

Provision of Afterschool Programs:

**A Response to the Educational Needs
and Outcomes of Newcomer Students in
Canada**

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Background of the Study

- A funded contract by the Support of Students Program (SSLP)/ (ESDC), created in 2019 to
 - provide investment into youth's education
 - support students to stay in school and continue with their studies,
 - graduate from high school, transition to, and succeed in post-secondary education (PSE)

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- Canada is an immigrant society
 - 400,000+ new immigrants recorded in 2021 (Government of Canada, 2021)
 - Canada's 2021 Census, showed that 23% of the population is foreign-born
 - 62.0% - Asia and the Middle East, 15.6% - Africa, 11.6% - Americas 10.1% - Europe ((Statistics Canada, 2022)
 - Racialized population – grew from 4.7% in 1981 to 26.5% in 2021
 - 24.2% - mother tongue not English or French (Statistics Canada, 2022)

Canada's Newcomer Children

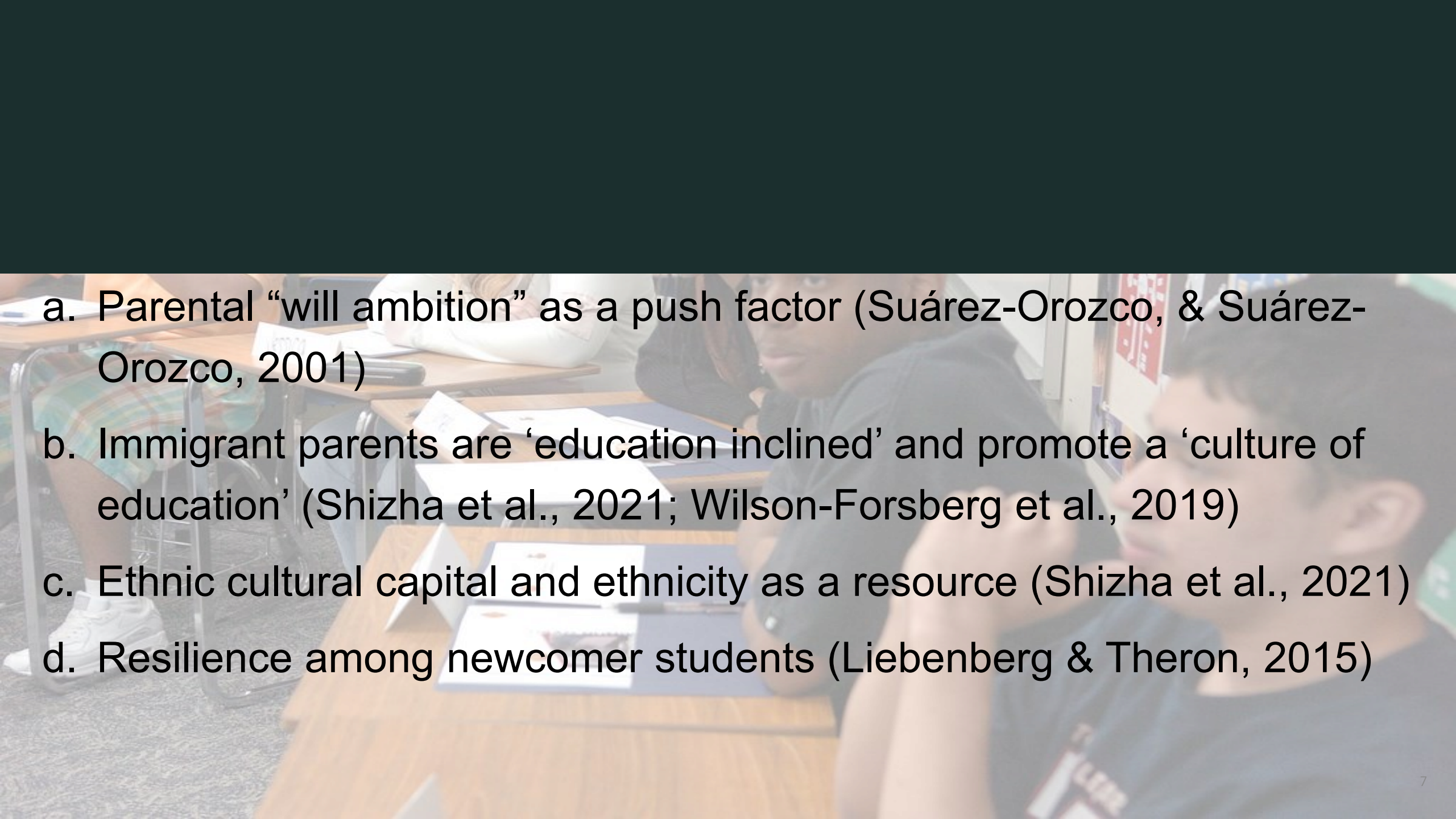
- Immigrant children are the fastest growing student population in Canada
 - Toronto District School Board (TDSB), 42% of students in 2010 were foreign born, 38% were born in Canada to immigrant parents (Sweet et al., 2010)
- In 2022, about 2 million children under 15 years were immigrants a rise from 26.7% in 2011 to 31.5% in 2021 (Statistics Canada, 2022)
- Immigrant children are far more likely to experience school challenges than non-immigrant children (Picot & Hou, 2016)
 - integration school adjustments and acculturative stress (Berry & Hou, 2016)

School and Academic Challenges: Deficit theory

- Adaptation and integration to school culture
- Racism and discrimination
- Social exclusion and alienation
- Low teacher expectations, stereotypes, and prejudice
- Language barrier and accent discrimination (Shizha et al., 2021)
- Knowledge alienation
- Mental health and social well-being

