	Settlement Workers in Schools (SWIS)	All foreign-born students and their families	In-School Settlement (ISS) staff assists families by connecting them to school and community resources. They support settlement related needs. They deliver information sessions about Canadian customs, traditions, and practices. Multilingual services; Interpretation Services.	Morning, Evening, Weekend Free; By registration; Long-term, One-on-one family support; Information sessions	Schools, community centres, and libraries throughout the city; In-home support Phone: (403) 777-6074 Email: iss@cbfy.ca Web: cbfy.ca
	Rogers Youth Empowerment Program	Jr and Sr High School Immigrant and English Language Learning Youth	Promotes immigrant youth's personal growth through academic support in critical subjects like math, science, literacy and writing. Individuals are also taken on tours of post-secondary institutions to encourage them to pursue an education after they graduate from high-school	One-on-one and small group tutoring	Email: ryep@cbfy.ca Web: cbfy.ca
Calgary Bridge Foundation for Youth (CBFY)	Mentorship Program	Newcomer Youth, all grades	Focuses on the settlement and integration of newcomer youth in Calgary at all grade levels by providing information, resources and support as they transition to their new schools and communities.	Once a week, afterschool By registration	Email: mentorship@cbfy.ca Web: cbfy.ca
	Mentorship Summer Program: Newcomer Orientation and Welcome (NOW)	Newcomer Youth, entering grades 7-9 in fall		3 day orientation, 9:00am-3:00pm August By registration	Sir John A. Macdonald Junior High School: 6600 - 4 Street NW Web: cbfy.ca
	Afterschool Program	NxtGen: Grades 7-9; Immigrant, Newcomer, ELL, ESL, 2nd Generation youth; Homework Club: Immigrant, Newcomer, ELL, ESL, 2nd Generation youth; Grades 1-12	Helps teenagers gain confidence, make new friends, and build lifelong skills for success. Post-secondary scholarship available for grade 9 students. Provides immigrant and newcomer youth with skills and confidence to overcome language, cultural and social barriers to succeed in school, in relationships and in the community.	School days: 3:00-6:00pm Summer By registration	In-school, community libraries, and housing complexes (26 locations total) Email: afterschool@cyfb.ca Web: cbfy.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact	
Calgary Catholic Immigration Society (CCIS)	Youth Connections	School-aged; open to all students with emphasis on recruiting newcomers	Matches Canadian students with newcomer students within a school setting. The program was designed to support integration and reduce any risk factors for newcomers in an educational environment; Special events promoting cultural competency and inclusion.	In-school peer mentorship, Special events	Bishop Kidd Jr High School; Bishop Grandin High School; Bishop O'Byrne High School; John G. Diefenbaker High School; Holy Redeemer Elementary School; Sir John A. MacDonald Junior High School. Phone: (403) 262-2006 Email: youthhost1@ccis-calgary.ab.ca youthconnections2@ccis-calgary.ab.ca	
	Youth Cultural Ambassador Training (YCAT)	Canadian and well-integrated immigrant Jr.High and High School students	Teaches students about cultural awareness and leadership. Once the students have completed the program, they can then go on to become a Host Friend. Host Friends show newcomer students around the school and help them feel more comfortable in their new school setting.			
	Jumpstart to Success	15-30 years; Not be in school full time; Have not received EI in the last 5 years; Permanent resident, Canadian citizen or a protected person as defined by the Immigration and Refugee Protection Act; Legally entitled to work in Canada	Group Based Employability Skills (GBES): 5 week life-skills workshop Employability Skills through Work Experience (ESWE): 2-week job search workshop; Job search assistance; 10-week work experience placement Work Experience (WE): Job search assistance; 12-week work experience placement; Ongoing support		Phone: (403) 290-5133 Email: youth2@ccis-calgary.ab.ca Web: ccis-calgary.ab.ca	
	Parent Link Family Resource Centre		All Families; specialize in services to immigrants	Offers a range of social, educational, and recreational programs and activities for children, youth, and their parents.	Mon: 8:30am - 5:30pm; Tue: 8:30am - 6:30pm; Wed - Fri: 8:30am - 5:30pm	103, 1111 - 11 Avenue SW Phone: (403) 266-6686 Email: ecd@ccis-calgary.ab.ca Web: ccis-calgary.ab.ca
				Community Access Program (CAP); Computer Services	Drop-in; Free	
			9-13 years	Designed to empower children and parents to talk openly about the freedoms, responsibilities and concerns for children who are home alone. Parents are invited to attend the first hour and a half in the first class to address their concerns and at the end of the course, to negotiate a contract and to problem solve typical "home alone" scenarios.	6 hour workshop / 1.5 hours of parental inclusion	
	Refugee Child Enhanced Integration Project	Refugee Children and Youth (CR1, Government Assisted); 6-15 years	Supports refugee children and youth in the school system during their integration in Calgary; social and peer relations, nutrition, individual development, recreation, and language acquisition	Free	In-school Phone: (403) 298-9760 Email: rceip@ccis-calgary.ab.ca	

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Catholic Immigration Society (CCIS)	ethos Youth and Family	Immigrant and refugee children and youth, 3-18 years, and their families - with a history of trauma.	Promotes health and healing in children, youth, and families. Offers culturally sensitive support for immigrant and refugee children, youth, and their families who have been affected by trauma; respectfully addressing post-traumatic stress in children, youth, and their families and other stressors related to migration, resettlement, socio-economic barriers, and isolation. Interpretation services available.	Services are available by referral from teachers, social workers, or other community service providers involved with immigrant and refugee youth and family. Interested parents or youth can contact the centre with questions and/or to self-refer.	Margaret Chisholm Resettlement Centre: 23 McDougall Court NE Phone: (403) 298-8577 or (403) 265-3538 Email: sot4@ccis-calgary.ab.ca
Calgary Catholic Immigration Society (CCIS), Parent LINK Centre	Take Action on Bullying		Focuses on creating awareness about bullying, its different behaviours and implementing strategies to address this problem by giving parents and schools (children and youth) the skills and knowledge they need to identify the signs of bullying and to address the challenges associated with it in a non confrontational manner.		
	Languages	All students	French Immersion; Italian Language and Culture; International Spanish Academy; Filipino Language and Culture		
	English Language Learning	K-12; Non-English first language	Programming and support for students identified as English language learners. The focus is on the development of the English language as well as academic skills.	Mon-Fri (except holidays) 8 am - 4:30 pm	Phone: 403) 500-2000 Email: inquiries@cssd.ab.ca Web: cssd.ab.ca
	St. John Reception Centre	K-12; Born outside Canada	Offers services and welcomes students and families who are new to Canada and CCSD. English language assessment.	Mon-Fri (except holidays) 8 am - 4:30 pm; By appointment	15 12 Street NW Phone: (403) 500-2007 Web: cssd.ab.ca
Calgary Catholic School District (CCSD)	Interpretation Service	Parents, Guardians, Adult High School Students.	Language interpretation support to staff of linguistically diverse students and families; language interpreters can be accessed for parent-teacher conferences, meetings with school staff and meetings with other CCSD staff.	Ask a staff member; Staff can refer to Reception Centre family report No cost	Phone: (403) 500-2000 Email: inquiries@cssd.ab.ca Web: cssd.ab.ca
	In-School Settlement Program (ISS)		To help immigrant families with settlement needs	See: Calgary Bridge Foundation for Youth (above)	See: Calgary Bridge Foundation for Youth (above) Web: cssd.ab.ca
	Intercultural Wellness Program (ICW)		Provides easily accessible services for immigrant students who may be experiencing difficulties such as isolation, trauma (past or present), separation/reunification or other emotional stressors.		To access this service, please contact your school.
	Multicultural Support Team (MCS)		To increase successful integration into the Canadian classroom and Canadian culture.		
Calgary Chinese Academy	Chinese Language School	K-12, 3.5 years +	Accredited, not-for-profit language school. Promote the Chinese language and culture for everyone: Cantonese and Mandarin classes; Chinese language instruction to IB students in the CBE system; and Chinese as a Second Language (CSL) for beginners. Special interest classes.	Saturdays: 9am-12pm or 1pm-4pm By registration; Early registration discounts; Bursaries available for students in need; Tuition fees are waived for students in the I.B. Chinese program from partner high schools.	John G. Diefenbaker High School: 6620 4th Street NW Sir John A. Macdonald School: 6600 4th Street NW Email: thechineseacademy@gmail.com Phone: (403) 777-7663 Web: chineseacademy.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Chinese Community Service Association	Super Cool After School		Focuses on building academic skills and increasing confidence and resiliency through various activities including academic support and tutoring, daily physical activities, creative arts and craft activities and life skills training. Children will have an opportunity for meaningful participation where they will learn and proactive teamwork, communication skills, and problem solving skills.	Mon, Wed & Fri, 3:45pm to 5:45pm Registrations accepted year round	CCCSA: #1, 128, 2nd ave SW Phone: (403) 265-8446 Email: communication@cccsa.ca Web: cccsa.ca
				Tues & Thurs: 3:00pm - 5:00pm Registrations accepted year round	G.W. Skene Elementary School: 6226 Penbrooke Dr SE Phone: (403) 265-8446 Email: communication@cccsa.ca Web: cccsa.ca
				Wed, 3:00pm - 5:00pm Registrations accepted year round	Foundations for the Future Charter Academy - South Middle School Campus: 8710 Ancourt Road SE Phone: (403) 265-8446 Email: communication@cccsa.ca Web: cccsa.ca
				Fri. 12:00pm - 2:30pm Registrations accepted year round	James Short Memorial School: 6333 - 5 Avenue SE Phone: (403) 265-8446 Email: communication@cccsa.ca Web: cccsa.ca
Calgary Counselling Centre	Youth in Action Scholarship	14-18 years	10 hours leadership training, to encourage community volunteering	Yearly \$500 offered to three youth yearly	Phone: (403) 265-8446 Email: communication@cccsa.ca Web: cccsa.ca
	Career Scene Investigator (CSI)		Holds seminars each month inviting professionals, trades people, and people of various backgrounds to talk about their work experiences, and personal triumphs in their field. This experience gives the audience a deeper insight into possible career choices students can choose from.	Monthly seminars	
Calgary Counselling Centre	Youth Counselling	Youth (14+ years can complete an intake independently)	Provides youth with a place to express themselves and to build stronger, healthier relationships with family, friends, teachers, fellow students, and communities. First language support available.	Mon-Fri: 9:00am-4:00pm By appointment: register by phone or online; day, evening, weekend appointments available / Sliding fee scale, according to income; one-on-one or group.	#200, 940 6 Ave SW Phone: (403) 691-5991 Web: calgarycounselling.com

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Immigrant Women's Association (CIWA)	Youth Program	10-19 years, including Canadian Citizens.	<p>Youth Standing Committee (forums, discussions and event planning opportunities) and Girls Culture Club (peer discussions about racism, identity and self-confidence)</p> <p>Empowers immigrant youth to get involved in their community and reach their full potential. Leadership development and public speaking skills; self-esteem and teambuilding activities; educational and recreational field trips; counselling and mentoring support; connections to employment opportunities.</p>	Lunch and other critical hours	<p>Offered in Jr and Sr high schools, and at Calgary Housing Company complexes</p> <p>Phone: (403) 263-4414</p> <p>Email: familyservices@ciwa-online.com</p> <p>Web: ciwa-online.com</p>
	Youth Cultural Summer Camp			July and August yearly	<p>Email: familyservices@ciwa-online.com</p> <p>Phone: (403) 263-4414 /</p> <p>Web: ciwa-online.com</p>
	Empowered to Achieve: Culture, Confidence, Connection	Immigrant Girls, 9-13 years, including Canadian Citizens.	Helps immigrant girls gain the skills and knowledge that will enable them to make healthy decisions, develop positive relationship, and actively engage in the community as young women.	Lunch and other critical hours / Project Details: expressive arts activities, educational sessions, recreational activities, leadership and community engagement, group mentoring, inter-generational activities, train the trainer.	<p>Offered in Elementary and Jr high schools, and at Calgary Housing Company complexes</p> <p>Phone: (403) 263-4414</p> <p>Email: familyservices@ciwa-online.com</p> <p>Web: ciwa-online.com</p>
	Dover Girls Youth Group	Girls	An afterschool youth group that provides a safe place after school to meet with friends and participate in fun activities while learning how to stay safe and be street smart.	Every Tuesday from 3:30pm to 5:30pm	<p>Dover Community Association Hall, 3133 -30 Ave SE</p> <p>Email: mehreenk@ciwa-online.com</p> <p>Phone: (403) 263-4414 ext. 158</p> <p>Web: ciwa-online.com</p>
	Filipino Community Development Program	All members of the Filipino Community, regardless of Immigration status	Youth engagement activities; family reunification support; parenting workshops; resource referrals; social events; cross-cultural parenting supports; volunteering opportunities for family members; employment skills support; educational system guidance; income tax return support; legal clinic services; civic engagement opportunities. Free childcare and first language support available.	One-on-one counselling; in-home support; staff at CCSD schools	<p>Email: settlement@ciwa-online.com</p> <p>Web: ciwa-online.com</p>
The Calgary Islamic School (CIS)	Akram Jomaa Campus	k-12, primarily Muslim	An accredited school with Alberta Education. The CIS emphasizes high academic achievement that is based on the Alberta Curriculum, with a focus on Islamic Studies and Arabic as a Second Language		<p>2612- 37th Avenue NE</p> <p>Phone: (403) 248-2773</p> <p>Web: calgaryislamicschool.com</p>

