



SETTLEMENT WORKERS IN SCHOOLS (SWIS) MEETING

SUMMARY REPORT

FEBRUARY 13, 2015

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BACKGROUND

As part of the Contribution Agreement, AMSSA has been contracted by Citizenship and Immigration Canada (CIC) to organize a meeting with all of the Settlement Workers in Schools (SWIS) that have a Contribution Agreement with CIC. The meeting was held on February 13, 2015 at the Radisson Hotel Vancouver Airport in Richmond, BC.

The SWIS meeting consisted of the following components:

Welcome, introductions and overview of the agenda were presented by facilitator Kathi Irvine from Watershed Group Inc. Representatives from Citizenship and Immigration Canada (CIC) provided welcoming remarks. The participants were led by the facilitator in a group activity which involved putting up post-it notes on the flipcharts answering the following questions:

- What are some of the things you want to get out of today?
- What is one reason you came today?
- What are the “elephants in the room”?

These questions were revisited throughout the day and answered as the day progressed.

Following the introductory portion of the agenda, there were 2 panel presentations and roundtable discussions in the morning half of the meeting. In the first panel discussion, each of the speakers gave short presentations on the different SWIS Models that currently exist under CIC funding. The panelists that were invited to speak were from different types of models and organizations:

- Caroline Lai from School District No. 36 (Surrey) gave the School District (SD) perspective in a larger community.
- Palwinder Kelay from Abbotsford Community Services (ACS) gave the community agency perspective in a smaller community.
- Sabine Lehr from Inter-Cultural Association of Greater Victoria (ICA) gave the community agency perspective in a larger community.

In the second panel discussion, each of the speakers gave short presentations on the differences and similarities of providing SWIS services in smaller and urban centres. The panelists discussed challenges, trends, gaps and successes within their respective regions. The panelists that were invited to speak were from diverse regions and organizations:

- April Neave from Chilliwack Community Services (CCS) represented the perspective of a community organization in a small centre.
- Jane Drew from School District No. 60 (Peace River North) represented the perspective of a school district in a small centre.



- Jerry Wu, School District No. 39 (Vancouver) represented the perspective of a school district in a large centre.

After each of the panel discussions, there was time allotted for a Q&A session between the participants and speakers.

In the afternoon portion of the meeting, the participants engaged in roundtable discussions, answering questions provided by AMSSA and approved by CIC. The first roundtable discussion was about the transition from Provincial to Federal Funding and the CIC ineligible clients being served by SWIS. The meetings ended with a roundtable discussion about SWIS best practices and some challenges and successes each of the participants have faced in their regions.

Please see *APPENDIX 1* for a copy of the agenda. Please see *APPENDIX 2* for a complete list of attendees.

AMSSA gratefully acknowledges the financial support provided by the Government of Canada for these meetings.

INTRODUCTORY REMARKS FROM CITIZENSHIP AND IMMIGRATION CANADA (CIC)

A CIC representative gave welcoming remarks and set out the objective of the meeting. CIC stated that they wanted to bring SWIS Contribution Agreement (CA) holders together to meet each other, learn and network, and learn about the different SWIS models. Throughout the day participants were given the opportunity to ask CIC questions and address the “elephants in the room”. The questions and answers are listed below:

Q: What will happen with 7% budget cut in Year 2?

Answer:

- For 2015/2016 use what is in your budget. If there are changes, your settlement officer will work with you through the changes.

Q: Will the administrative work related to CAs become less?

Answer:

- Although time consuming, this is how CAs work and must be administered in order for CIC to be able to provide funding. This is how it is set out with the Treasury Board.

Q: Will the SWIS tab show in iCARE because it's currently not showing?

Answer:

- Refer to APPENDIX 3 – iCARE Instructions.

Q: What will the CFP look like?

Answer:

- There is limited information available right now. It will be an online application.