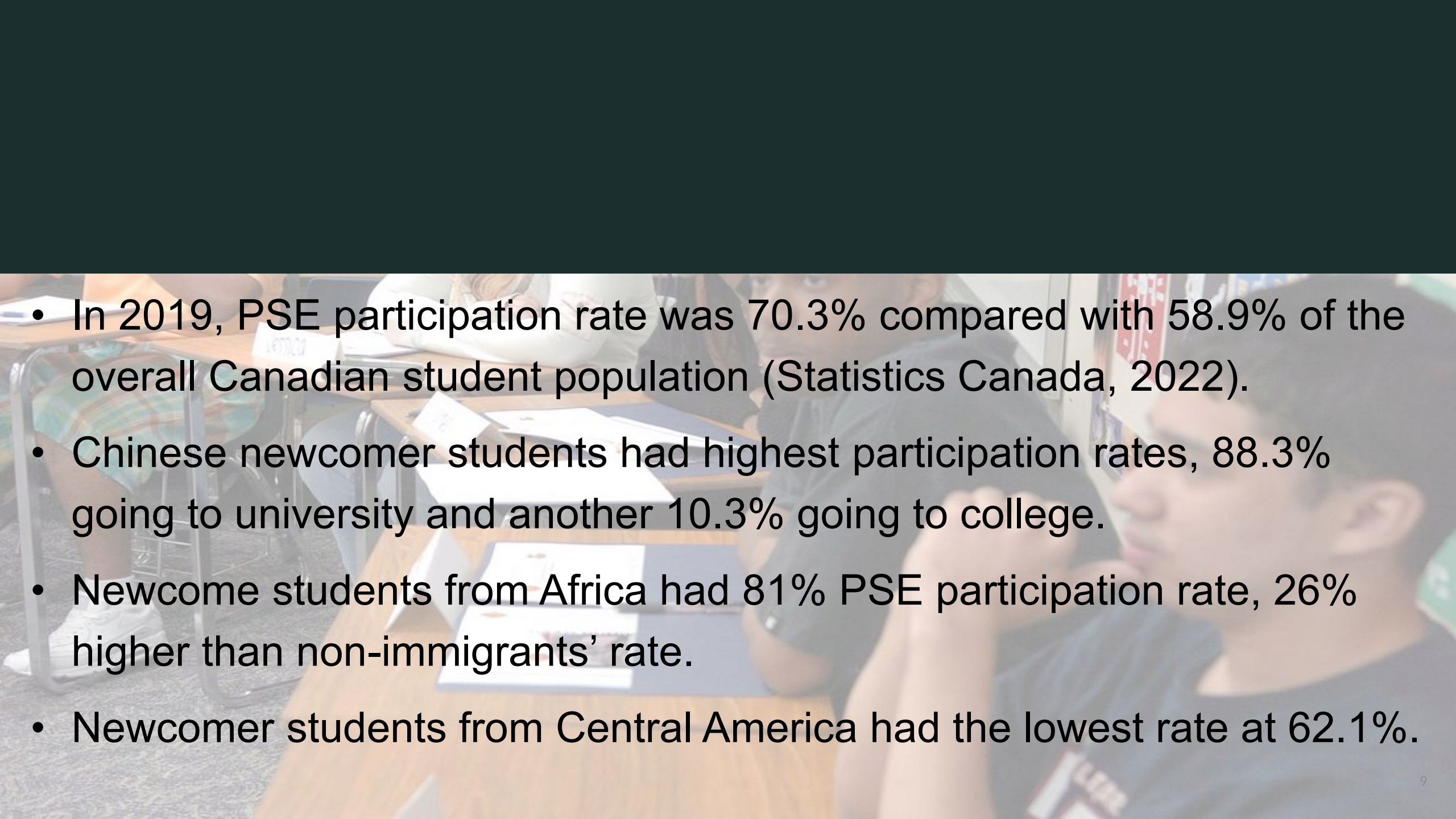
Academic Success: Strength-based Approach

- Counter discourse to cultural deficit theory (Wilson-Forsberg et al, 2019)
- Model promotes strengths students bring into learning (Baldrige, 2014)
- Approach supports the academic growth and empowerment of students
- Focuses on existing competencies, assets and resources for their own academic success.
- Takes a holistic view of students as empowered actors (Saleebey, 1996)

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- a. Parental “will ambition” as a push factor (Suárez-Orozco, & Suárez-Orozco, 2001)
 - b. Immigrant parents are ‘education inclined’ and promote a ‘culture of education’ (Shizha et al., 2021; Wilson-Forsberg et al., 2019)
 - c. Ethnic cultural capital and ethnicity as a resource (Shizha et al., 2021)
 - d. Resilience among newcomer students (Liebenberg & Theron, 2015)

Rates of Educational Participation and Attainment

- PISA shows superior school participation rates for 1st and 2nd-generation immigrant students in Canada (Volante, Klinger, Bilgili, & Siegel, 2017)
- Newcomers admitted to Canada as children are more likely to enroll in PSE.
- The younger a child was, the more likely they were to participate in PSE.
- Statistics Canada (2022) reports that children of economic immigrants admitted at age 20 are more likely to be in school than non-immigrant

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- In 2019, PSE participation rate was 70.3% compared with 58.9% of the overall Canadian student population (Statistics Canada, 2022).
 - Chinese newcomer students had highest participation rates, 88.3% going to university and another 10.3% going to college.
 - Newcome students from Africa had 81% PSE participation rate, 26% higher than non-immigrants' rate.
 - Newcomer students from Central America had the lowest rate at 62.1%.