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Public Library	Homework Club for New Canadians	Grades 1-12	For students who are learning English as a Second Language. Bring your homework, enjoy a free snack, and get help in all subjects for Grades 1-9 and in English reading and writing for students in Grades 10-12.	By registration; Parents are required to fill out and sign a form the first time students attend the program.	Various Phone: (403) 930-2769
	Youth Empowerment Program	Immigrant and EAL; Grades 7-12	Free tutorial help for Immigrant and ESL Youth in Grades 7 to 12 in English, Mathematics, Science and Social Studies.		Web: calgarylibrary.ca
	ESL Teen Talk	10-14 years	ESL teens and tweens can practice English language skills and enjoy a variety of fun activities at the Library.	Weekday evenings; Varies Free; By Registration	Various
Calgary Region Child and Family Services (CFS)	Language Line		A licensed, accredited child care centre for children whose parents are enrolled in training programs.	24 hrs/day 7 days/week	
	Intervention and Early Intervention Services		CFS funds and supports multiple intervention and early intervention programs throughout Calgary - many of which are immigrant or ethno cultural specific.		See Calgary Catholic Immigration Society (CCIS), above.
	Domestic Violence Outreach Workers	Children and youth, 0-24 years, and their families; Including immigrant and Ethno cultural populations.	Provides outreach services to ethno culturally diverse families experiencing domestic violence		
	CCIS Cultural Brokerage Program (CCBP)		Designed to assist CFS to achieve outcomes that facilitate enhanced culturally competent practices. Including: i) cultural resource support to CFS staff and contracted agencies; ii) Direct client service through brokered family support, individual case management, supports related to settlement and integration, and community resources connections; iii) Cultural competency training that enhances multicultural awareness, competencies and best practices with the overall goal of strengthening services to diverse ethnic communities (see Calgary Catholic Immigration Society, below).	See Calgary Catholic Immigration Society (CCIS), above.	See Calgary Catholic Immigration Society (CCIS), above.
Carya	Functional Family Therapy (FFT) and Language-specific Family Counselling	Families of youth, 11-18 years	An evidence-based, preventative, short-term program for families of youth who are at risk of, or currently experiencing, school truancy, mental health concerns, criminal involvement, substance abuse, or family conflict. Counsellors work with families to build skills that strengthen connections and support youth to stay in school and make healthier life choices. Multilingual services.	Sliding scale; by intake; counselling modalities include couples, family, child and youth, or single adults actively parenting a child aged 24 and under.	10 community offices throughout city To initiate the counselling process, call the Intake Coordinator at Phone: (403) 205-5244. If you are in crisis and need immediate assistance, please call the Distress Center at (403) 266-1605 or 911.

Organization	Program	Population	Content	Hours / Format	Location / Contact
Catholic Family Service	Multicultural School Support Program	School-aged children/youth and their families.	<ul style="list-style-type: none"> Employs Multicultural Support Workers to address the many cultural and language needs faced by new Canadians. With first-hand knowledge of the immigration experience, these trained Multicultural Workers share their stories, expertise and knowledge and support the transitions of new Canadians into Canadian society by: Helping students and families adjust to Canadian school culture; Connecting students and their families to resources; Supporting the social and behavioural development of students in school and the community; Helping with communication between the family and the school and other agencies. 		<ul style="list-style-type: none"> Phone: (403) 233-2360 Web: cfs-ab.org
Centre for Newcomers	"The Real Me" Identity Based Wrap-around Intervention (IBWI)	Immigrant Youth, 12-24 years; Involved in or at-risk of involvement in gangs or criminal behaviours	<ul style="list-style-type: none"> Supports immigrant youth to develop a sense of identity and a sense of belonging to avert the risk of criminal or gang involvement. 		<ul style="list-style-type: none"> Phone: (403) 569-3333 Email: m.el-rafih@centre-fornewcomers.ca
Chinese Cultural Centre	Youth Painting Class		<ul style="list-style-type: none"> Youth painting class, Youth Mental Math Course (5-8 years). 	<ul style="list-style-type: none"> Saturdays: 10:30am-12:00pm 8 classes 	<ul style="list-style-type: none"> Phone: (403) 262-5071 Email: course@culturalcentre.ca Web: culturalcentre.ca
	Youth Mental Math Course	5-8 years	<ul style="list-style-type: none"> Focuses on mental math because mental math requires learners to simultaneously use their heads and hands to compute, the process effectively stimulates cerebral development, exposes intellectual potential, and grants continuous growth for the learner. 	<ul style="list-style-type: none"> Saturdays, 12:00-1:00pm for 3 months 12 classes 	
	Chinese Cultural Dance for Youth		<ul style="list-style-type: none"> Cultural dances are symbols and the soul of an ethnic group. Introducing children to cultural dances allows them to thoroughly embrace Chinese culture and witness the meandering beauty of it. As interesting stories are often embedded within cultural dances, students are able to take on the temperament as a dancer eventually while following the beautiful steps. More importantly, they can foster health and happiness for the mind and body. 	<ul style="list-style-type: none"> Sundays, 1:15-2:45pm 10 classes or drop-in 	
	Table Tennis	7 years+	<ul style="list-style-type: none"> To make table tennis more popular with youths, this course teaches students to understand the rules about table tennis and the footwork, forehand, and backhand movement. 	<ul style="list-style-type: none"> Sundays, 10:30am-12:00pm or 1:00pm-2:30-pm / 8 classes 	
	Badminton - Youth Training Course	8-12 years	<ul style="list-style-type: none"> Focused on training and player development. This intensive training, including footwork, fitness, shot drills and games. 	<ul style="list-style-type: none"> Sundays, 4:30-6:30pm / 8 classes 	

Organization	Program	Population	Content	Hours / Format	Location / Contact
Chinese Cultural Centre (Continued)	Hip-Hop Dance Training		The instructor provides professional training for the students who do not have any experience on dancing. The class is beginning at a basic level of hip-hop dance skill.	12 classes	<ul style="list-style-type: none"> Phone: (403) 262-5071 Email: course@culturalcentre.ca Web: culturalcentre.ca
	The Cultural Centre Chinese Learning Academy	Students, K-12	Community language and culture programs for ECS - Grade 9, and Provincial Language and Culture Programs of Study for Grades 10-12, (Chinese Language and Culture 10-3Y, 20-3Y, 30-3Y). High school students may earn credits by completing these courses.	Sunday mornings, 9:30-12:30 or afternoons, 1:30-4:30 September-June	<ul style="list-style-type: none"> ECS/ Kindergarten: \$290/year Grade 1 to Grade 12: \$270/year Phone: (403) 262-5071 Email: school@culturalcentre.ca Web: culturalcentre.ca
City of Calgary	Calgary AfterSchool	All Calgary Youth, 6-16 years.	The goals of the program are to develop self-esteem, develop positive relationships, and inspire children and youth to experience new activities.	School days: 3:00-6:00pm Free or low-cost	<ul style="list-style-type: none"> Various, all quadrants: Directory: http://www.calgary.ca/CSPS/CNS/Pages/Children-and-youth/Calgary-AfterSchool/Calgary-AfterSchool-programs.aspx Web: calgary.ca
	Fee Assistance for Recreation	Low-income Calgarians; adults (18+), children and youth (under 17).	Offers low income Calgarians subsidized access to The City of Calgary registered recreation programs and admissions to Aquatics & Fitness centres, Leisure centres, Arts Centres and Golf Courses. The Fee Assistance card is also honoured at 12 Calgary based participating organizations.	Reduced rates for one year; based on household income. By application: http://www.calgary.ca/CSPS/CNS/Documents/subsidized_program_application.pdf	<ul style="list-style-type: none"> Any City of Calgary aquatic and fitness centre of leisure centre Phone: call 311 Web: http://www.calgary.ca/CSPS/Recreation/Pages/Fee-assistance/Home.aspx
	Low-income Transit Pass	Low-income Calgarians; adults (18+), children and youth (6-17).	Discounted monthly transit pass.	Independent youths may provide letter for school counsellor or principal.	<ul style="list-style-type: none"> Calgary Transit Bow Parkade Calgary Transit: 234-7 Ave. SW Centre Street: 125-7Ave SW Phone: (403) 262-1000 Web: http://www.calgarytransit.com/fares-passes/passes/low-income-monthly-pass
Excel Family and Youth Society	Youth Effectiveness Support Program	All youth; focus on ethnic immigrants groups from Ethiopia and Eritrea	Educate and assist youths to build and enhance their self-image, social skills and guide them. Provide leadership training and workshops in this program. A dedicated Youth Team that is assisting and working to provide education and support by creating an inclusive environment.		<ul style="list-style-type: none"> 3rd Floor, 1111 – 11 Avenue SW Phone: (403) 514-8336 info@excelfamily.ca Web: excelfamily.ca
Hafithoon Academy	Quran School	Boys, 6-15 years;	The aim is to build and sustain a generation that establishes a relationship with the Quran, focusing specifically on memorization, proper recitation and understanding of tajweed rules.	4 hours per week Registration	<ul style="list-style-type: none"> 207 4th Street NE Phone: (587) 703-7011 Email: info@hafithoon.org Web: hafithoon.org

Organization	Program	Population	Content	Hours / Format	Location / Contact
Horizon Academy	Youth Leadership Development Course (YLDC)	YLDC 1: 12-15years (must have completed HAS 6) YLDC 2: 13-17years (must have completed YLDC 1)	Offers a variety of introductory and advanced classes in Islamic Studies and Soft Skills (Time management, Life planning, Communication, Community service, etc.) catering for youth and adults. The goals of the LDC are to build Muslim Leaders who can be faithful to their beliefs and comfortable with their memory, culture, and citizenship identities.	Sundays, 10:00am-12:00pm Online registration	Chinook Learning Services: 2519 Richmond Road SW Email: info@horizonacademy.ca Phone: (403) 879-2442 Web: horizonacademy.ca
	Quran Program	Any Muslim, 4years+	Saturday school program that provides an opportunity for Muslims of any age, language, or cultural background to connect with the Quran.	By registration	
Immigrant Services Calgary, Mosaic Family Resource Centre	Techno-Elders Mentorship Program (TEMP)	ISC Youth volunteers	LINKages works with ISC youth volunteers and Bridgeland Manor seniors to offer mobile computing and internet literacy sessions designed to help seniors broaden their connections through digital means. As part of the TEMP initiative, LINKages is developing a tablet library, which will bring the benefits of digital literacy activities to youths and seniors in other LINKages programs in the future.		Phone: (403) 265-1120 Web: immigrantservicescalgary.ca
I 'n' I diversity: Initiatives for New Immigrants Association	MY PALS Youth Poetry Contest	Youth from all ethnic groups	A community building, leadership and skills acquisition project that uses the Literary Art form to reach out to youth and prepare them for the future leadership role that rests on their shoulders.	Free Entry	1601-840 7 Ave SW Outreach to youth in all quadrants Phone: (403) 708-7836 Toll Free: 1-844-738-8563 Email: info@inidiversity.com Web: inidiversity.com
Muslims of Calgary				Saturdays: 10:30-2:00pm	SW Masjid (MAC Center) 5615, 14th Ave. SW Phone: (403) 242-1615 Web: muslimsofcalgary.ca
	Islamic/Arabic Schools for Kids			Sundays: 10:00-2:00pm	Akram Jomaa Islamic Center: 2612, 37th Ave. NE Phone: (403) 219-0991 Web: muslimsofcalgary.ca
				Saturdays: 10:00-1:30pm	NW Musalla : #2, 7750 Ranchview Dr. NW Phone: (403) 374-1532 Web: muslimsofcalgary.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Muslims of Calgary (Continued)	Islamic/Arabic Schools for Kids			Saturdays 9:00am-5:00pm (2 hours intervals)	<ul style="list-style-type: none"> South Musalla : 539 Queensland Drive SE Phone: (403) 984-ICSC (4272) Web: muslimsofcalgary.ca
	Muslim Council of Calgary Youth Centre	Various			<ul style="list-style-type: none"> Muslim Youth Centre - 24, 7750 Ranchview Dr. NW Phone: (403) 984-ICSC (4272) Web: muslimsofcalgary.ca
Muslim Youth and Family Services	Future Leaders and Scholars	Boys and Grils, Grades 7-12+		Sundays, 12:30-3:30pm; Feb-May By Registration; \$250; \$50 sibling discount; \$50 discount for 5 volunteer hours.	<ul style="list-style-type: none"> Muslim Youth Centre: 24-7750 Ranchview Drive NW Email: info@3own.ca Web: 3own.ca
New Canadian Friendship Centre	After-School Homework Help	Grades 1-12	Volunteers available to help children with homework.	<ul style="list-style-type: none"> See Calendar: http://www.ncfcentre.com/events/calendar/#.VQsKM47F_jX / By Registration; parental presence requested. 	<ul style="list-style-type: none"> Unit 117 - 5401 Temple Drive NE Phone: (587) 390-0770 Email: info@ncfcentre.com Web: ncfcentre.com
	Pre-Teen Activities	Grades 5-8	Snacks, games, and other activities.	<ul style="list-style-type: none"> See Calendar: http://www.ncfcentre.com/events/calendar/#.VQsKM47F_jX 	
School of East Indian Languages and Performing Arts	Language, Performing arts, Sports, and Other Activities	All ages	Incorporated in 1981 to provide a suitable means to the citizens of Calgary to study the languages and culture of the Indian sub-continent in a classroom setting and thereby promote and preserve Indian languages culture. SILPA is a non-religious, non-profit organization operated by volunteers.	<ul style="list-style-type: none"> 25 week courses; sports facilities. Registrations for SILPA take place every year on the Sunday following Labour Day weekend, between 1:30pm & 5pm. 	<ul style="list-style-type: none"> Classes are held every Sunday from mid-September to mid-June at Lester B. Pearson High School 3020 - 52nd Street NE Phone: (403)-280-5110 Email: office@silpa.ca Web: silpa.ca
Somali Canadian Society of Calgary (SCSC)	Child and Youth Mentoring				<ul style="list-style-type: none"> B-805 Edmonton Tr. NE / (403) 250-8060 info@scscalgary.org / scs-calgary.org