PANEL DISCUSSION AND Q&A SESSION: DIFFERENT SWIS MODELS

PANELISTS:

Caroline Lai, School District No. 36 - Surrey
Palwinder Kelay, Abbotsford Community Services Society
Sabine Lehr, Inter-Cultural Association of Greater Victoria

SUMMARY:

In the first panel discussion of the meeting, each of the above speakers gave short presentations on the different SWIS Models that currently exist under CIC funding. The panelists were invited to speak were invited with the objective of having representation from the different types of models and organizations in the discussion. Caroline Lai from School District No. 36 in Surrey highlighted the challenges and successes of being a school district that holds the SWIS Contribution Agreement (CA) and how this impacts services to clients. Caroline also brought the perspective of working in a larger community in Surrey. Palwinder Kelay and Sabine Lehr presented on the challenges and successes of being a CA holder as an external community organization going into the schools in each of their districts to provide services. Palwinder represented an organization in a smaller community in Abbotsford and Sabine brought the larger community perspective from Victoria.

The main difference highlighted was that as a school district CA holder, the Settlement Worker has the benefit of accessing the school district's main student database, making it easier to connect with students and their families upon arrival in the community. For community organizations, they are depending on referrals from the administrative or front-line staff (teachers) in the schools, referral from other community organizations or connecting with students and their families with outreach work. For community organizations, a large part of the work has been building relationships with the school districts, making contacts and building awareness of their services, both with the clients and the school district staff.

Both the school district and community organization representatives highlighted the importance of collaboration with community stakeholders in providing the best service to the clients. Also, having an agreement in place on the protocols and policies for community organization SWIS CA holders on how to work with the school districts and vice versa, making seamless referrals is an important component of a successful collaborative model.

Below are more detailed points from each of the speakers.

NOTES:

Caroline Lai, School District No. 36 – Surrey (SD#36):

- Collaboration between federal and provincial government.
- Staff funded by CIC and hired by Ministry of Education.
- Allows school districts to extend their expertise with clients.
- Guided practices and goals align.
- Collaboration works because SWIS are imbedded into the school system; first point of contact for many newcomers.
- Access to the new students data and are able to contact them.
- School staff help in providing the connection and used as a referral source.
- Benefit of having professional development opportunities through CIC funding and also at School District (SD) level for SWIS workers.
- School Based Teams (SBT) at schools bring together core group of people with different perspectives to meet students' needs.
- Created a new Welcome Centre as a hub for settlement support, providing a holistic approach to providing services to students and families.
- Goal is to help individuals become empowered to be independent in their new life in Canada.
- Implementation involves addressing universal needs, targeted needs and intensive needs.
- Example given of a youth program called "The Welcome Centre Bridge Program"
 - 6-8 week program.
 - Increase settlement support for at risk/ vulnerable immigrant youth.
 - Assessments are made for the youth, and then referred to different services within the school district system (i.e. Bridge program Phase 1 and 2, school support, other district programs, continuing education, etc.).

Palwinder Kelay, Abbotsford Community Services Society (ASC):

- ASC already had a relationship with the SD and strengthened with the new partnership.
- SWIS Workers go with family and student for orientation at the schools; also meet with school Principal and staff, while the settlement worker serves as the translator.
- Element 1,2,3 Program - 2 SWIS youth workers go into the schools at lunch hour and have a culture club which helps in making youth feel comfortable at the school, playing games, have food from home country and talk about Canadian culture.
 - Element 3 involves a lot of advocating for youth that may have learning disabilities or other needs and also help parents in advocating for their youth-aged children; have off-site youth meetings in after school program, and provide after school homework help.
- SWIS liaison position created to foster a better relationship between community organizations and SD. This has really helped in building relationships and making referrals more seamless; helps in assessing the needs of the youth and also providing internal referrals to different programs such as the Vulnerable Immigrant Populations Program (VIPPP) or the Settlement Program.