High School Completion & Transition to Postsecondary Education

- Newcomer youth at age 19, are 2.5 times more likely to complete high school and 39% more likely to attend university than those born in Canada (Sweet et al., 2010)
- 84% of 2nd generation immigrants enroll in a PSE course by the age of 21 compared with 72% for non-immigrants (Neuman, 2015)

Transition to Postsecondary Education

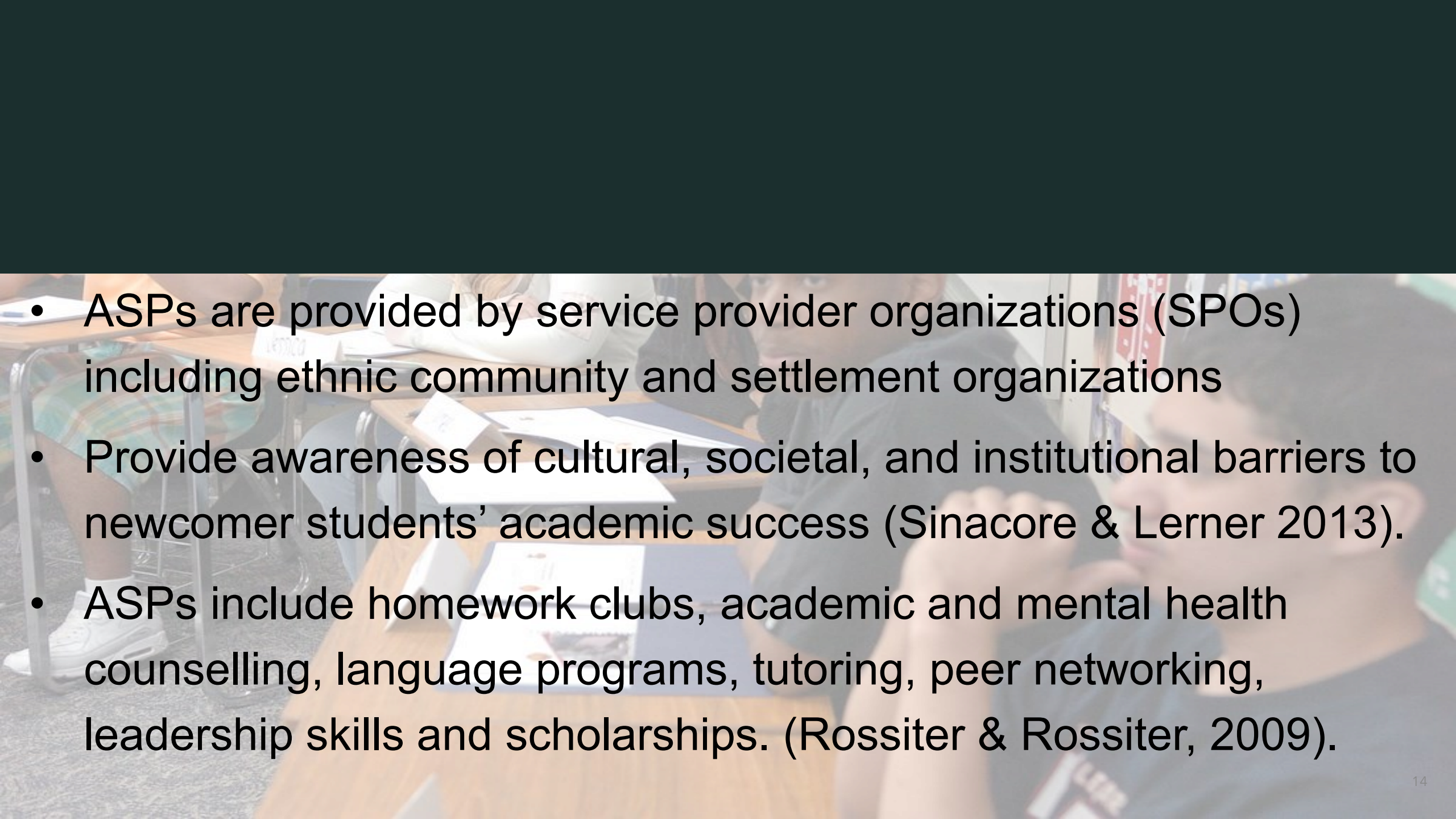
- PISA also reports superior school transition rates for immigrant students.
- Transition from high school to PSE relatively high for those admitted to Canada before age of 15 (Volante et al, 2017).
- Youth in Transition Survey in Canada revealed that, at 15 years old, newcomer children were more likely than non-immigrant children to want to enroll in and complete university studies.
- Robson et al (2022) note that East, South, and Southeast Asian children were more likely to graduate from high school than their White peers.