High School Youth Programming (15-18 years)

Organization	Program	Population	Content	Hours / Format	Location / Contact
The Alex	Youth Health Centre (YHC) Youth Drop-In Centre	12-24 years, from all backgrounds	Family physicians and medical resources; preventative dental services; STI testing; pregnancy testing; parenting support; counselling; harm/risk reduction materials; substance use groups; basic necessities (i.e. food, hygiene items, condoms); a Community Kitchen; on-site high school; computer access for resume writing/job search support; referrals to community resources; outreach services such as client visits for one-on-one support, court support, accompaniment to other social services, and assistance securing identification documents; fresh meals.	Mon-Fri 12-6pm Drop-In	<ul style="list-style-type: none"> 101, 1318 Centre Street North (NE) Phone: (403) 520-6270 Text: (403) 680-9627 Email: youthinfo@thealex.ca Web: thealex.ca
Alberta Chung Wah School	Language Programs	K-12	Aims to promote the Chinese culture through well-structured Cantonese and Mandarin language programs that are strongly complemented by the experiential learning of cultural tradition and educational practice.		<ul style="list-style-type: none"> #270 - 328 Centre St SE Phone: (403) 271-8033 Email: office@AlbertaChungWahSchool.ca
Antyx Community Art Society	Youth Programs - Various	13-18 or 24 years	Antyx is a community arts company that uses the arts and community development processes to create opportunities for youth to become more engaged in their community and experience increased community connection. Some projects are specifically targeted at ethnocultural youth.	Varies	<ul style="list-style-type: none"> Throughout Calgary #205 - 4202 17th Avenue SE Phone: (403) 444-0500 Email: info@antyx.org Web: antyx.org
Boys and Girls Clubs of Calgary	Beltline Youth Centre	12-24 years - Immigrant Refugee focussed	Music Studio, with opportunities to learn and record; free workshops and classes (dance, spoken word, photography, etc.); Pre-employment and employment resources. Educational support and tutoring; swimming pool, gymnasium, and weight room, basketball courts.	<ul style="list-style-type: none"> Mon-Thurs: 1:30pm-9:00pm Sat-Sun: 2:00pm-9:00pm Free Membership 	<ul style="list-style-type: none"> 223, 12 Avenue SW Phone: (403) 263-7934 Web: boysandgirlsclubsofcalgary.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Achievement Centre for Youth (CACY)	Immigrant Youth Outreach Program (IYOP)	Immigrant Youth 15-24 years	Assists immigrant youth with cultural, linguistic, and employment barriers to better integrate into Canadian society by providing information and support in areas of education, employment skills, and life skills training.	See Calgary Catholic Immigration Society (below)	See Calgary Catholic Immigration Society (below)
	Language Programs	For students entering Kindergarten or Grade 1	French Immersion, Chinese/Mandarin Bilingual, German Bilingual, Spanish Bilingual, Intensive French	K-6/9/12, depending on program By registration	Varies by school Web: cbe.ab.ca
Calgary Board of Education	Kingsland Reception Centre	K-12; Non Canadian citizens	Admissions/Registrations/ Assessments of Newcomer Children into schools: Newcomer families come to Kingsland to register their children for CBE schools. The children are assessed for English Language Proficiency, possibly coded ELL and placed in schools	Mon-Fri: 8:00am-4:00pm	7430 5 Street SW Phone: (403)-777-7373 Web: cbe.ab.ca
	Programming for English Language Learners	All grades; based on ESL coding and language assessment	Offers many different kinds of programming and supports to assist learners to develop English skills while also advancing academically. Learning Services System Assistant Principal and ELL Specialist Team supports Kingsland, the system, schools, and the community.		Web: cbe.ab.ca
	L.E.A.D. (Literacy, English and Academic Development) program	All grades; have recently arrived in Canada; have interrupted schooling due to the events in their country; have limited English and limited or no literacy in their first language; often have a refugee immigration code	Specialized programming for English Language Learners who face additional challenges as a result of the circumstances of their migration (often from war-torn regions) and their lack of opportunity for prior schooling; intensive language instruction and support; they also support the transition to ESL and other classes.		9 locations Phone: (403)-777-7373 Web: cbe.ab.ca
	Diversity and Learning Support Advisors (DLSA's)		Provides culturally and linguistically appropriate professional services and supports to the Calgary Board of Education (CBE) staff, students, and families; contributes to CBE becoming a culturally competent and inclusive learning organization. First language advisors.		Education Centre: 1221 - 8 Street SW Phone: (403)-817-7647 Web: cbe.ab.ca
	Interpretation and Translation Services	Parents, Guardians, Adult High School Students	Provides services in 41 languages for effective communications with teachers or staff	Free; by request	On-site Phone: (403)-817-7647 Email: tsmerali@cbe.ab.ca Web: cbe.ab.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Board of Education (Continued)	In-School Settlement Program (ISS)	Newcomer Families	Personalized settlement plans; information and referrals; connects families with school and community resources. Delivers information sessions about Canadian customs, traditions, and practices.	By registration	In-school; libraries/community centres; in-home Email: iss@cbfy.ca Web: cbfy.ca
	Settlement Workers in Schools (SWIS)	All foreign-born students and their families	In-School Settlement (ISS) staff assists families by connecting them to school and community resources. They support settlement related needs. They deliver information sessions about Canadian customs, traditions, and practices. Multilingual services; Interpretation Services.	Morning, Evening, Weekend Free; By registration; Long-term, One-on-one family support; Information sessions	Schools, community centres, and libraries throughout the city; In-home support Phone: (403) 777-6074 Email: iss@cbfy.ca Web: cbfy.ca
	Rogers Youth Empowerment Program	Jr and Sr High School Immigrant and English Language Learning Youth	Promotes immigrant youth's personal growth through academic support in critical subjects like math, science, literacy and writing. Individuals are also taken on tours of post-secondary institutions to encourage them to pursue an education after they graduate from high-school	One-on-one and small group tutoring	Email: ryep@cbfy.ca Web: www.cbfy.ca
Calgary Bridge Foundation for Youth (CBFY)	Mentorship Program	Newcomer Youth, all grades	Focuses on the settlement and integration of newcomer youth in Calgary at all grade levels by providing information, resources and support as they transition to their new schools and communities.	Once a week, afterschool By registration	Email: mentorship@cbfy.ca Web: cbfy.ca
	Mentorship Summer Program: Newcomer Orientation and Welcome (NOW)	Newcomer Youth, entering grades 7-9 in fall		3 day orientation, 9:00am-3:00pm August By registration	Sir John A. Macdonald Junior High School: 6600 - 4 Street NW Web: cbfy.ca
	Afterschool Program	NxtGen: Grades 7-9; Immigrant, Newcomer, ELL, ESL, 2nd Generation youth; Homework Club: Immigrant, Newcomer, ELL, ESL, 2nd Generation youth; Grades 1-12	Helps teenagers gain confidence, make new friends, and build lifelong skills for success. Provides immigrant and newcomer youth with skills and confidence to overcome language, cultural and social barriers to succeed in school, in relationships and in the community.	School days: 3:00-6:00pm Summer By registration	In-school, community libraries, and housing complexes (26 locations total) Email: afterschool@cyfb.ca Web: cbfy.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact	
Calgary Catholic Immigration Society (CCIS)	Youth Connections	School-aged; open to all students with emphasis on recruiting newcomers	Matches Canadian students with newcomer students within a school setting. The program was designed to support integration and reduce any risk factors for newcomers in an educational environment; Special events promoting cultural competency and inclusion.	In-school peer mentorship, Special events	Bishop Kidd Jr High School; Bishop Grandin High School; Bishop O'Byrne High School; John G. Diefenbaker High School; Holy Redeemer Elementary School; Sir John A. Macdonald Junior High School. Phone: (403) 262-2006 Email: youthhost1@ccis-calgary.ab.ca youthconnections2@ccis-calgary.ab.ca	
	Youth Cultural Ambassador Training (YCAT)	Canadian and well-integrated immigrant Jr.High and High School students	Teaches students about cultural awareness and leadership. Once the students have completed the program, they can then go on to become a Host Friend. Host Friends show newcomer students around the school and help them feel more comfortable in their new school setting.			
	Jumpstart to Success	15-30 years; Not be in school full time; Have not received EI in the last 5 years; Permanent resident, Canadian citizen or a protected person as defined by the Immigration and Refugee Protection Act; Legally entitled to work in Canada	Group Based Employability Skills (GBES): 5 week life-skills workshop Employability Skills through Work Experience (ESWE): 2-week job search workshop; Job search assistance; 10-week work experience placement Work Experience (WE): Job search assistance; 12-week work experience placement; Ongoing support		Phone: (403) 290-5133 Email: youth2@ccis-calgary.ab.ca Web: ccis-calgary.ab.ca	
	Immigrant Youth Outreach Project (IYOP)	15-24 years; Immigrant youth with Permanent Residence status	After School Homework group		Wednesdays 4:00-6:00pm	G.W.Skene Elementary School: 6226 Penbrooke Dr. SE
			Saturday Self Study; Assistance available		Saturdays 12:00-3:00pm	
			Guitar and Piano Lessons		Saturdays 12:00-3:00pm / By registration	IYOP Office: #100A, 315 - 10th Avenue SE For all IYOP programs Phone: (403) 268-8131 or (403) 268-8231 Email: iyp2@ccis-calgary.ab.ca Email: iyp3@ccis-calgary.ab.ca Web: cacy.org
Employment Counselling; Ongoing employment workshops and individual counselling to help youth gain Canadian work experience. Learn how to create a resume and cover letter, search and apply for jobs and map out your career path. Lending Programs- Borrow a laptop, digital camera or a graphing calculator; they also have printers and the Internet available for use at the office.			Workshops; Individual Counselling	Borrow for up to 2 weeks		
Group Volunteering		Ongoing opportunities				
Supportive Counselling		Have questions about school, family, employment or anything? Visit them.				