Sabine Lehr, Inter-Cultural Association of Greater Victoria (ICA):

- SD #61 (Greater Victoria District) only SD of the three that had SWIS contract before April 2014; ICA responded to CFP for all 3 SD's - #61, #62, #63, and was awarded all three SD's.
- Due to labour dispute, SWIS started assuming work with the schools in September 2014.
- Process of trust and relationship building with the School Districts and staff has been a main part of the work to date, apart from helping clients.
- 1723 newcomer youth per staff, #26 in the country (based on Master's Thesis report by ICA youth worker).
- SD #61 – coordinator for languages and multicultural programs working with SWIS.
- SD #62 – ESL student support working with SWIS.
- SD #63 – a team of ESL and ELL teachers working with SWIS.
- Created Multi-language brochure used when approaching schools.
- Homework club at ICA for SD #61; SD #62 and #63 have homework clubs as well; using Homework Clubs as an avenue to connect with students, families and to refer clients to settlement services or other services, as needed.
- Challenges:
 - Signing a formal agreement with all 3 SDs on protocols and policies.
 - Not part of the SDs and that has been very difficult in terms of reaching the clients due to information and confidentiality protocols and not having access to the student database in the SDs.
 - Due to strike, competing priorities, student management system technology, and other challenges, SWIS having difficulty getting on the agenda with the decision makers in the SDs.
 - Confusion due to transition for the front-line workers in the schools (teachers) because it used to be easy to call the Settlement Worker that was a staff of the SD, but now they have to refer externally to a community agency SWIS.
 - Understanding of CIC eligibility in newer SDs.
 - Serving a large number of schools in 3 SDs.

Q&A SESSION WITH PANELISTS:

Participants were given the opportunity for questions and discussion with panelists. The questions and answers from this Q&A session are listed below:

Q: Sharing confidential information between SD and the Settlement Organizations. How is ICA dealing with this?

Answer:

- Working on an agreement of protocols and met with the SDs; having lawyers look it over to sign this agreement; services being offered are reactive right now, not proactive due to this challenge.
- Give our information to the newcomer.
- The SD sets up appointment for the family with SWIS.

Q: It is beneficial to be a SWIS Worker that is a school district employee to be able to access student information. Will be ICA be logging onto the system that schools use?

Answer:

- No, ICA SWIS staff not accessing the SD system, just creating protocols to be able to have everyone be on the same page. Still need to do intake anyway to add to iCARE system.

Q: Homework Clubs are popular and useful. Is this an eligible activity for CIC? Some organizations put this in the CFP and it was not funded, while others did and were funded.

Answer:

- ICA has always run homework clubs with settlement program, before under the Province of BC funding and now with CIC funding. It is considered a “group activity”. Volunteer tutors from high schools do the work with the clients. SWIS workers are using it as an avenue to connect with the students and meet the families.
- At ACS, university students do the volunteer tutoring. Also have a program where the organization will pick up and drop off the youth clients. ACS has this in the Contribution Agreement (CA) to provide transportation (youth workers have business insurance and parents sign a liability consent form).
 - Different programs throughout the week: culture club, vulnerable population group. Girls group, after school homework club at middle school and Monday youth group.
 - Provide food and meals.
 - These are all part of the Element 2 and 3 enhanced SWIS program in the CA.

Q: What is the SWIS role in SD in Surrey?

Answer:

- If referred by ELL staff then SWIS will do intake and assessment of needs to provide services.
- Priority is to target at risk students during school hours.

Q: There seems to be inconsistencies of what is allowed and not allowed between CIC Contribution Agreements in different regions, is this true?

Answer:

- Contribution Agreements and activities are tailored to meet the needs of each community and their own client population. The description of the activity proposed is important as service providers may have the same names for different activities and vice versa. Service providers

should make sure their activities are clearly illustrated and linked to CIC Settlement programming objectives when they submit them for approval or in a CFP application. There is no “one size fits all” approach to Settlement funding as it is known that there are unique and diverse needs across our province. Program officers meet on a regular basis to review consistent approaches to particular types of Settlement programming. In some cases, organizations have additional sources of funding and can include “nice to haves” or CIC ineligible activities.