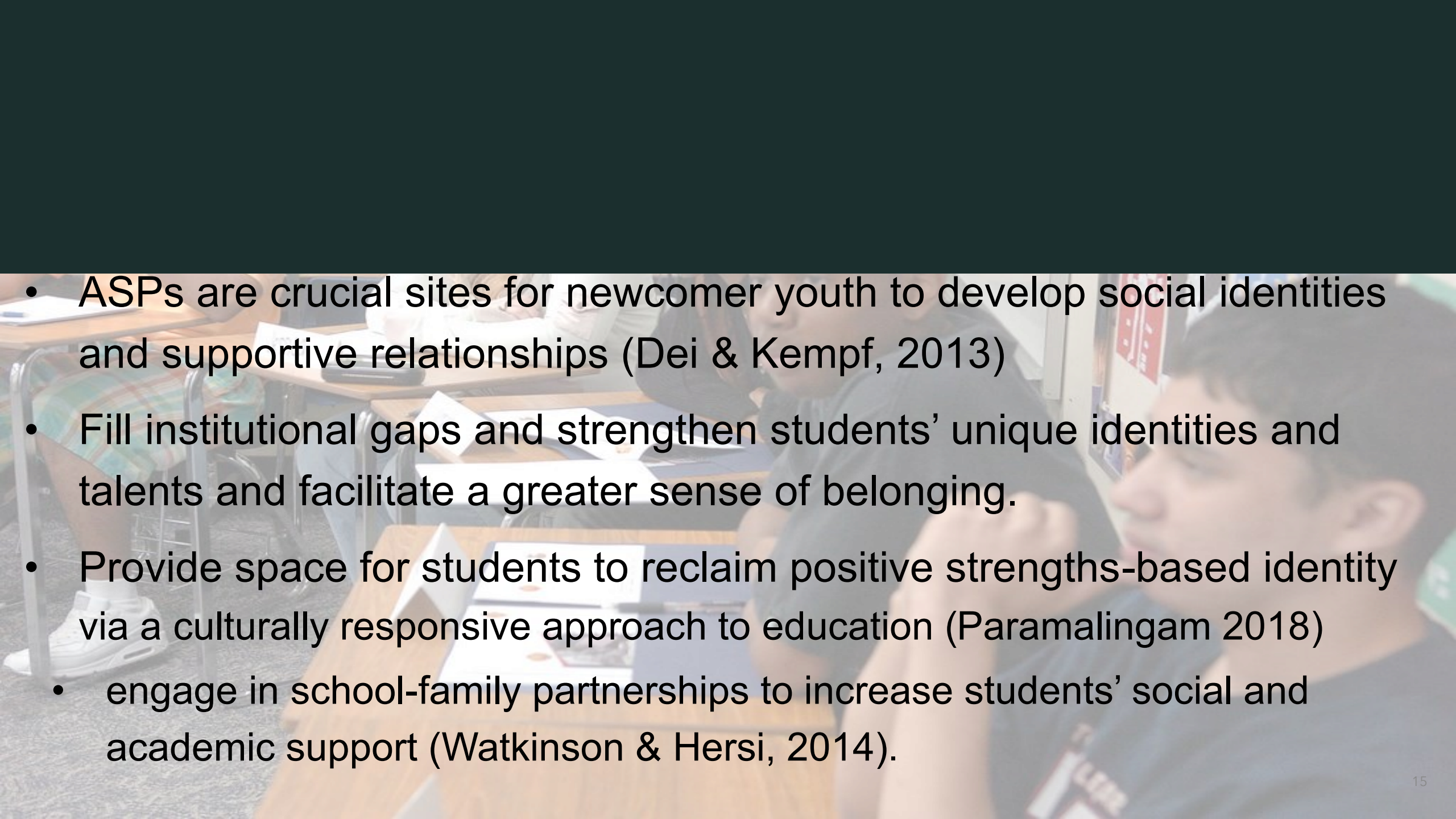
Purpose of the Study

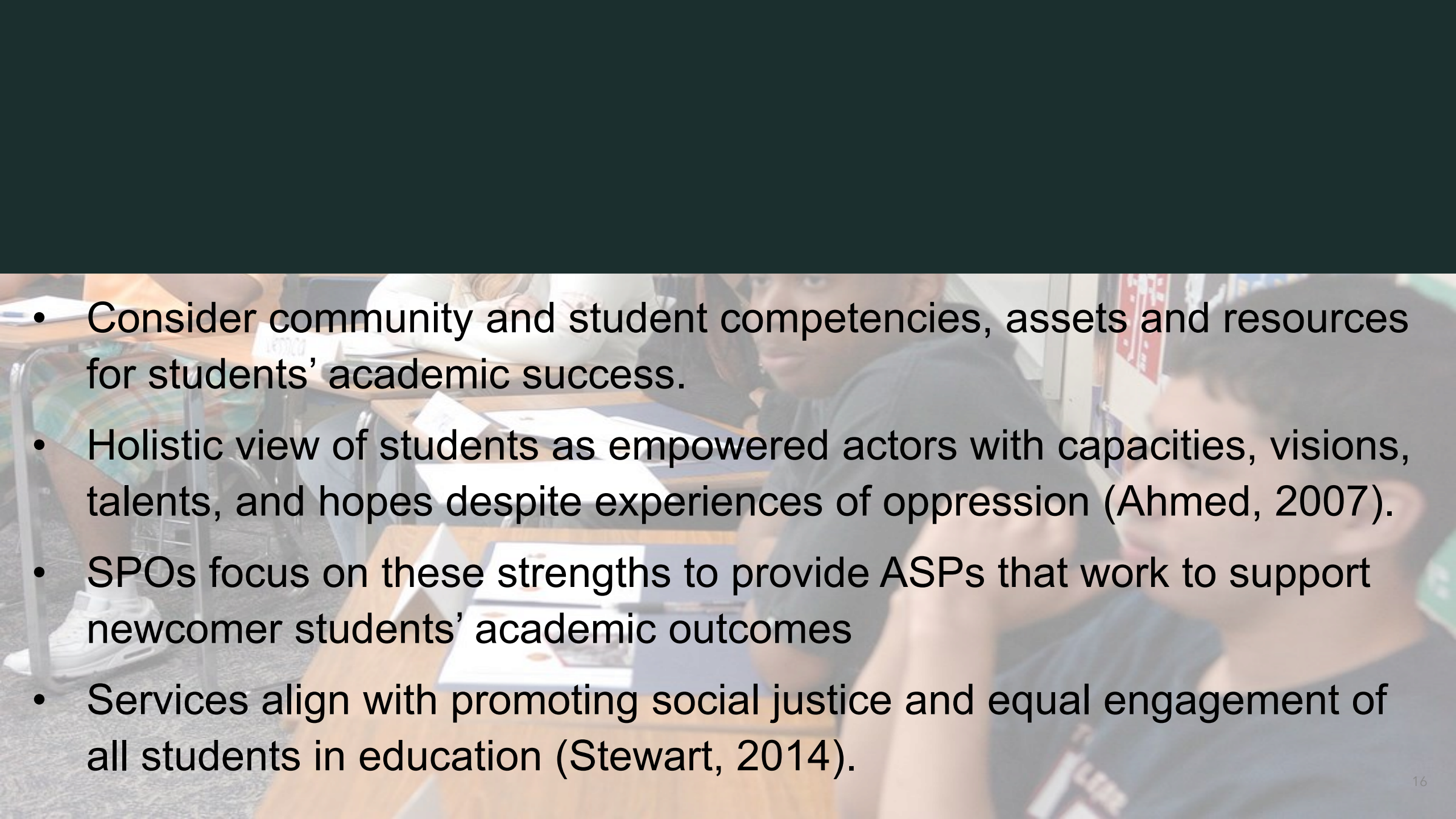
- To build the SSLP's knowledge on available ASPs for newcomer students in the country's 10 provinces and 3 territories.
- To recommend how the SSLP can complement or scale up SPOs programs to enhance the educational success of newcomer students in Canada.