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Catholic Immigration Society (CCIS) (Continued)	Parent Link Family Resource Centre	All Families; specialize in services to immigrants	Offers a range of social, educational, and recreational programs and activities for children, youth, and their parents. Community Access Program (CAP); Computer Services	Mon: 8:30am - 5:30pm; Tue: 8:30am - 6:30pm; Wed - Fri: 8:30am - 5:30pm Drop-in; Free	103, 1111 - 11 Avenue SW Phone: (403) 266-6686 Email: ecd@ccis-calgary.ab.ca Web: ccis-calgary.ab.ca
	Refugee Child Enhanced Integration Project	Refugee Children and Youth (CR1, Government Assisted); 6-15 years	Supports refugee children and youth in the school system during their integration in Calgary; social and peer relations, nutrition, individual development, recreation, and language acquisition	Free	In-school Phone: (403) 298-9760 Email: rceip@ccis-calgary.ab.ca
	ethos Youth and Family	Immigrant and refugee children and youth, 3-18 years, and their families - with a history of trauma.	Strives to promote health and healing in children, youth, and families. The program offers culturally sensitive support for immigrant and refugee children, youth, and their families who have been affected by trauma; respectfully addressing post-traumatic stress in children, youth, and their families and in doing so, addressing other stressors related to migration, resettlement, socio-economic barriers, and isolation.	Services are available by referral from teachers, social workers, or other community service providers involved with immigrant and refugee youth and family. Interested parents or youth can contact the centre with questions and/or to self-refer.	Margaret Chisholm Resettlement Centre: 23 McDougall Court NE Phone: (403) 298-8577 or (403) 265-3538 Email: sot4@ccis-calgary.ab.ca
Calgary Catholic School District (CCSD)	Languages	All students	French Immersion Italian Language and Culture International Spanish Academy Filipino Language and Culture		
	English Language Learning	K-12; Non-English first language	Programming and support for students identified as English language learners. The focus is on the development of the English language as well as academic skills.	Mon-Fri (except holidays) 8 am - 4:30 pm	Phone: (403) 500-2000 Email: inquiries@cssd.ab.ca Web: ccisd.ab.ca
	St. John Reception Centre	K-12; Born outside Canada	Offers services and welcomes students and families who are new to Canada and CCSD. English language assessment.	Mon-Fri (except holidays) 8 am - 4:30 pm; By appointment	15 12 Street NW Phone: (403) 500-2007 Web: ccisd.ab.ca
	Interpretation Service	Parents, Guardians, Adult High School Students.	Language interpretation support to staff of linguistically diverse students and families; language interpreters can be accessed for parent-teacher conferences, meetings with school staff and meetings with other CCSD staff.	Ask a staff member; Staff can refer to Reception Centre family report No cost	Phone: (403) 500-2000 Email: inquiries@cssd.ab.ca Web: ccisd.ab.ca
	In-School Settlement Program (ISS)		To help immigrant families with settlement needs	See: Calgary Bridge Foundation for Youth (above)	See: Calgary Bridge Foundation for Youth (above) Web: ccisd.ab.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Catholic School District (CSSD) (Continued)	Intercultural Wellness Program (ICW)		Provides easily accessible services for immigrant students who may be experiencing difficulties such as isolation, trauma (past or present), separation/reunification or other emotional stressors.		To access this service, please contact your school. Web: ccsd.ab.ca
	Multicultural Support Team (MCS)		To increase successful integration into the Canadian classroom and Canadian culture.		
Calgary Chinese Academy	Chinese Language School	K-12, 3.5 years +	<ul style="list-style-type: none"> Accredited, not-for-profit language school. Promote the Chinese language and culture for everyone: Cantonese and Mandarin classes; Chinese language instruction to IB students in the CBE system; and Chinese as a Second Language (CSL) for beginners. Special interest classes. 	<ul style="list-style-type: none"> Saturdays: 9am-12pm or 1pm-4pm By registration; Early registration discounts; Bursaries available for students in need; Tuition fees are waived for students in the I.B. Chinese program from partner high schools. 	<ul style="list-style-type: none"> John G. Diefenbaker High School: 6620 4th Street NW Sir John A. Macdonald School: 6600 4th Street NW Email: thechineseacademy@gmail.com Phone: (403) 777-7663 Web: chineseacademy.ca
Calgary Chinese Community Service Association	Super Cool After School		<ul style="list-style-type: none"> Focuses on building academic skills and increasing confidence and resiliency through various activities including academic support and tutoring, daily physical activities, creative arts and craft activities and life skills training. Children will have an opportunity for meaningful participation where they will learn and proactive teamwork, communication skills, and problem solving skills. 	<ul style="list-style-type: none"> Mon, Wed & Fri, 3:45pm to 5:45pm Registrations accepted year round 	<ul style="list-style-type: none"> CCCSA: #1, 128, 2nd ave SW Phone: (403) 265-8446 Email: communication@cccsa.ca Web: cccsa.ca
				<ul style="list-style-type: none"> Tues & Thurs: 3:00pm - 5:00pm Registrations accepted year round 	<ul style="list-style-type: none"> G.W. Skene Elementary School: 6226 Penbrooke Dr SE Phone: (403) 265-8446 Email: communication@cccsa.ca Web: cccsa.ca
				<ul style="list-style-type: none"> Wed, 3:00pm - 5:00pm Registrations accepted year round 	<ul style="list-style-type: none"> Foundations for the Future Charter Academy - South Middle School Campus: 8710 Ancourt Road SE Phone: (403) 265-8446 Email: communication@cccsa.ca Web: cccsa.ca
				<ul style="list-style-type: none"> Fri. 12:00pm - 2:30pm Registrations accepted year round 	<ul style="list-style-type: none"> James Short Memorial School: 6333 - 5 Avenue SE Phone: (403) 265-8446 Email: communication@cccsa.ca Web: cccsa.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Chinese Community Service Association (Continued)	Youth in Action Scholarship	14-18 years	10 hours leadership training, to encourage community volunteering	Yearly \$500 offered to three youth yearly	Phone: (403) 265-8446 Email: communication@cccsa.ca Web: cccsa.ca
	Career Scene Investigator (CSI)		Holds seminars each month inviting professionals, trades people, and people of various back grounds to talk about their work experiences, and personal triumphs in their field. This experience gives the audience a deeper insight into possible career choices students can choose from.	Monthly seminars	
	Social Knot	16-24 years	To expand social networks and to develop a new skill (drawing).	Every three weeks, for one year	Phone: (403) 673-3082 Email: communication@cccsa.ca Web: cccsa.ca
	Life Skills Training	Secondary School Students	Helps promote healthy alternatives to risky behaviour through activities designed to help youth to: resist social (peer) pressures to smoking, drinking and using drugs; develop a greater self-esteem, self-mastery, and self-confidence; effectively cope with social anxiety; increase youth's knowledge of the immediate and long-term consequences of substance abuse.		Web: cccsa.ca
Calgary Counselling Centre	Youth Counselling	Youth (14+ years can complete an intake independently)	Provides youth with a place to express themselves and to build stronger, healthier relationships with family, friends, teachers, fellow students, and communities. First language support available.	Mon-Fri: 9:00am-4:00pm By appointment: register by phone or online; day, evening, weekend appointments available / Sliding fee scale, according to income; one-on-one or group.	#200, 940 6 Ave SW Phone: (403) 691-5991 Web: calgarycounselling.com
Calgary Immigrant Women's Association (CIWA)	Youth Program	10-19 years, including Canadian Citizens.	Youth Standing Committee (forums, discussions and event planning opportunities) and Girls Culture Club (peer discussions about racism, identity and self-confidence) Empowers immigrant youth to get involved in their community and reach their full potential. Leadership development and public speaking skills; self-esteem and teambuilding activities; educational and recreational field trips; counselling and mentoring support; connections to employment opportunities.	Lunch and other critical hours	Offered in Jr and Sr high schools, and at Calgary Housing Company complexes Phone: (403) 263-4414 Email: familyservices@ciwa-online.com Web: ciwa-online.com
	Youth Cultural Summer Camp			July and August yearly	Email: familyservices@ciwa-online.com Phone: (403) 263-4414 / Web: ciwa-online.com

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Immigrant Women's Association (CIWA) (Continued)	Links to Success	Immigrant (Permanent Resident) and Refugee mothers, 15-30 years; Canadian Language Benchmark (CLB) 5 or higher and require support in obtaining meaningful employment.	Works with young immigrant and refugee mothers to develop a long-term career plan leading to meaningful employment. This includes: computer skills enhancement; job search support; Canadian workplace preparation; Canadian pronunciation enhancement; one-on-one career planning, and one-on-one mentoring support. Participants are reimbursed for childcare and transportation costs.	Lunch and other critical hours / Project Details: expressive arts activities, educational sessions, recreational activities, leadership and community engagement, group mentoring, inter-generational activities, train the trainer.	Offered in Elementary and Jr high schools, and at Calgary Housing Company complexes Phone: (403) 263-4414 Email: familyservices@ciwa-online.com Web: ciwa-online.com
	Dover Girls Youth Group	Girls	An afterschool youth group that provides a safe place after school to meet with friends and participate in fun activities while learning how to stay safe and be street smart.	Every Tuesday from 3:30pm to 5:30pm	Dover Community Association Hall, 3133 -30 Ave SE Email: mehreenk@ciwa-online.com Phone: (403) 263-4414 ext. 158 Web: ciwa-online.com
	Filipino Community Development Program	All members of the Filipino Community, regardless of Immigration status	Youth engagement activities; family reunification support; parenting workshops; resource referrals; social events; cross-cultural parenting supports; volunteering opportunities for family members; employment skills support; educational system guidance; income tax return support; legal clinic services; civic engagement opportunities. Free childcare and first language support available.	One-on-one counselling; in-home support; staff at CCSD schools	Email: settlement@ciwa-online.com Web: ciwa-online.com
The Calgary Islamic School (CIS)	Akram Jomaa Campus	k-12, primarily Muslim	An accredited school with Alberta Education. The CIS emphasizes high academic achievement that is based on the Alberta Curriculum, with a focus on Islamic Studies and Arabic as a Second Language		2612- 37th Avenue NE Phone: (403) 248-2773 Web: calgaryislamicschool.com
Calgary Public Library	Homework Club for New Canadians	Grades 1-12	For students who are learning English as a Second Language. Bring your homework, enjoy a free snack, and get help in all subjects for Grades 1-9 and in English reading and writing for students in Grades 10-12.	By registration; Parents are required to fill out and sign a form the first time students attend the program.	Various Phone: (403) 930-2769
	Youth Empowerment Program	Immigrant and EAL; Grades 7-12	Free tutorial help for Immigrant and ESL Youth in Grades 7 to 12 in English, Mathematics, Science and Social Studies.		
	ESL Teen Talk	10-14 years	ESL teens and tweens can practice English language skills and enjoy a variety of fun activities at the Library.	Weekday evenings; Varies Free; By Registration	Various

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Region Child and Family Services (CFS)	Language Line	Children and youth, 0-24 years, and their families; Including immigrant and Ethno cultural populations.	A licensed, accredited child care centre for children whose parents are enrolled in training programs.	24 hrs/day 7 days/week	See Calgary Catholic Immigration Society (CCIS), above.
	Intervention and Early Intervention Services		CFS funds and supports multiple intervention and early intervention programs throughout Calgary - many of which are immigrant or ethno cultural specific		
	Domestic Violence Outreach Workers		Provides outreach services to ethno culturally diverse families experiencing domestic violence		
	CCIS Cultural Brokerage Program (CCBP)		Designed to assist CFS to achieve outcomes that facilitate enhanced culturally competent practices. Including: i) cultural resource support to CFS staff and contracted agencies; ii) Direct client service through brokered family support, individual case management, supports related to settlement and integration, and community resources connections; iii) Cultural competency training that enhances multicultural awareness, competencies and best practices with the overall goal of strengthening services to diverse ethnic communities (see Calgary Catholic Immigration Society, below).	See Calgary Catholic Immigration Society (CCIS), above.	See Calgary Catholic Immigration Society (CCIS), above.
Carya	Functional Family Therapy (FFT) and Language-specific Family Counselling	Families of youth, 11-18 years	An evidence-based, preventative, short-term program for families of youth who are at risk of, or currently experiencing, school truancy, mental health concerns, criminal involvement, substance abuse, or family conflict. Counsellors work with families to build skills that strengthen connections and support youth to stay in school and make healthier life choices. Multilingual services.	Sliding scale; by intake; counselling modalities include couples, family, child and youth, or single adults actively parenting a child aged 24 and under.	<ul style="list-style-type: none"> 10 community offices throughout city To initiate the counselling process, call the Intake Coordinator at Phone: (403) 205-5244. If you are in crisis and need immediate assistance, please call the Distress Center at (403) 266-1605 or 911.
Catholic Family Service	Multicultural School Support Program	School-aged children/youth and their families.	Employs Multicultural Support Workers to address the many cultural and language needs faced by new Canadians. With first-hand knowledge of the immigration experience, these trained Multicultural Workers share their stories, expertise and knowledge and support the transitions of new Canadians into Canadian society by: Helping students and families adjust to Canadian school culture; Connecting students and their families to resources; Supporting the social and behavioural development of students in school and the community; Helping with communication between the family and the school and other agencies.		<ul style="list-style-type: none"> Phone: (403) 233-2360 Web: cfs-ab.org