PANEL DISCUSSION AND Q&A SESSION: COMPARISONS BETWEEN SMALLER & URBAN CENTRES

PANELISTS:

April Neave, Chilliwack Community Services
Jane Drew, School District No. 60 – Peace River North
Jerry Wu, School District No. 39 - Vancouver

SUMMARY:

The panellists above each presented on delivering SWIS services in smaller regions compared to larger regions. April Neave presented on the challenges and successes of being a community organization CA holder in a smaller region. Jane Drew from School District No. 60 in Peace River North highlighted the challenges and successes of being a school district that holds the SWIS Contribution Agreement (CA) in a smaller region and how this impacts services to clients. Jerry Wu from School District No. 39 in Vancouver presented from the perspective of delivering SWIS services from a large urban centre.

In the smaller communities, SWIS serves a very diverse immigrant population. There is not one dominate source country of clients. With a diverse group of clients, meeting the needs of all of the different client groups becomes challenging. In the smaller communities with limited services, newcomers are more aware of who provides services in their communities; the challenge is to retain the clients, and keep them engaged and attending. The focus is more on community activities to facilitate newcomer integration in the local community. It is also important to have varied programming to meet the different barriers faced by the diverse immigrant population with different learning needs, including conversation clubs, one-on-one tutoring, and peer matching. The challenge of weather and transportation issues was also highlighted for the smaller regions, as factors that affect clients attending meetings and workshops to receive services. Smaller regions highlighted a gap in mental health and trauma services for youth.

In the larger community presentation, the need for funding for CIC ineligible clients was emphasized. Urban areas are seeing newcomer families where the parents are learning English while their children are attending schools; the settlement workers cannot turn these clients away, however these clients are ineligible for services under the current CA with CIC. Additionally, the school district offers a variety of youth groups, clubs and events to engage the youth clients.

In both the smaller and urban centres, having a full service hub with a range of services (family services, WorkBC, language services, employment from Province of BC funding, SWIS, settlement services) has proved to be very beneficial to clients, making referrals to internal and external services/ programs more seamless. Both the smaller and larger centres agreed that collaboration with

community stakeholders was a contributing success factor. Engaging different stakeholders through the Local Immigration Partnerships (LIPs) in each region has been effective.

Below are more detailed points from each of the speakers.

NOTES:

April Neave, Chilliwack Community Services (CCS):

- Sept 2008-2014 – SD #33 contract holder in Chilliwack, Chilliwack Community Services was the subcontractor. After the transition to CIC, CCS is the contractor for SWIS in SD #33 and CCS delivers the SWIS services.
- 178 unique clients were served:
 - Equal number of PR and temp residents.
 - Citizens were a smaller number at 21.
 - Fairly equal number of adult and youth.
- Diverse immigrant population, there was not one category of source country. Greater support for self-employed immigrants is needed; particularly assistance in understanding Canadian business culture.
- Source countries are highly diverse, about 23 countries; many clients were from Korea, China, Philippines, Vietnam, Iran, Taiwan and Ukraine.
- CCS is a full service hub with a range of services: family services, WorkBC, language services, employment from Province of BC funding, SWIS, settlement services. This is beneficial to clients because the SWIS worker can make internal referrals and to community services.
- Through the Local Immigration Partnerships (LIPs) in the region, holding Settlement Network Session meetings with 33 stakeholders to network and create connections to able to refer clients to different services.
- Seamless and solid relationship with the SD and the community; had conversations before the labour dispute and so were able to pick up services when the labour dispute was over.
- Challenges:
 - Service gap for age group 12-19; currently working on building those services but there is a need for more funding.
 - Lack of trauma related services.
 - Highly diverse population and it is difficult to meet the needs of this diverse group.
 - There is a need to develop a protocol with the SD as there is nothing in place right now, although the relationship is good.
 - Small community with limited services so newcomers are aware of whom the service providers are in the area; the challenge is retaining clients, and making sure they are attending and engaged.

Jane Drew, School District No. 60 – Peace River North:

- Unique challenge of dealing with unpredictable weather, as SWIS worker, this may affect activities/programs scheduled and calls for contingency plans (Example: took outdoor activities to

indoors due to weather; this was led by a group of older high school students in a leadership program who planned and implemented it).