Rational for Afterschool Programs for Newcomer Students

- School integration is key to newcomer students' academic success
- It is the adjustment across all aspects of student life, both inside and outside the school context (Gallucci & Kassan, 2019).
- It includes English language learning, academic performance, classroom behaviour, social networking, emotional well-being etc.
- Outside of school context after-school programs (ASPs) fill the gap

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- A background image showing a group of students sitting at desks in a classroom. The students are looking towards the camera, and there are papers and books on their desks. The image is slightly blurred and has a semi-transparent overlay.
- ASPs are provided by service provider organizations (SPOs) including ethnic community and settlement organizations
 - Provide awareness of cultural, societal, and institutional barriers to newcomer students' academic success (Sinacore & Lerner 2013).
 - ASPs include homework clubs, academic and mental health counselling, language programs, tutoring, peer networking, leadership skills and scholarships. (Rossiter & Rossiter, 2009).

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- A background image showing a group of students sitting at desks in a classroom, looking at papers and books. The image is slightly blurred and has a semi-transparent overlay with text.
- ASPs are crucial sites for newcomer youth to develop social identities and supportive relationships (Dei & Kempf, 2013)
 - Fill institutional gaps and strengthen students' unique identities and talents and facilitate a greater sense of belonging.
 - Provide space for students to reclaim positive strengths-based identity via a culturally responsive approach to education (Paramalingam 2018)
 - engage in school-family partnerships to increase students' social and academic support (Watkinson & Hersi, 2014).

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- Consider community and student competencies, assets and resources for students' academic success.
 - Holistic view of students as empowered actors with capacities, visions, talents, and hopes despite experiences of oppression (Ahmed, 2007).
 - SPOs focus on these strengths to provide ASPs that work to support newcomer students' academic outcomes
 - Services align with promoting social justice and equal engagement of all students in education (Stewart, 2014).

Methodology

- Data was collected through a literature search as well as a qualitative and quantitative internet scan of provincial and territorial SPOs and ASPs
- A template was created by SSLP staff with the input of researchers to create a form for entering data on ASPs offered by SPOs in the 10 provinces and 3 territories.

Findings

- Service provider organizations that offer ASPs to newcomer youth/students in Canada
- Availability of ASPs for newcomer students in Canada's 10 provinces and 3 territories

Table 1: Distribution of Service Provider Organizations by Province/Territory

Province/Territory	# of Service Provider Organizations
Ontario	37
Alberta	21
British Columbia	16
Quebec	11
Saskatchewan	11
Manitoba	8
New Brunswick	6
Newfoundland & Labrador	3
Nova Scotia	2
Prince Edward Island	2
Yukon	2
Northwest Territories	1
Nunavut	0

Table 2: Distribution of Programs by Province/Territory

Province/Territory	# of Afterschool Programs	% of Afterschool Programs
Ontario	65	28.1
Alberta	49	21.2
British Columbia	32	13.9
Saskatchewan	21	9.1
Quebec	16	6.9
Manitoba	11	4.8
New Brunswick	11	4.8
Nova Scotia	10	4.3
Prince Edward Island	7	3.0
Newfoundland & Labrador	6	2.6
Yukon	2	0.9
Northwest Territories	1	0.4
Nunavut	0	0
Total	231	100