Organization	Program	Population	Content	Hours / Format	Location / Contact
Centre for Newcomers	"The Real Me" Identity Based Wrap-around Intervention (IBWI)	Immigrant Youth, 12-24 years; Involved in or at-risk of involvement in gangs or criminal behaviours	Supports immigrant youth to develop a sense of identity and a sense of belonging to avert the risk of criminal or gang involvement.		Phone: (403) 569-3333 Email: m.el-rafih@centre-fornewcomers.ca
	Youth Painting Class		Youth painting class, Youth Mental Math Course (5-8 years).	Saturdays: 10:30am-12:00pm 8 classes	
Chinese Cultural Centre	Youth Mental Math Course	5-8 years	Focuses on mental math because mental math requires learners to simultaneously use their heads and hands to compute, the process effectively stimulates cerebral development, exposes intellectual potential, and grants continuous growth for the learner.	Saturdays, 12:00-1:00pm for 3 months 12 classes	
	Chinese Cultural Dance for Youth		Cultural dances are symbols and the soul of an ethnic group. Introducing children to cultural dances allows them to thoroughly embrace Chinese culture and witness the meandering beauty of it. As interesting stories are often embedded within cultural dances, students are able to take on the temperament as a dancer eventually while following the beautiful steps. More importantly, they can foster health and happiness for the mind and body.	Sundays, 1:15-2:45pm 10 classes or drop-in	Phone: (403) 262-5071 Email: course@culturalcentre.ca Web: culturalcentre.ca
	Table Tennis	7 years+	To make table tennis more popular with youths, this course teaches students to understand the rules about table tennis and the footwork, forehand, and backhand movement.	Sundays, 10:30am-12:00pm or 1:00pm-2:30-pm / 8 classes	
	Badminton - Youth Training Course	8-12 years	Focused on training and player development. This intensive training, including footwork, fitness, shot drills and games.	Sundays, 4:30-6:30pm / 8 classes	
	Hip-Hop Dance Training		The instructor provides professional training for the students who do not have any experience on dancing. The class is beginning at a basic level of hip-hop dance skill.	12 classes	
	The Cultural Centre Chinese Learning Academy	Students, K-12	Community language and culture programs for ECS - Grade 9, and Provincial Language and Culture Programs of Study for Grades 10-12, (Chinese Language and Culture 10-3Y, 20-3Y, 30-3Y). High school students may earn credits by completing these courses.	Sunday mornings, 9:30-12:30 or afternoons, 1:30-4:30 September-June	ECS/ Kindergarten: \$290/year Grade 1 to Grade 12: \$270/year Phone: (403) 262-5071 Email: school@culturalcentre.ca Web: culturalcentre.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Chinook Learning Services	Arabic Language and Culture 3Y for High School Students	High school students	Arabic Language and Culture 3Y for High School Students	4 hours per week Registration	Chinook Learning Services: 2519 Richmond Rd SW Email: arabic_culture@horizonacademy.ca Phone: 403-879-2442 Email: info@horizonacademy.ca Web: horizonacademy.ca
	Youth Leadership Development Course (YLDC)	YLDC 1: 12-15years (must have completed HAS 6)	Rigorous leadership training (excellent preparation for internship, below); The LDC offers a variety of introductory and advanced classes in Islamic Studies and Soft Skills (Time management, Life planning, Communication, Community service, etc.) catering for youth and adults. The goals of the LDC are to build Muslim Leaders who can be faithful to their beliefs and comfortable with their memory, culture, and citizenship identities.	4 hours per week Registration	
	Horizon Academy Institute Internship	Grades 9-12 (14+years)	Believes that introducing high school students to the workplace within HAI is a great opportunity for helping them develop critical leadership skills and prepare them to play a positive role in the community at large. Working for HAI and benefiting from continued youth leadership training will position participants to become successful professionals and well-rounded leaders in the community.	4hours/week (2 of which are paid, Sept-May) Sundays 10:00am-2:00pm / By application (August deadline); PAID \$20/week	Chinook Learning Services: 2519 Richmond Road SW; Some take-home projects and off-site activities Email: internship@horizonacademy.ca Phone: (403) 879-2442 Web: horizonacademy.ca
City of Calgary	Calgary AfterSchool	All Calgary Youth, 6-16 years.	The goals of the program are to develop self-esteem, develop positive relationships, and inspire children and youth to experience new activities.	School days: 3:00-6:00pm Free or low-cost	Various, all quadrants: Directory: http://www.calgary.ca/CSPS/CNS/Pages/Children-and-youth/Calgary-AfterSchool/Calgary-AfterSchool-programs.aspx Web: calgary.ca
	Fee Assistance for Recreation	Low-income Calgarians; adults (18+), children and youth (under 17).	Offers low income Calgarians subsidized access to The City of Calgary registered recreation programs and admissions to Aquatics & Fitness centres, Leisure centres, Arts Centres and Golf Courses. The Fee Assistance card is also honoured at 12 Calgary based participating organizations.	Reduced rates for one year; based on household income. By application: http://www.calgary.ca/CSPS/CNS/Documents/subsidized_program_application.pdf	Any City of Calgary aquatic and fitness centre of leisure centre Phone: call 311 Web: http://www.calgary.ca/CSPS/Recreation/Pages/Fee-assistance/Home.aspx
	Low-income Transit Pass	Low-income Calgarians; adults (18+), children and youth (6-17).	Discounted monthly transit pass.	Independent youths may provide letter for school counsellor or principal.	Calgary Transit Bow Parkade Calgary Transit: 234-7 Ave. SW Centre Street: 125-7Ave SW Phone: (403) 262-1000 Web: http://www.calgarytransit.com/fares-passes/passes/low-income-monthly-pass

Organization	Program	Population	Content	Hours / Format	Location / Contact
Excel Family and Youth Society	Youth Effectiveness Support Program	All youth; focus on ethnic immigrants groups from Ethiopia and Eritrea	They educate and assist youths to build and enhance their self-image, social skills and guide them. They provide leadership training and workshops in this program. They have a dedicated Youth Team that is assisting and working to provide education and support by creating an inclusive environment.		3rd Floor, 1111 – 11 Avenue SW / (403) 514-8336 info@exzelfamily.ca / excelfamily.ca
Hafithoon Academy	Quran School	Boys, 6-15 years;	The aim is to build and sustain a generation that establishes a relationship with the Quran, focusing specifically on memorization, proper recitation and understanding of tajweed rules.	4 hours per week Registration	207 4th Street NE Phone: (587) 703-7011 Email: info@hafithoon.org Web: hafithoon.org
Immigrant Services Calgary	Youth Volunteer Program (YVP)	14-20 years; Permanent Resident or Convention Refugee	The Youth Volunteer Program (YVP) is a civic engagement program that provides group-based training and volunteer activities for immigrant youth. They help immigrant youth become connected to the community, make new friends, and develop citizenship skills.	Evenings and weekends, except during summer holidays. The program offers ongoing training workshops, community volunteer opportunities, as well as social/recreational activities.	All volunteer activities are ongoing and you can join the program anytime Phone: (403) 538-8333 or Email: ParisB@immigrant-servicescalgary.ca
Immigrant Services Calgary	Techno-Elders Mentorship Program (TEMP)	ISC Youth volunteers	LINKages works with ISC youth volunteers and Bridgeland Manor seniors to offer mobile computing and internet literacy sessions designed to help seniors broaden their connections through digital means. As part of the TEMP initiative, LINKages is developing a tablet library, which will bring the benefits of digital literacy activities to youths and seniors in other LINKages programs in the future.		Phone: (403) 265-1120 Web: immigrantservicescalgary.ca
I 'n' I diversity: Initiatives for New Immigrants Association	MY PALS Youth Poetry Contest	Youth from all ethnic groups	A community building, leadership and skills acquisition project that uses the Literary Art form to reach out to youth and prepare them for the future leadership role that rests on their shoulders.	Free Entry	1601-840 7 Ave SW Outreach to youth in all quadrants Phone: (403) 708-7836 Toll Free: 1-844-738-8563 Email: info@inidiversity.com Web: inidiversity.com
Muslim Youth and Family Services	Future Leaders and Scholars	Boys and Grils, Grades 7-12+		Sundays, 12:30-3:30pm; Feb-May By Registration; \$250; \$50 sibling discount; \$50 discount for 5 volunteer hours.	Muslim Youth Centre: 24-7750 Ranchview Drive NW Email: info@3own.ca Web: 3own.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
New Canadian Friendship Centre	Youth Café	Grades 9-12	Welcomes youth in grades 9-12 to join for games, football, video games, and snacks.	See Calendar: http://www.ncfcentre.com/events/calendar/#.VQsKM47F_jX	Unit 117 - 5401 Temple Drive NE Phone: (587) 390-0770 Email: info@ncfcentre.com Web: ncfcentre.com
School of East Indian Languages and Performing Arts	Language, Performing arts, Sports, and Other Activities	All ages	Incorporated in 1981 to provide a suitable means to the citizens of Calgary to study the languages and culture of the Indian sub-continent in a classroom setting and thereby promote and preserve Indian languages culture. SILPA is a non-religious, non-profit organization operated by volunteers.	25 week courses; sports facilities. Registrations for SILPA take place every year on the Sunday following Labour Day weekend, between 1:30pm & 5pm.	Classes are held every Sunday from mid-September to mid-June at Lester B. Pearson High School 3020 - 52nd Street NE Phone: (403)-280-5110 Email: office@silpa.ca Web: silpa.ca
Somali Canadian Society of Calgary (SCSC)	Child and Youth Mentoring				B-805 Edmonton Tr. NE / (403) 250-8060 info@scscalgary.org / scscalgary.org
I 'n' I diversity: Initiatives for New Immigrants Association	MY PALS Youth Poetry Contest	Youth from all ethnic groups	A community building, leadership and skills acquisition project that uses the Literary Art form to reach out to youth and prepare them for the future leadership role that rests on their shoulders.	Free Entry	1601-840 7 Ave SW Outreach to youth in all quadrants Phone: (403) 708-7836 Toll Free: 1-844-738-8563 Email: info@inidiversity.com Web: inidiversity.com
New Canadian Friendship Centre	Youth Café	Grades 9-12	Welcomes youth in grades 9-12 to join for games, football, video games, and snacks.	See Calendar: http://www.ncfcentre.com/events/calendar/#.VQsKM47F_jX	Unit 117 - 5401 Temple Drive NE Phone: (587) 390-0770 Email: info@ncfcentre.com Web: ncfcentre.com
YMCA Calgary	YMCA Achievement Program (YMAP)	High school youth and young adults; refugee, immigrant, international students, second generation.	Four YMAP streams, one for each grade in high school as well as one stream for those who are no longer in high school: Explorers, Achievers, Leaders, and Infinity. Summer programs are also offered to those registered in YMAP in the previous school year. Scholarship opportunities and YMCA memberships for those enrolled.	Weekly, afterschool sessions; events	Shawnessy YMCA, Crowfoot YMCA, Saddletowne YMCA, St. Mary's High School, James Fowler High School, Forest Lawn High School, Bishop McNally High School, Calgary Reads Phone: (403) 241-4605
	ESL Day Camps	3-15 years	An English as a Second Language Coordinator is a member of the staff team at two YMCA day camps locations: Eau Claire and Saddletowne. This enables children to be registered in a traditional day camp while benefitting from additional support with language and social skill development. Language skills are strengthened through fun games and activities, this is not an instruction-based language program.	Weekdays throughout July and August / Subsidies available	Phone: (403) 269-6701 (Eau Claire SW YMCA); Phone: (403) 237-2393 (Saddletowne NE YMCA) Web: ymcocalgary.org



Young Adult Programming (18+ years)