- Finding a job is not a problem, 0.34 unemployment rate; don't need resume building skills and employment help; focus is more on community activities to facilitate newcomer integration into the local community. Many are working multiple jobs and don't have time for extracurricular so activities are planned on STAT holidays to include the whole family.
- No longer have an Immigrant Youth at Risk Counsellor under the CIC funding and this has created a gap in the region.
- There are diverse learning needs as everyone learns differently. A challenge was that in the past staff and teachers didn't always have to work with immigrants so building the capacity of the SD staff has been important to success. Different types of programs put in place to address needs of different types of learners: peer matching, conversation clubs in the library at school at lunch
- The SD is really supportive and being in the SD has helped in building relationships.
- Challenges:
 - Transit system stops working at 6pm, contributing to the challenge of isolation for newcomers.
 - There are no government offices close by, the closest is in Vancouver. Costly for a family of 5 people to go to Vancouver by plane.
 - Possible solution: provide a kiosk from CIC to create this.
 - Immigrants that come to Fort St John couldn't find their own food ingredients to make food from their home country
 - Solution: Have brought in grocery store representative to the LIPs planning committee and now the grocery stores will bring different food ingredients that newcomers need.
 - Housing problem
 - Possible solution: have the Mayor and councillors on the LIP committee; collaboration is necessary in meeting clients' needs
 - Medical services: difficult to find a family doctor because there is a shortage of doctors; newcomer clients can only go to walk-in clinic or the hospital ER; this creates a challenge for clients as there is long wait times.
 - Mental health – limited services

Jerry Wu, School District No. 39 – Vancouver (SD#39):

- 25% decrease of overall student numbers in SD#39.
- An increase in students that speak Arabic has been observed: parents are learning English while their children are attending school; they cannot turn these clients away, but they aren't funded for this under the current CA with CIC.
- Board's District Reception and Placement Centre (DRPC) considered a hub because any student who was not born in Canada or whose home or first language is not English must come to the centre to register. New student registrants write the assessment test and parents attend an information session on the BC school system and SWIS services. When students are going through the language assessment for school placement, families are scheduled to meet with the

Settlement Workers for their initial settlement needs assessments. Settlement workers also provide families additional information about school and community resources.

- In addition to SWIS Worker, there is a team of multicultural liaison workers that work with the SD and the clients.
- Case management approach where the families receive continued support.
- Value and framework of education is different depending on the clients' background; shift the paradigm of clients by giving the same consistent message.
- Different workers supporting the clients through the process: Youth Worker, ELL, MLW, reception and placement centre – an integrated approach.
- There are different types of youth groups, clubs or “socials” to engage the youth clients.

Q&A SESSION WITH PANELISTS:

Participants were given the opportunity for questions and discussion with panelists. The questions and answers from this Q&A session are listed below:

Q: The provincial government is working on developing the north region and bringing in more workers for job vacancies however the community lacks the capacity and infrastructure to support this growth. What is the conversation between mayor and MLA? (Question for Jane Drew from Fort St. John)

Answer:

- Developing and growing by building infrastructure, for example opening chain restaurants.
- Expanding the infrastructure, but then need to recruit the people to work there.
- Employers to subsidize wages to create incentives for workers.

Q: A lot of newcomers coming to Canada under sponsorships but then when they come there is a challenge with housing; how is your city handling this?

Answer:

- Initiative for builders to create income suites – community development initiative to have “legal” suites; need for capacity for parking, garbage pickup, etc.

Q: Challenge of recruitment and retaining SWIS worker as they need to have a broad background and experience in settlement work, school district experience, is a community builder. How do you address this challenge?

Answer:

- In a unionized environment staff are moving around to different departments; issue of recruitment is a challenge; concern with a lot of organizations.
- If a candidate has 2 out of the 3 skill areas, will train for the other parts.
- Settlement Workers are usually new immigrants, so it's more about attitude and professional demeanour; also have ELL consortiums that provide support and professional development.