Fig. 1: Distribution of Programs and Services by Census Metropolitan Area

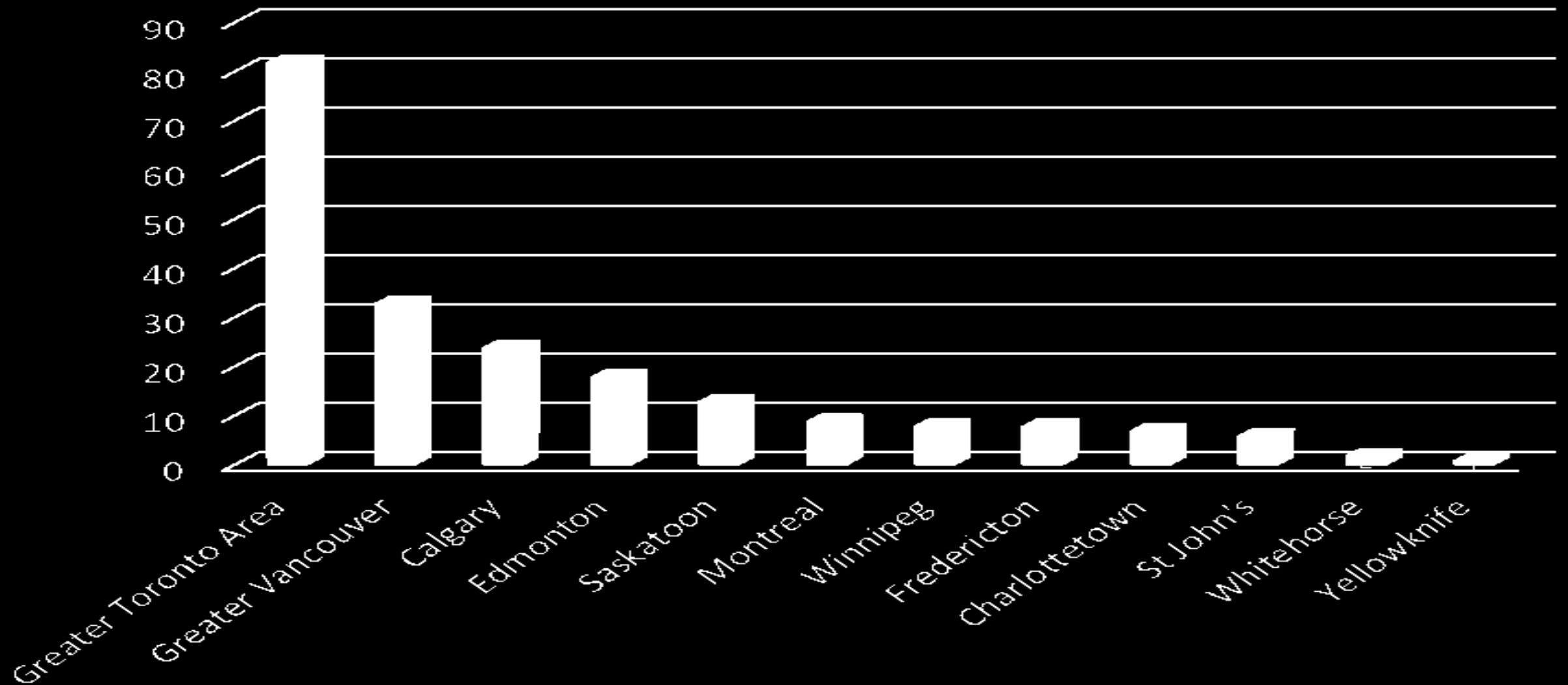


Table 3: Types of Programs Provided to Newcomer Youth by %ages

Type of Program	Percentage (%)
Academic support/homework clubs	14.6
Settlement Workers in School (SWIS)	13.4
Tutoring & mentoring	10.2
Peer networking	8.1
School & career readiness	7.1
Mental health and social well-being	7.1
Culturally sensitive & responsive services	6.9
Leadership skills	5.7
Scholarships & bursaries	3.5
Counselling services	3.4
Language skills	3.4
Volunteering	3.4

Conclusions

- ASPs provided by SPOs in Canada to help in integrating newcomer students and mitigate negative school impacts.
- ASPs provide a sense of normalcy, an important step toward feeling a sense of attachment and belonging
- ASPs develop peer networking/friendships which facilitate collaborative learning and peer tutoring that promotes academic success.
- ASPs mitigate systemic barriers that contribute to the newcomer and refugee youth's failure to achieve their educational aspirations.

Recommendations

- ASPs and SPOs required sustainable funding to design programs that
 - a) provide school readiness for refugee students
 - b) promote academic resilience for newcomer students
 - c) provide culturally responsive counselling services for refugee students
 - d) create academic bridging programs such as targeted scholarships
 - e) deliver anti-racism, equity, diversity and inclusion workshops

Limitations

- Paucity on research on impact of ASPs and their academic benefits to newcomer students.
- While the impact of the ASPs has not been fully investigated it was not the scope of this study
- School integration experiences are contextual, personal, and subjective, quantifying a sense of belonging is unattainable unless self-administered surveys are conducted with newcomer students.