Organization	Program	Population	Content	Hours / Format	Location / Contact
The Alex	Youth Health Centre (YHC) Youth Drop-In Centre	12-24 years, from all backgrounds	Family physicians and medical resources; preventative dental services; STI testing; pregnancy testing; parenting support; counselling; harm/risk reduction materials; substance use groups; basic necessities (i.e. food, hygiene items, condoms); a Community Kitchen; on-site high school; computer access for resume writing/job search support; referrals to community resources; outreach services such as client visits for one-on-one support, court support, accompaniment to other social services, and assistance securing identification documents; fresh meals.	Mon-Fri: 12-6pm Drop-In	101, 1318 Centre Street North (NE) Phone: (403) 520-6270 Text: (403) 680-9627 Email: youthinfo@thealex.ca Web: thealex.ca
Antyx Community Art Society	Youth Programs - Various	13-18 or 24 years	Antyx is a community arts company that uses the arts and community development processes to create opportunities for youth to become more engaged in their community and experience increased community connection. Some projects are specifically targeted at ethnocultural youth.	Varies	Throughout Calgary #205 - 4202 17th Avenue SE Phone: (403) 444-0500 Email: info@antyx.org Web: antyx.org
Boys and Girls Clubs of Calgary	Beltline Youth Centre	12-24 years - Immigrant Refugee focussed	Music Studio, with opportunities to learn and record; free workshops and classes (dance, spoken word, photography, etc.); Pre-employment and employment resources. Educational support and tutoring; swimming pool, gymnasium, and weight room, basketball courts.	Mon-Thurs: 1:30pm-9:00pm Sat-Sun: 2:00pm-9:00pm Free Membership	223, 12 Avenue SW Phone: (403) 263-7934 Web: boysandgirlsclubsof-calgary.ca
Bow Valley College	Bridge Program	English Language Learners, 18-25 years, with interrupted formal education, no longer eligible for high school/incomplete high school	Instruction that is age and content appropriate that develops the study and life skills necessary to access further education. Includes: Intermediate, Advanced and Advanced Transition Academic Literacy	Mon-Thurs: 9:30am-3:30pm All seasons Ongoing Registration; Placement assessment upon entry	332 6th Ave SW Phone: (403) 410-1402 Web: bowvalleycollege.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Bow Valley College	Youth In Transition, LINC	Newcomer youth; landed immigrants and convention refugees, 18-24 years; with 10+ years of formal education	LINC; Classes are available at Canadian Learning Benchmark (CLB) levels 3-6.	Mon-Thurs: 9:30am-3:30pm All seasons LINC applicants must first take a Canadian Language Benchmarks test at the Immigrant and Vocational Assessment Referral Centre (ILVARC).	332 6th Ave SW Phone: (403) 410-1402 ILVARC: (403) 262-2656 Web: bowvalleycollege.ca
Calgary Achievement Centre for Youth (CACY)	Immigrant Youth Outreach Program (IYOP)	Immigrant Youth 15-24 years	Assists immigrant youth with cultural, linguistic, and employment barriers to better integrate into Canadian society by providing information and support in areas of education, employment, and life skills training.	See Calgary Catholic Immigration Society (below)	
	Young Adult LINC (Language Instruction for Newcomers)	Immigrant Youth, 18-24 years	English as a Second Language Program; focuses on developing English skills while also enhancing learning strategies and academic skills for further study or employment.	Mon-Thurs: 9:00am-2:45pm; Sept-June Full-time study; Free	IYOP Office: #100A, 315 - 10th Avenue SE Phone: (403) 777-6821 Web: cacy.org
Calgary Catholic Immigration Society (CCIS)	Jumpstart to Success	15-30 years; Not be in school full time; Have not received EI in the last 5 years; Permanent resident, Canadian citizen or a protected person as defined by the Immigration and Refugee Protection Act; Legally entitled to work in Canada	Group Based Employability Skills (GBES): 5 week life-skills workshop Employability Skills through Work Experience (ESWE): 2-week job search workshop; Job search assistance; 10-week work experience placement Work Experience (WE): Job search assistance; 12-week work experience placement; Ongoing support		Phone: (403) 290-5133 Email: youth2@ccis-calgary.ab.ca Web: ccis-calgary.ab.ca
	Immigrant Youth Outreach Project (IYOP)	15-24 years; Immigrant youth with Permanent Residence status	After School Homework group	Wednesdays 4:00-6:00pm	G.W.Skene Elementary School: 6226 Penbrooke Dr. SE
			Saturday Self Study; Assistance available	Saturdays 12:00-3:00pm	
			Guitar and Piano Lessons	Saturdays 12:00-3:00pm By registration	IYOP Office: #100A, 315 - 10th Avenue SE For all IYOP programs Phone: (403) 268-8131 or (403) 268-8231 Email: iyp2@ccis-calgary.ab.ca Email: iyp3@ccis-calgary.ab.ca Web: cacy.org
			Employment Counselling; Ongoing employment workshops and individual counselling to help youth gain Canadian work experience. Learn how to create a resume and cover letter, search and apply for jobs and map out your career path.	Workshops; Individual Counselling	
			Lending Programs- Borrow a laptop, digital camera or a graphing calculator; they also have printers and the Internet available for use at the office.	Borrow for up to 2 weeks	
			Group Volunteering	Ongoing opportunities	

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Catholic Immigration Society (CCIS) (Continued)	Immigrant Youth Outreach Project (IYOP)	15-24 years; Immigrant youth with Permanent Residence status	Group Volunteering Supportive Counselling	Ongoing opportunities Have questions about school, family, employment or anything? Visit them.	IYOP Office: #100A, 315 - 10th Avenue SE For all IYOP programs Phone: (403) 268-8131 or (403) 268-8231 Email: iyp2@ccis-calgary.ab.ca Email: iyp3@ccis-calgary.ab.ca Web: cacy.org
	Parent Link Family Resource Centre	All Families; specialize in services to immigrants	Offers a range of social, educational, and recreational programs and activities for children, youth, and their parents.	Mon: 8:30am - 5:30pm; Tue: 8:30am - 6:30pm; Wed - Fri: 8:30am - 5:30pm	103, 1111 - 11 Avenue SW Phone: (403) 266-6686 Email: ecd@ccis-calgary.ab.ca Web: ccis-calgary.ab.ca
Calgary Chinese Community Service Association	Social Knot	16-24 years	To expand social networks and to develop a new skill (drawing).	Every three weeks, for one year	Phone: (403) 673-3082 Email: communication@cccsa.ca Web: cccsa.ca
Calgary Counselling Centre	Youth Counselling	Youth (14+ can complete an intake independently)	Provide a place to express yourself, and to give you ideas on how to use your strengths to build stronger, healthier relationships with your family, friends, teachers, fellow students and communities.	Mon-Fri: 9:00am-4:00pm By appointment: register by phone or online; day, evening, weekend appointments available / Sliding fee scale, according to income; one-on-one or group.	#200, 940 6 Ave SW Phone: (403) 691-5991 Web: calgarycounselling.com
Calgary Immigrant Women's Association (CIWA)	Links to Success	Immigrant (Permanent Resident) and Refugee mothers, 15-30 years; Canadian Language Benchmark (CLB) 5 or higher and require support in obtaining meaningful employment.	The program works with young immigrant and refugee mothers to develop a long-term career plan leading to meaningful employment. This includes: computer skills enhancement; job search support; Canadian workplace preparation; Canadian pronunciation enhancement; one-on-one career planning, and one-on-one mentoring support.	Lunch and other critical hours / Project Details: expressive arts activities, educational sessions, recreational activities, leadership and community engagement, group mentoring, inter-generational activities, train the trainer.	Offered in Elementary and Jr high schools, and at Calgary Housing Company complexes Phone: (403) 263-4414 Email: familyservices@ciwa-online.com Web: ciwa-online.com
	Filipino Community Development Program	All members of the Filipino Community, regardless of Immigration status	The program includes-Youth engagement activities; family reunification support; parenting workshops; resource referrals; social events; cross-cultural parenting supports; volunteering opportunities for family members, employment skills support, educational system guidance, income tax return support, Legal clinic services, civic engagement opportunities.	One-on-one counselling; in-home support; staff at CCSD schools	Email: settlement@ciwa-online.com Web: ciwa-online.com

Organization	Program	Population	Content	Hours / Format	Location / Contact
Calgary Region Child and Family Services (CFS)	Language Line	Children and youth, 0-24 years, and their families; Including immigrant and Ethno cultural populations.	A licensed, accredited child care centre for children whose parents are enrolled in training programs.	24 hrs/day 7 days/week	See Calgary Catholic Immigration Society (CCIS), above.
	Intervention and Early Intervention Services		CFS funds and supports multiple intervention and early intervention programs throughout Calgary - many of which are immigrant or ethno cultural specific		
	Domestic Violence Outreach Workers		Provides outreach services to ethno culturally diverse families experiencing domestic violence		
	CCIS Cultural Brokerage Program (CCBP)		Designed to assist CFS to achieve outcomes that facilitate enhanced culturally competent practices. Including: i) cultural resource support to CFS staff and contracted agencies; ii) Direct client service through brokered family support, individual case management, supports related to settlement and integration, and community resources connections; iii) Cultural competency training that enhances multicultural awareness, competencies and best practices with the overall goal of strengthening services to diverse ethnic communities (see Calgary Catholic Immigration Society, below).	See Calgary Catholic Immigration Society (CCIS), above.	See Calgary Catholic Immigration Society (CCIS), above.
Centre for Newcomers	"The Real Me" Identity Based Wrap-around Intervention (IBWI)	Immigrant Youth, 12-24 years; Involved in or at-risk of involvement in gangs or criminal behaviours	Supports immigrant youth to develop a sense of identity and a sense of belonging to avert the risk of criminal or gang involvement.		Phone: (403) 569-3333 Email: m.el-rafih@centre-fornewcomers.ca
Chinook Learning Services (CBE)	Young Adult LINC Programs	18-24 years, landed immigrants and refugees	Beginner to advanced English Language Learning Programs (CLB4-7) are offered free of charge to landed immigrants and refugees.	Full time day classes Free; By registration	Calgary Achievement Centre for Youth: 315 10th Ave SE For information about LINC testing: (403) 262-2656 Web: chinooklearningservices.com
Immigrant Services Calgary	Youth Volunteer Program (YVP)	14-20 years; Permanent Resident or Convention Refugee	The Youth Volunteer Program (YVP) is a civic engagement program that provides group-based training and volunteer activities for immigrant youth. They help immigrant youth become connected to the community, make new friends, and develop citizenship skills.	Evenings and weekends, except during summer holidays. The program offers ongoing training workshops, community volunteer opportunities, as well as social/recreational activities.	All volunteer activities are ongoing and you can join the program anytime Phone: (403) 538-8333 or Email: ParisB@immigrant-servicescalgary.ca

Organization	Program	Population	Content	Hours / Format	Location / Contact
Immigrant Services Calgary (Continued)	Techno-Elders Mentorship Program (TEMP)	ISC Youth volunteers	LINKages works with ISC youth volunteers and Bridgeland Manor seniors to offer mobile computing and internet literacy sessions designed to help seniors broaden their connections through digital means. As part of the TEMP initiative, LINKages is developing a tablet library, which will bring the benefits of digital literacy activities to youths and seniors in other LINKages programs in the future.		Phone: (403) 265-1120 Web: immigrantservicescalgary.ca
I 'n' I diversity: Initiatives for New Immigrants Association	MY PALS Youth Poetry Contest	Youth from all ethnic groups	A community building, leadership and skills acquisition project that uses the Literary Art form to reach out to youth and prepare them for the future leadership role that rests on their shoulders.	Free Entry	1601-840 7 Ave SW Outreach to youth in all quadrants Phone: (403) 708-7836 Toll Free: 1-844-738-8563 Email: info@inidiversity.com Web: inidiversity.com
Muslim Youth and Family Services	Future Leaders and Scholars	Boys and Grils, Grades 7-12+		Sundays, 12:30-3:30pm; Feb-May By Registration; \$250; \$50 sibling discount; \$50 discount for 5 volunteer hours.	Muslim Youth Centre: 24-7750 Ranchview Drive NW Email: info@3own.ca Web: 3own.ca
SAIT Polytechnic	English Language Foundations (ELF)	English Language Learners	Language training program that prepares ESL learners for admission into SAIT Polytechnic careers programs and improves English language skills so students can pursue or upgrade their career.	Full-time or Part-time days; Pat-time Evenings; Weekdays 6 Start dates per year. To register, you must complete a Canadian Language Benchmark Assessment (CLBA) and obtain a minimum score of 4 in all categories. CLBA must be completed at least one week before the course start date.	1301 - 16 Ave NW ELF Office: MC217 Phone: (403) 774.5310 To attend a class before registering: elf.sfad@sait.ca To attend an information session: elf.liason@sait.ca Web: sait.ca
YMCA Calgary	YMCA Achievement Program (YMAP)	High school youth and young adults; refugee, immigrant, international students, second generation.	Four YMAP streams, one for each grade in high school as well as one stream for those who are no longer in high school: Explorers, Achievers, Leaders, and Infinity. Summer programs are also offered to those registered in YMAP in the previous school year. Scholarship opportunities and YMCA memberships for those enrolled.	Weekly, afterschool sessions; events	Shawnessy YMCA, Crowfoot YMCA, Saddletowne YMCA, St. Mary's High School, James Fowler High School, Forest Lawn High School, Bishop McNally High School, Calgary Reads Phone: (403) 241-4605