ROUNDTABLE DISCUSSION – TRANSITION FROM PROVINCIAL TO FEDERAL FUNDING / CIC INELIGIBLE CLIENTS

Questions for Discussion:

1. *Within the current CIC funding model, how do we as service providers help CIC ineligible clients?*
2. *Are there services and resources existing that CIC ineligible clients can be referred to?*

GROUP DISCUSSION AND REPORT BACK:

- Still providing services to ineligible clients, not priority but not turning them away; referrals are made to other services (i.e. to volunteer connections or community multicultural services).
- For children of International students requiring services: should the university be responsible for funding the SWIS program for those children? Something to bring up during LIPs meetings where different stakeholders are at the table, including post-secondary institutions.
- It requires a really good team that is very knowledgeable and has good connections to help clients holistically. Being in a centralized “hub” providing holistic supports to newcomers is proving to be a successful approach.
- Some CIC ineligible students have high needs and are in crisis. This requires a settlement worker to attend different meetings with the student to interpret, and this is not part of the funding mandate.
- Inconsistencies in timeliness and quality of service due to funding gaps.
- Cannot refer some CIC ineligible clients to mainstream services due to very low-level English language skills; interpreters needed from the mainstream services (hospitals, doctors, universities) so that settlement workers aren’t spending time on filling in as interpreters.

ROUNDTABLE DISCUSSION – BEST PRACTICES (CHALLENGES AND SUCCESSES)

Questions for Discussion:

1. *How can school districts better collaborate with the community agencies and vice versa?*
2. *How can settlement agencies better understand and navigate the school system?*

GROUP DISCUSSION AND REPORT BACK:

- SDs have the expertise in navigating the school system and Settlement Workers has the expertise with settlement; collaborating allows both to use each other's strengths; have a good relationship with schools; teachers and principals can be uncertain about eligibility and funding, but still refer to community agency.
- School districts are a complicated and confidential system for the protection of the children; for outsiders of the SD system it is very hard to get through and has a different culture than community organizations; must build trust and relationships; The SDs have a responsibility to protect the children, so it's not that SDs don't want to refer to external systems, but ultimately the question is will this partnership and collaboration help the students.
- SD have unique internal agility and districts themselves have great capacity to be helping clients so referrals are always happening which is why sometimes there may be a lack of referral coming to the community agencies.
- Important to have protocols in place for referral to and from SD / community agency; there needs to be more meetings between Settlement Workers and SD.
- Important not to get discouraged, because although it is difficult to get into school system as an outside service provider, and hard to meet with district top-level decision makers, the Settlement Worker can still meet at the school level since each school can speak to their own unique needs.
- A good contact to have in the SD is the Director of Curriculum; suggestion to ask in helping with components in their curriculum to create those connections with the clients.
- Clerical in-service meet held every August and good way to share services is to get on that agenda; all of the SD secretaries are in one room and have an all-day meeting; suggestion made to ask this group to put your card or brochure in their welcome packages for new students.

APPENDIX I – AGENDA

SETTLEMENT WORKERS IN SCHOOLS (SWIS) MEETING

Date & Time:

February 13, 2015 | 9:00 a.m. – 3:00 p.m.

Location & Address:

Radisson Hotel Vancouver Airport | Cambie Room
8181 Cambie Road, Richmond, BC

MORNING AGENDA

8:30 am – 9:00 am	Breakfast & Informal Networking
9:00 am – 9:30 am	Welcome / Overview of Agenda / Introductions Kathi Irvine, <i>Facilitator</i> <ul style="list-style-type: none">• Introductory remarks from CIC• Group Activity
9:30 am – 9:45 am	Icebreaker Kathi Irvine, <i>Facilitator</i>
9:45 am – 10:45 am	Panel Discussion and Q&A Session – Different SWIS Models Panelists: <ul style="list-style-type: none">• Caroline Lai, <i>School District No. 36 - Surrey</i>• Donna Lo, <i>Abbotsford Community Services Society</i>• Sabine Lehr, <i>Inter-Cultural Association of Greater Victoria</i> Q & A with Panelists.
10:45 am – 11:15 am	Networking & Coffee Break
11:15 am – 12:15 pm	Panel Discussion and Q&A Session – Comparisons between Smaller and Urban Centres Panelists: <ul style="list-style-type: none">• April Neave, <i>Chilliwack Community Services</i>• Jane Drew, <i>School District No. 60 – Peace River North</i>• Jerry Wu, <i>School District No. 39 - Vancouver</i> Q & A with Panelists.
12:15 pm – 1:00 pm	Lunch & Informal Networking