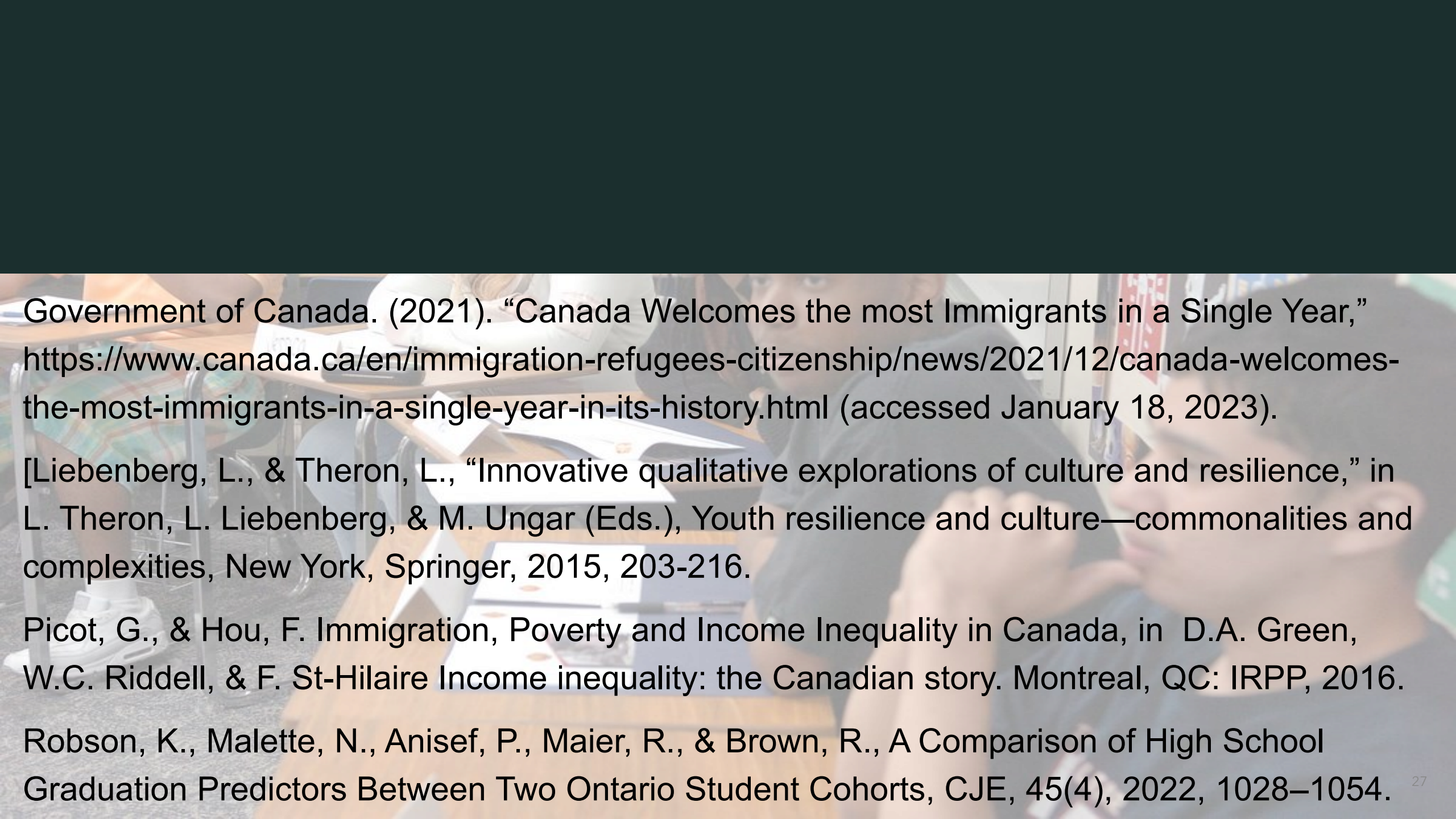
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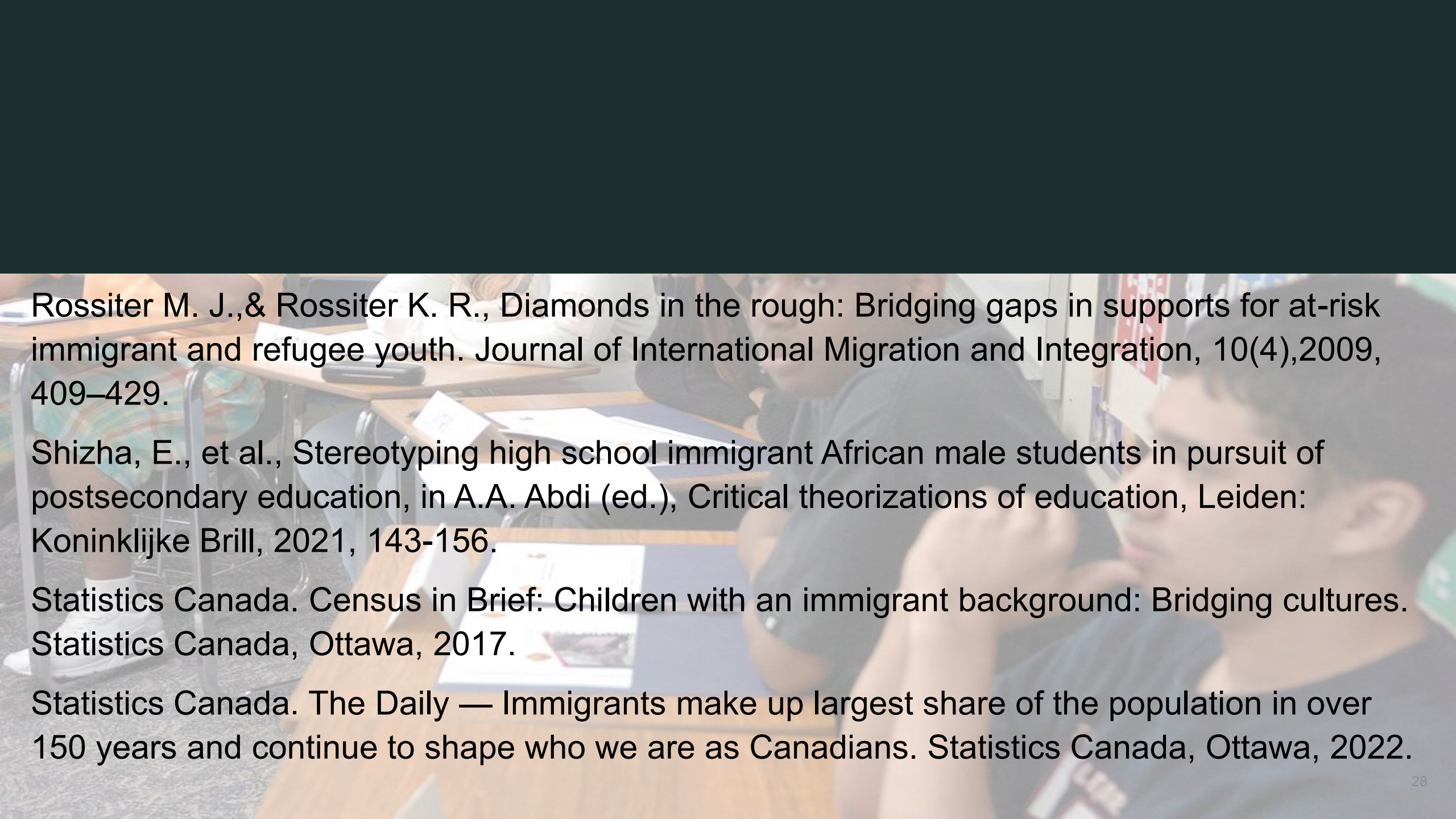
A background image showing a classroom scene with several students sitting at desks. They appear to be engaged in a learning activity, possibly a group project or discussion. The image is slightly blurred and has a semi-transparent overlay.