Additional Resources

Organization	Target Audience	Resource	Content/Purpose	Website & Delivery Mode	Access
Alberta Education	Teachers	Supporting English as a Second Language Students: Promising ESL Strategies in Alberta	This publication is intended to provide assistance to teachers by identifying promising practices funded by the Alberta Initiative for School Improvement Project that might enhance the teaching and learning of ESL students in Alberta.	Web: education.alberta.ca By download	http://education.alberta.ca/media/1076318/support_esl.pdf
	EAL educators	English Second Language Learners	The website provides resources, information, best practices, statistics and articles to support educators.		http://education.alberta.ca/teachers/aisi/themes/esl.aspx
Alberta Health Services, Family and Community Resource Centre	Health Care Professionals	Cultural Competency Resources	The website is intended to assist health professionals in providing culturally competent care to individuals and families from diverse cultural backgrounds.	Web: fcrc.albertahealthservices.ca Online Resources	http://fcrc.albertahealthservices.ca/publications/
	Parents/caregivers and other community members	Community Education Service (CES)	The program provides access to free, evidence-informed education sessions and resource materials to address child, youth, and family health and mental health needs; includes immigrant-specific information sessions.	2nd floor, AB Children's Hospital: 2888 Shaganappi Trail NW Phone: (403) 955-7420 Email: ces@albertahealthservices.ca	Varies: https://fcrc.albertahealthservices.ca/course_registration/public_course_list.php
Alberta Network for Safe and Healthy Children and Alberta Health Services	Immigrant Parents	Developing Children, Developing Parents	A 23-chapter podcast; available in Somali, Mandarin, Sudanese Arabic, European French and Spanish; They address topics related to healthy pregnancy, child development and parenting skills through a series of friendly conversations between a mother, father and nurse-narrator.	Web: safechildren.ca By download	http://www.safechildren.ca/AudioResources/tabid/1199/Default.aspx
Almadina Language Charter Academy	English Language Educators	ELL Centre	The center provides ESL resources such as language proficiency benchmarks and assessments, published AISI projects, classroom resource links to hundreds of electronic resources.	Web: esl-almadina.ca Online Resources	http://www.esl-almadina.com/index.php?option=com_content&view=article&id=213&Itemid=160
	Parents, Teachers, Families, Students, Community Members.	Wellness Empowerment Program	The program works towards educating staff, students and families on mental health and wellness through three key program areas: promotion, prevention, intervention; Parent Education; Family Initiatives.	In-school; workshops	Both Campuses

Organization	Target Audience	Resource	Content/Purpose	Website & Delivery Mode	Access
Calgary Board of Education	Teachers and school staff K-12	Teaching Refugees with Limited Formal Schooling	A website to support school staff in their work with students and families who are among the approximately 10 percent of immigrants with refugee backgrounds. Teaching Refugees with Limited Formal Schooling contains information that promotes effective school-based programming for students who are refugees.	Web: cbe.ab.ca By download	teachingrefugees.ca
	CBE Staff, students, families.	Diversity and Learning Support Advisors (DLSA's)	The program provides culturally and linguistically appropriate professional services and supports, including first language advisors, to the Calgary Board of Education (CBE) staff, students and families; contributes to CBE	Education Centre: 1221 - 8 Street SW	Phone: (403) 817-7647 Email: tsmerali@cbe.ab.ca Brochure: http://164.166.2.7/Programs/prog-pdf/Diversity_and_Learning_Support_Advisors_Brochure.pdf
Calgary Catholic Immigration Society (CCIS)	Parents, Families.	The Parent Link Family Resource Centre	A family resource centre, operating on a holistic, supportive, strength-based model which assists immigrant and community families. Programs include community garden; drop-in computer services; warm clothing donations; ESL conversation; client advisory board; parenting classes; workshops and referrals.		
	Schools, professionals, and community organizations working with immigrant and refugee youth, 13-18 years	Ethos Youth and Family	The program provides outreach and educational services for those working with Immigrant and refugee youth, 13-18 years, and their families, with a history of trauma.		Margaret Chisholm Resettlement Centre: 23 McDougall Court NE Phone: (403) 298-8577 or (403) 265-3538 Email: sot4@ccis-calgary.ab.ca
	Mainstream Service Providers and Ethno-cultural Organizations in East Calgary	Regional Outreach Program (ROP)	A community development program dedicated to supporting services in becoming more culturally competent and, in doing so, works with mainstream services and grassroots ethno-specific groups in the eastside of Calgary. Attaining cultural competency skills is an ongoing learning process through which service providers can better understand and respond to a diverse community's dynamics, feelings and experiences, as well as work towards organizational change. Aims to address systemic barriers, issues of accessibility and promotes/develops approaches that contribute to culturally competent services.	Web: ccis-calgary.ab.ca	Phone: (403) 290-5468 Email: ropigrainger@ccis-calgary.ab.ca
	Designed for service-providers, community partners, educators/teachers, businesses, or anyone else interested in diversity.	Cultural Diversity Resource Centre	There are a variety of web links and publications here which can be used as tools for building awareness, knowledge and skills in the areas of inclusion, cultural competency, communications, integration, welcoming communities, and working with youth.		http://www.ccis-calgary.ab.ca/index.php?option=com_content&view=article&id=22:cultural-competency&catid=10:community-development-a-integration-services&Itemid=134

Organization	Target Audience	Resource	Content/Purpose	Website & Delivery Mode	Access
Calgary Catholic Immigration Society (CCIS)	<ul style="list-style-type: none"> Community Partners School Staff and Students Businesses and Organizations Ethno cultural Groups CCIS Staff, Volunteers and Alumni 	Cultural Diversity Dialogues and Workshops	The program involves Informal round-table conversations during which participants can network and discuss important issues surrounding cultural diversity; giving everyone a chance to learn from each others' experiences, challenges, and triumphs. Workshops vary in content and length depending on the target audience. Topics may include self-awareness, culture dynamics, intercultural skills, communication, inclusion in the workplace, in addition to others.	<ul style="list-style-type: none"> Web: ccis-calgary.ab.ca 	<ul style="list-style-type: none"> Phone: (403) 290-5751 Email: diversity@ccis-calgary.ab.ca
Calgary Immigrant Women's Association (CIWA)	<ul style="list-style-type: none"> Service Providers working with immigrant families. Service Providers, EAL Teachers, Parents. 	<ul style="list-style-type: none"> Cross-Cultural Parenting Program Resources and Publications 	<ul style="list-style-type: none"> The program conducts facilitator training sessions The organization has a variety of resources-English Language teaching resource manuals, Cross Cultural Parenting Program Resource Manual, Multilingual and cultural learning books. 	<ul style="list-style-type: none"> Web: ciwa-online.com Online Resources and information Web: ccis-calgary.ab.ca 	<ul style="list-style-type: none"> Email: familyservices@ciwa-online.com http://www.ciwa-online.com/resources/publications
Calgary Multicultural Centre	<ul style="list-style-type: none"> Public Calgary-based companies Public 	<ul style="list-style-type: none"> Events Cultural Competency Training Language Classes 	<ul style="list-style-type: none"> The program organizes, supports, and participates in various events and activities that connect diverse cultural groups, foster cross-cultural understanding and promote the benefits of multiculturalism in building inclusive community. They partner with a wide range of organizations to make Calgary a more welcoming place for newcomers. The program provides training around issues of cultural competency including understanding and working effectively with different people. They focus on practical soft skills and gain awareness around critical cultural concerns. The center provides classes in multiple languages; conversation-focussed classes (includes cultural information). 	<ul style="list-style-type: none"> One and two-day training sessions On-site Classes 	<ul style="list-style-type: none"> #309 223 - 12th Avenue SW Phone: (403) 237-5850
Calgary Region Child and Family Services (CFS)	<ul style="list-style-type: none"> Language Line Intervention and Early Intervention Services 	<ul style="list-style-type: none"> Children and youth, 0-24 years, and their families; Including immigrant and Ethno cultural populations. 	<ul style="list-style-type: none"> A licensed, accredited child care centre for children whose parents are enrolled in training programs. CFS funds and supports multiple intervention and early intervention programs throughout Calgary - many of which are immigrant or ethno cultural specific 	<ul style="list-style-type: none"> 24 hrs/day 7 days/week 	

Organization	Target Audience	Resource	Content/Purpose	Website & Delivery Mode	Access
Calgary Region Child and Family Services (CFS) (Continued)	Domestic Violence Outreach Workers		Provides outreach services to ethno culturally diverse families experiencing domestic violence		
	CCIS Cultural Brokerage Program (CCBP)	Children and youth, 0-24 years, and their families; Including immigrant and Ethno cultural populations.	Designed to assist CFS to achieve outcomes that facilitate enhanced culturally competent practices. Including: i) cultural resource support to CFS staff and contracted agencies; ii) Direct client service through brokered family support, individual case management, supports related to settlement and integration, and community resources connections; iii) Cultural competency training that enhances multicultural awareness, competencies and best practices with the overall goal of strengthening services to diverse ethnic communities (see Calgary Catholic Immigration Society, below).	See Calgary Catholic Immigration Society (CCIS), above.	
Calgary Sexual Health Centre	Any service provider or organization	Training Centre	The training center focuses on gaining comfort and skills to address sexual health. The also conduct public presentations and training on topics ranging from sexual harassment to creating safe spaces for LGBT coworkers to youth, sexuality and media. Their work also includes attention to new immigrant families and cultural and religious inclusivity, and ELL.	Workshops	Phone: (403) 283-5580 ext. 323 Email: bvantassel@calgarysexual-health.ca
	School Classrooms	School-based education	The school-based education program is considered a best-practice program, linked directly with CBE and Alberta Learning Curriculum's outcomes. The program is interactive and discussion-based, and gives youth the tools to navigate the world of healthy sexuality and make healthy decisions. They take a holistic view, recognizing that good sexual health is intrinsic to having a healthy body, healthy relationships and a healthy community.	Web: calgarysexualhealth.ca In-School Support	Phone: (403) 283-5580, ext. 312 Email: generalmail@calgarysexual-health.ca
Canadian Multicultural Education Foundation and The Alberta Teachers Association	Teachers	Working with South Sudanese Immigrant Students	Resources are aimed at helping teachers to work with students and their parents from immigrant families to address issues in school: cultural, language, and social.	Web: teachers.ab.ca By download	http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/For-Members/Professional%20Development/Diversity,%20Equity%20and%20Human%20Rights/AR-CMEF-2.pdf

Organization	Target Audience	Resource	Content/Purpose	Website & Delivery Mode	Access
Canadian Multicultural Education Foundation and The Alberta Teachers Association (Continued)	South Sudanese Parents	South Sudanese Parent Orientation Guide to Canadian Schools	This guide will help to address some of the questions that parents may have about the school system in Canada, and give them the opportunity to address how their parenting role may be different in Canada than in East Africa.	Web: teachers.ab.ca By download	http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/For-Members/Professional%20Development/Diversity,%20Equity%20and%20Human%20Rights/AR-CMEF-2.pdf
	Teachers	Working with Karen Immigrant Students - Teacher Resources	The program supports teachers to address critical ethno-cultural and immigrant related concerns.		http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/For-Members/Professional%20Development/Diversity,%20Equity%20and%20Human%20Rights/AR-CMEF-3%20for%20web.pdf
	Karen Parents	Orientation Guide to Canadian Schools.	This guide will help to address some of the questions that parents may have about the school system in Canada, and give them the opportunity to address how their parenting role may be different in Canada; in English and Karen.		http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/For-Members/Professional%20Development/Diversity,%20Equity%20and%20Human%20Rights/AR-CMEF-1.pdf
	Teachers	Teaching Somali Immigrant Children: Resources for Student Success	Many children from recent immigrant families face special challenges in school: cultural, language, and social. These challenges become their teachers' challenges. This resource will be useful to teachers as they work with students and their parents from immigrant families.		
Canadian Race Relations Foundation	Public, Service Providers	Resources and Best Practices	Maintains a catalogue of resources related to race relations, the promotion of Canadian identity, belonging and the mutuality of citizenship rights and responsibilities. Resources include periodicals, reports, books, organizational pamphlets, study guides, videos and other media, and can be searched by anyone with internet access.	Web: crr.ca Online Resources	http://www.crr.ca/en/library-a-clearinghouse
Can Learn Society	Early Learning and Care Providers	Share the Magic	A trained volunteer early literacy facilitator visits a daycare five times and facilitates a story time with children. Given that the children learn best through repetition and that the best way to forge new connections in the brain is by building on something already learned, the same book will be used in different ways (e.g. with puppets, flannel board characters, acting the story out) for the succession of story times. At the end of the program each child will receive the featured story to take home, keep and share with their family. Practical strategies for applying the latest research in neuroscience as well as resources for the classroom will be shared with early learning and care providers.	Web: canlearnsociety.ca In-class support	Phone: (403) 686-9300 ext. 144 Email: mmartin@canlearnsociety.ca