AFTERNOON AGENDA

1:00 pm – 1:15pm

Facilitator Remarks

Kathi Irvine, *Facilitator*

1:15 pm – 1:45 pm

Roundtable Discussion – Transition from Provincial to Federal Funding / CIC Ineligible Clients

Questions for Discussion:

1. Within the current CIC funding model, how do we as service providers help CIC ineligible clients?
2. Are there services and resources existing that CIC ineligible clients can be referred to?

1:45 pm – 2:00 pm

Group Discussion / Report Back

2:00 pm – 2:30 pm

Roundtable Discussion – Best Practices (Challenges and Successes)

Questions for Discussion:

1. How can school districts better collaborate with the community agencies and vice versa?
2. How can settlement agencies better understand and navigate the school system?

2:30 pm – 2:45pm

Group Discussion / Report Back

2:45 pm – 3:00 pm

Wrap Up / Evaluation

Kathi Irvine, *Facilitator*

APPENDIX 2 – ATTENDEE LIST

#	FULL NAME	POSITION	ORGANIZATION	CITY	ATTENDED MEETING
1	Angelika Eneas	SWIS	South Okanagan Immigrant and Community Services	Penticton	Yes
2	Annie Charker	Program Coordinator (Schools) - SWIS	Mission Community Services Society	Mission	Yes
3	April Neave	Program Director	Chilliwack Community Services	Chilliwack	Yes
4	Carol Davidson	Settlement Worker in Schools	School District No. 23 - Central Okanagan	Kelowna	Yes
5	Caroline Lai	Manager	School District No. 36 - Surrey - ELL Welcome Centre	Surrey	Yes
6	Debbie Mah	SWIS Program Director	School District No. 60 - Peace River North	Fort St John	Yes
7	Donna Garbelya	Settlement Worker in Schools Kelowna	School District No. 23 - Central Okanagan	Kelowna	Yes
8	Donna Lo	Manager, Settlement Services	Abbotsford Community Services	Abbotsford	No
9	Grace Van Fleet	Acting Manager	Integration BC-Yukon, Citizenship & Immigration Canada	-	Yes
10	Heather Yatabe	Manager , SWIS Program	North Shore Multicultural Society	North Vancouver	Yes
11	Hilde Schlosar	Executive Director	Central Vancouver Island Multicultural Society	Nanaimo	Yes
12	Jane Drew (Panelist)	SWIS Program Coordinator	School District No. 60 - Peace River North	Fort St. John	Yes
13	Jennifer Reddy	Program Coordinator	School District No. 39 - Vancouver	Vancouver	Yes
14	Jerry Wu	Manager of SWIS Program	School District No. 39 - Vancouver	Vancouver	Yes
15	Kathi Irvine	Facilitator	Watershed Group Inc.	-	Yes
16	Katie Moran	Acting Supervisor	Integration BC-Yukon, Citizenship & Immigration Canada	-	Yes
17	Khim Tan	Senior Manager	MOSAIC at School District No. 40 - New Westminster	Vancouver	Yes
18	Krisztine Trumley	Principal/SWIS Coordinator	School District No. 43 - Coquitlam	Coquitlam	No
19	Lisa Sadler	Immigrant Youth in Schools Coordinator	School District No. 35 - Langley	Langley	Yes
20	Lisa Wang	Settlement Worker in Schools	Inter-Cultural Association of Greater Victoria	Victoria	Yes
21	Minna Kim	SWIS Worker	S.U.C.C.E.S.S. at School District No. 42 - Maple Ridge/Pitt Meadows	Maple Ridge/Pitt Meadows	Yes
22	Natalya Khan	Coordinator, Cultural Transition Services	School District No. 41 - Burnaby	Burnaby	Yes
23	Palwinder Kelay	Manager	Abbotsford Community Services	Abbotsford	Yes