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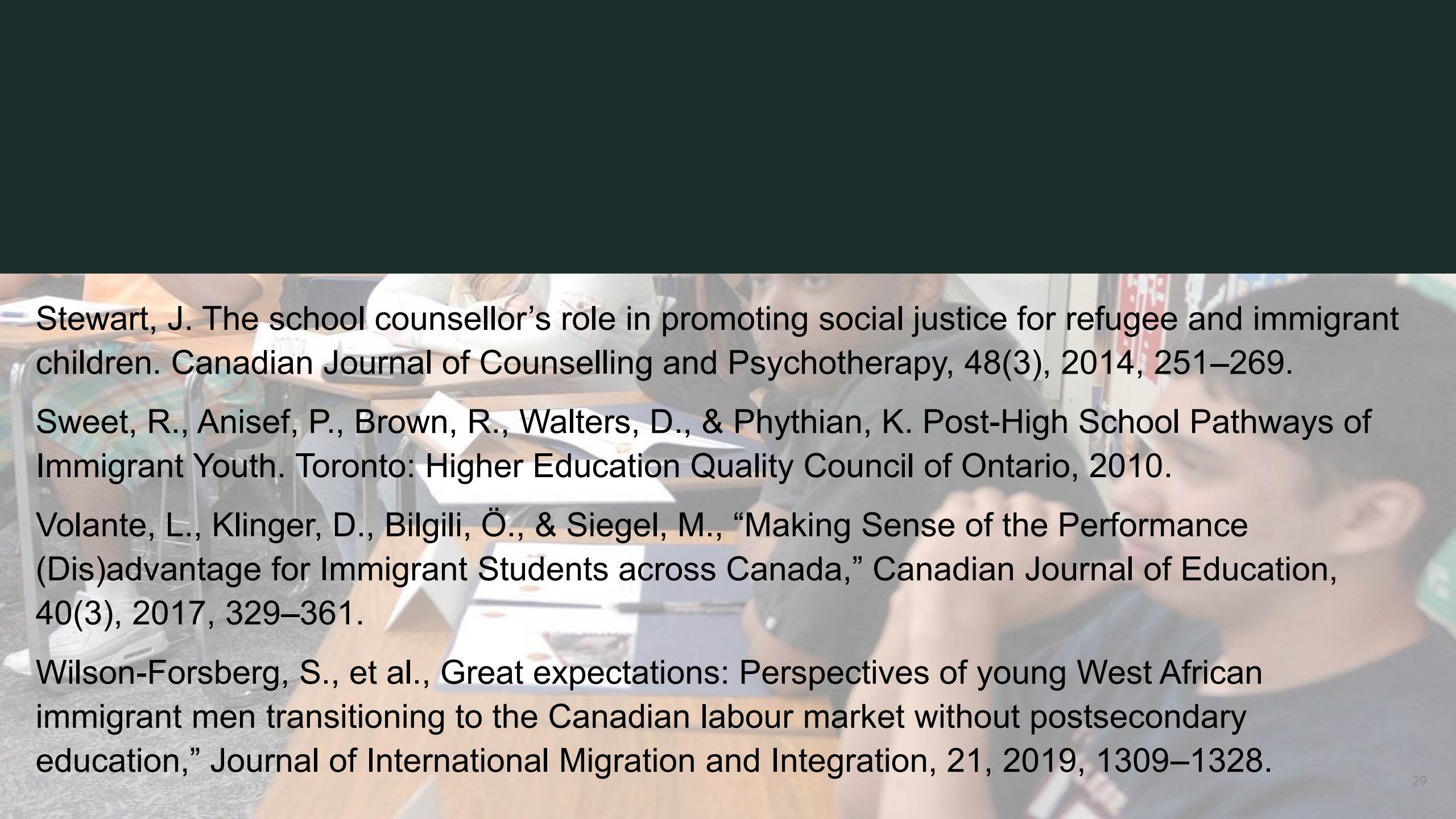
A background image showing a group of students in a classroom. They are sitting at wooden desks, looking at papers or books. The scene is slightly blurred, focusing on the text overlaid on the image.

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