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Can Learn Society (Continued)	For service providers and educators	Family Literacy Training	Family literacy training and professional development workshops have been delivered to over 2,000 professionals in Alberta including family literacy practitioners, early childhood educators, preschool teachers and family support workers.	Web: canlearnsociety.ca Training and Professional Development Workshops	Phone: (403) 686-9300 ext. 128 Email: njerkovic@canlearnsociety.ca
Chinese Cultural Centre	Schools and Public	Chinese Cultural Centre and Museum Programs and Tours	They promote various 90 minute Cultural Programs for Schools and one hour guided Cultural Tours for groups of 25-40ppl (of Centre and the Museum).	On-site programs and Tours; Chinese Cultural Centre	http://www.culturalcentre.ca/index.php?page=cultural-tours
	Public, native or non-native speakers	Mandarin and Cantonese Language Classes	The center provides beginner, intermediate, and corporate language courses for native or English speakers.	Web: culturalcentre.ca On-site courses	197- 1st Street, SW Phone: (403) 262-5071 http://www.culturalcentre.ca/index.php?page=speciality-classes
City of Calgary	Businesses/ Organizations	Translation Postcard	The Translation Postcard contains the phrase "This notice contains important information that may affect you. Please ask someone to translate it for you." Translated into 12 languages. The postcard was created as a tool for City staff to use if they believe language may be a barrier for written communication provided to the public.	Copies by request	http://www.calgary.ca/CSPS/Recreation/Pages/Arts-and-culture/Cultural-resources.aspx
		Welcome Poster	The 22 x 17 inch Welcome Poster is a visual commitment to customers and the community of providing equitable access to services regardless of one's cultural, physical, mental, social, economic, gender or age differences.		http://www.calgary.ca/CSPS/Recreation/Documents/Arts-and-culture/Translation-postcard.pdf
	Public, Community Groups	Cross Cultural Directions Directory	This publication is a guide to culturally-diverse organizations in Calgary, mainstream organizations and services of interest to these groups.	Cultural Diversity Coordinator Phone: (403) 476-4305 Web: calgary.ca	http://www.calgary.ca/CSPS/Recreation/Documents/Arts-and-culture/Cross-cultural-connections.pdf
	Activity leaders, teachers	Multicultural Activity Guide	The manual includes a sample of crafts, songs and games presented in this manual are only a sampling of the rich folklore available here in Calgary. Those that are included, are indexed in order of difficulty, by culture of origin, and by type of activity.	By download	http://www.calgary.ca/CSPS/Recreation/Documents/Arts-and-culture/Multicultural-activity-guide.pdf
Community Groups	Creating Inclusive Communities	Diversity Booklet of tips and resources for community groups wanting to involve new Canadians and persons with disabilities.		http://www.calgary.ca/CSPS/CNS/Documents/creating_inclusive_communities.pdf	

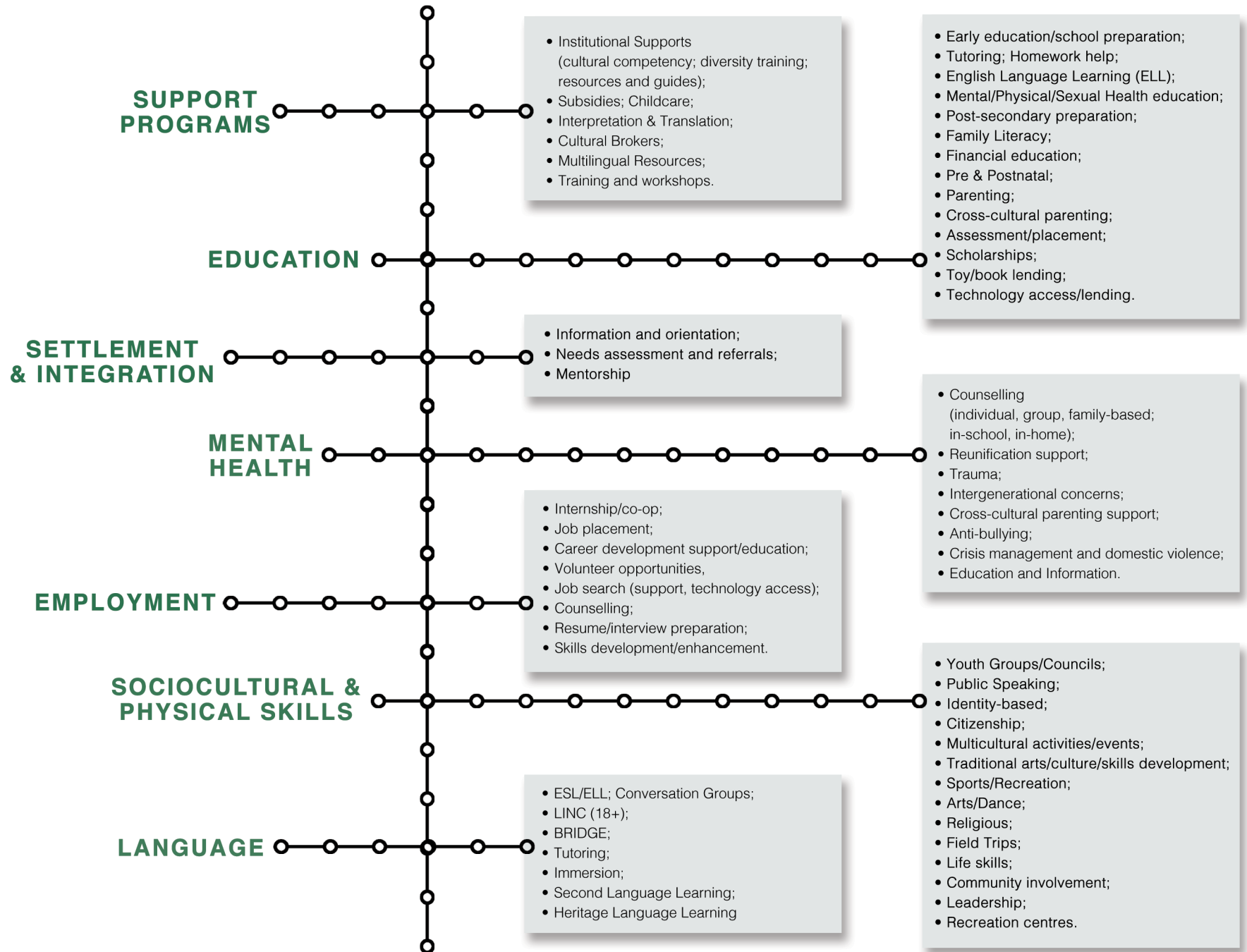
Organization	Target Audience	Resource	Content/Purpose	Website & Delivery Mode	Access
Coalition for Equal Access to Education	Service Providers; Organizations; Individuals	Research and Resource Development; Institutional Development; Capacity Building; Partnership Building; Public Education	The Coalition is committed to working with immigrant and ethnocultural youth, their parents, community, education and government stakeholders to promote access to quality, equitable education and services for K-12 immigrant and ethnocultural youth	Web: eslaction.com Leadership Program for Multicultural Parents (Online Training Manual); Leadership Program for Multicultural Youth (Online Leadership Curriculum); Publications (Online)	Email: info@eslaction.com
Ethno-Cultural Council of Calgary (ECCC)	Ethno cultural Organizations and Brokers	Building Bridges with Ethno-cultural Communities (BBEC): Training Resource, Information, Orientation Toolkit (TRIO)	This toolkit is designed as a resource to help ethno-cultural community leaders and volunteers to effectively assist and enable newcomers to access community resources in Calgary. Because of the role the leaders and volunteers play in linking community members to services, they are referred to as Brokers in this toolkit.		http://www.ecccalgary.com/wp-content/TRIO_2nd_Edition.pdf
	Community Development Professionals, Community Associations, Community Service Organizations and Agencies, local Community Organizers or Residents interested in engaging with ethno-cultural groups in their community	Engaging Ethno cultural Communities Toolkit	The toolkit is designed to help users move through the engagement process from early planning stages to community action.	Web: ecccalgary.ca By download	http://www.ecccalgary.com/wp-content/Engage_Toolkit_2013.pdf
	Ethno cultural communities	Sustaining Ethno-cultural Community Action on Racial Discrimination (E-CARD)	Sustaining E-CARD is a community training project designed to assist ethno-cultural communities sustain their efforts to address racial discrimination. By using engagement, action and reflection, it promotes deeper understanding and possible collaboration between ethno-cultural communities, aboriginal groups and the mainstream.		Phone: (403) 263-9900 ext. *2726
Extreme Dialogue	Youth 14-18; In classrooms or community settings	Educational Resource	Extreme Dialogue aims to reduce the appeal of extremism among young people and offer a positive alternative to the increasing amounts of extremist material and propaganda available on the Internet and social media platforms.	Free Online films and educational resources Web: extremediialogue.org Email: info@extremediialogue.org	

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Further Education Society of Alberta	Literacy coordinators, instructors, facilitators, volunteer tutors, and community workers who work with at-risk learners.	Train the Facilitator Program	Train the Facilitator workshops helps to build community capacity to address gaps in essential skills, literacy, and parenting skills. FESA offers several models of facilitator training for individuals working in a wide range of community and/or workplace settings, and are well versed in offering facilitator trainings to remote and isolated communities. The training modules are based on the specific needs of potential facilitators who are working with new Canadians, Aboriginal communities, vulnerable families, single fathers/mothers, francophone communities, diverse workplaces, and the domestic violence sector.	Email: clyon@furthered.ca Web: furthered.ca Workshops; External or internal	Programs: http://www.furthered.ca/000_vig_user_files/site_uploaded/23381/Program%20Model%20Descriptions.pdf Prescheduled events and workshops: http://www.furthered.ca/page/manuals-and-training
Immigrant Services Calgary and Calgary	For individual clients and government/community organizations.	Translation and Interpretation Services	The Language Bank provides certified translation in over 50 languages at affordable costs; Interpretation services are also provided; This program provides cultural interpretation services to Calgary Region Child and Family Services (CFS) workers in multiple languages. It facilitates communication between case workers and language-barriered clients. It is a referral based service funded by CFS.	By appointment or formal request Web: immigrantervicescalgary.ca	For translation requests: Phone: (403) 705-8893 to book an appointment or Email: LB@immigrantservicescalgary.ca for inquiries For interpretation requests: Phone: (403) 538-8360. Agencies will need to fill out the Interpretation Request Form for the requests. For CACFS interpretation requests, please fill out the Interpretation Request Form or contact us at (403) 705-4380. Request forms: http://www.immigrantservicescalgary.ca/how-can-we-help/translation
	Calgary and Area Family Services Authority staff	Cross-Cultural Training	Workshops on the use of interpreters, cross cultural communication and specific cultures.		
Inform Alberta	Public	Calgary Ethno cultural Services Directory	Province-wide Service Directory	Web: informalberta.ca Online Resources	http://www.informalberta.ca/public/common/viewComboList.do?comboListId=1000058
The Learning Partnership: Welcome to Kindergarten (in partnership with the CBE)	For parents and educators	Resources and programming - Multilingual	They provide early education resources and programming - Multilingual	Web: thelearningpartnership.ca Online	http://www.thelearningpartnership.ca/what-we-do/student-programs/welcome-to-kindergarten/early-learning-resources

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Mosaic Primary Care Network (Mosaic PCN)	How to Feed Your Baby		Online video series; English and Punjabi	Free Online Resources	https://www.youtube.com/user/MosaicPCN/playlists?shelf_id=5&view=50&sort=dd
Muslim and Youth Family Services	Service Providers, Public	Training	They conduct cross-cultural readiness workshops, counselling Muslims certification, and other personal, social, spiritual, academic, and career workshops.	Web: own.org	
	Calgary and Area Family Services Authority staff	Cultural Brokerage	The primary objective of OWN is that Muslim children and families involved with CFS are provided services and placements, which meet their religious and cultural needs and that the diverse Muslim community is aware of such services.	Email: info@3own.ca	
	Counsellors	Counselling Muslims Certification Program	This program stems out of the need for clients who feel that culture and spirituality needs to be central to the counselling process.		Program development in progress
Southern Alberta Heritage Language Association	Public, Language Teachers	Services and Resources	Information about languages taught in Calgary and region community-language schools; SAHLA Resource Centre; Language learning development, enhancement and promotion Conferences, workshops and special events for language instructors & principals; SAHLA / U of C Teaching Second Languages Professional Development Program for Community-Based Language Instructors Curriculum Development & Teaching Resource Support for Language Schools	Web: sahla.ca Online	
University of Calgary	Teachers, students, scholars or any activists who wish to promote equity.	Diversity ToolKit	This site offers a variety of on-line resources, funding sources, glossaries, examples of projects, and selected readings.	Online	http://www.ucalgary.ca/dtoolkit/
	Student Teachers/ Of BA Educations students	EDUC 512 - The Service-Learning Program for Pre-Service Teachers program	The SLPPST program through EDUC 512 strengthens the cultural competencies of pre-service teachers that will work with children and youth of immigrant families in their professional careers; was awarded with the Canadian Race Relations Foundation (CRRF) Award of Excellence for 2012 in the Education category.	Web: ucalgary.ca Recognized Best Practice	http://www.ucalgary.ca/ccel/curricular/diversity-education
	Student Teachers, Teachers, Service Providers	Teach English as a Second Language and Teach International and Heritage Languages Certificate Programs		Web: conted.ucalgary.ca	http://conted.ucalgary.ca/tsl/

SERVICE STREAMS

TYPES OF SERVICES





Solving issues facing immigrants and refugees – *together.*