24	Patricia Garvey	Assistante Services TEFIE / SWIS	Conseil scolaire francophone de la C.-B. - School District No. 93	Richmond	Yes
25	Rebeca Avendano	Supervisor, SWIS	School District No. 38 - Richmond	Richmond	Yes
26	Rim Shin	Settlement/SWIS Worker	Central Vancouver Island Multicultural Society	Nanaimo	Yes
27	Sabine Lehr	Immigrant Services Manager	Inter-Cultural Association of Greater Victoria	Victoria	Yes
28	Satnam Chahal	District Vice Principal	School District No. 37 - Delta	Delta	Yes
29	Xiaoxue Liu	Settlement Worker	School District No. 57 - Prince George	Prince George	Yes
TOTAL ATTENDEES : 31					
INCLUDING 4 AMSSA STAFF: Bahar Taheri, Katie Rosenberger, Lynn Moran, Marion Kao					

APPENDIX 3 – iCARE INSTRUCTIONS

- 1) **Service providers have asked for iCARE to have its own SWIS tab – is this a possibility? If not, would it be possible for the iCARE team to provide instructions for SWIS organizations reporting in iCARE as to what activities should be reported under which stream, etc. – similar to what was done for VIPP. SWIS in BC is also a wraparound case management program and many SWIS providers do not feel that iCARE accurately reflects all the work they do.**

SWIS services fall under a variety of the modules in iCARE. There is no plan to add a SWIS tab since the reporting modules in iCARE must align with the funding streams of CAs. SWIS services can vary greatly from organization to organization and from region to region; therefore, this is no general mapping like there is for VIPP. However, CIC does provide high level guidance on how to record SWIS services in iCARE. This is covered in training and is also clarified with SPOs if they contact CIC with questions. A presentation is included that is used during SWIS training to explain how SWIS services are captured in iCARE, and the key points from this are noted below. Note that CIC uses the term SWIPI instead of SWIS since some locations across the country don't use the SWIS acronym. SWIPI stands for Settlement Worker in Public Institutions.

- Although Settlement Worker in Public Institutions (SWIPI) is sometimes funded under Community Connections, the services will be reported in multiple modules in iCARE.
 - Report the service provided to the client.
- iCARE Modules used for Reporting SWIPI.
 - Needs Assessment and Referrals.
 - Information & Orientation.
 - Employment Related Services .
 - Community Connections module.
- How to Report in iCARE.
 - If providing the client with a global needs assessment – enter the record in the Needs Assessment and Referrals Module
 - If providing the client with information and/or orientation, or hold a workshop - enter the record in the Information & Orientation Module.
 - If providing the client with employment related services (short or long term) – enter the record in the Employment Related Services Module.
 - If providing a client with any other community connections service (i.e. conversation circle, newcomer networking activities, etc), enter it in the Community Connections module.
- Location Question.
 - In the near future, a location question will be included in every module to allow the identification that the service was provided in a school, in a library, etc.
 - This is how CIC can differentiate between services from “regular” Service Provider Organizations (SPOs) and services from Settlement Workers in Public Institutions.

- Other Relevant Questions for SWIPI
 - Target Group.
 - Use this to identify if a group service was for youth only, for women only, etc.
 - Interpersonal Dynamics.
 - The Information & Orientation module will include a new topic “Interpersonal Dynamics”. This topic can be used helping a client deal with misunderstandings, peer issues, family violence, etc.

Organizations are more than welcome to contact CIC with a detailed description of the services that they offer; at which point, they can give a customized “mapping” for iCARE.

2) Indirect Services and iCARE – when will Indirect Service organizations be incorporated into iCARE? Since the narrative reports and APPR are to be included for direct client service CA holders, indirect CA's are wondering when they will be included?

The ultimate plan is for all reporting for all types of agreements to be done through iCARE. Since the iCARE system is still new, new modules are rolled out in stages. Eventually there will be an indirect services module, as well as the inclusion of narrative and annual reporting for indirect agreements, RAP agreements, etc. At this time, CIC does not have an exact time frame, as requirements must be obtained for these types of reports from the appropriate groups.