

**Pathways**  
to Education

Flo  
Pathways Alumna

20  
17  
RESULTS  
SUMMARY

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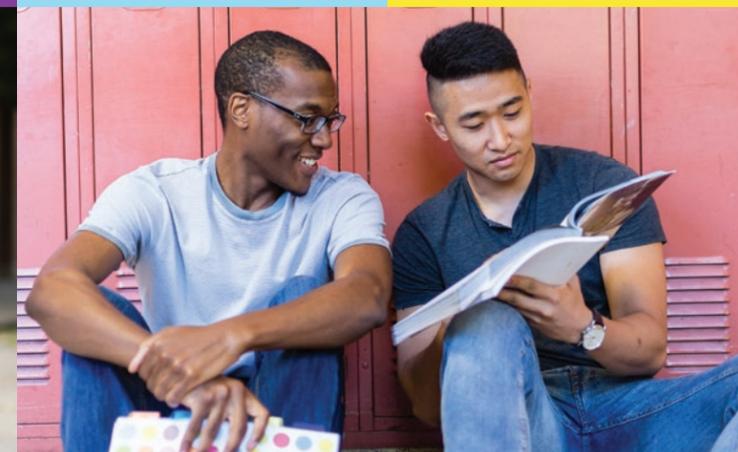
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Louise and Trang  
Pathways Alumnae



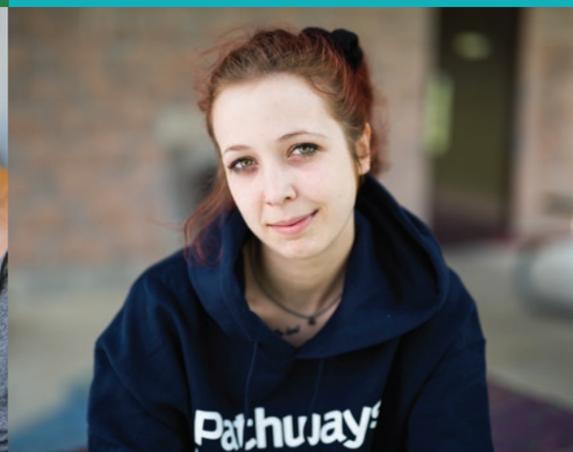
Evrold and Logan  
Pathways Alumni



Josh and Andy  
Pathways Alumni



Pingki and Peter  
Pathways Alumni



Callie  
Pathways Alumna



# message

## FROM THE PRESIDENT AND CEO

This 2017 Results Summary is evidence that the Pathways Program continues to improve high school graduation rates and youth success throughout Canada. The high-level results published in this report are the culmination of the daily accomplishments that Pathways students celebrate as they overcome the barriers they face and achieve their goals. **Together with our dedicated partners and supporters, we are leading positive social change as champions for youth and education.**

High school graduation commemorates Pathways students' perseverance and hard work. As part of their journey to graduation, Pathways students learn and develop essential skills that prepare them to navigate life after high school. **Rose and Brittany, Pathways alumnae, share in this report how they are using the skills they developed in the Pathways Program to support their post-secondary career paths today.**

While Pathways has grown to 20 Program locations across eight provinces, we know that there is still a need to make high school graduation a national priority. External evaluations of the Pathways Program, including the Goss Gilroy Inc. evaluation featured throughout this report, recognize Pathways as a leader in dropout prevention. **This validates Pathways' position as the national organization to support thousands more students across Canada to overcome barriers and succeed.**

Pathways' significant achievements over the past 17 years are a result of our ongoing focus on program impact and the hard work of more than 10,000 Pathways students and alumni. Time and again, they continue to prove that youth can succeed when they are provided with the right combination of resources and opportunities. **With each graduation, we are one step closer to realizing our vision of breaking the cycle of poverty through education.**

This Results Summary demonstrates our continued commitment to Canada's young people and to building a Graduation Nation. **Thank you for believing in the power of education.**

Sincerely,

Sue Gillespie  
President and CEO  
Pathways to Education Canada

Shannon and Marcus  
Pathways Alumni





**Afsaana**  
Pathways Alumna

# MEASURING Success

Since its inception, Pathways to Education (Pathways) has had a Performance Measurement Framework for monitoring the success of the Pathways to Education Program™ (Pathways Program). Within this framework, Pathways collects program-level and comparison data on indicators pertaining to high school graduation, post-secondary education enrolment and employment, school performance and engagement, and Pathways Program participation. This includes capturing data on students' credit accumulation and school attendance, which are reliable predictors of their academic performance, and real-time insight into their academic standing.

The success of the Pathways Program is also measured by improved graduation rates in the communities Pathways serves.

Pathways, along with external evaluators, regularly assesses the relevance of existing program measurement and identifies new opportunities to capture the impact of the Pathways Program. As a response to recent assessments of Pathways' measurement work and evidence-based insights, Pathways is researching effective measurement to further report on the extent to which the Pathways Program helps students prepare for life after high school. This research aims to capture the critical competencies Pathways students gain that support their successful transition to post-secondary life.

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*Four independent reports have been conducted to analyze the effectiveness of the Pathways Program. Each report has concluded positive findings, demonstrating the proven impact of the Pathways Program.<sup>1</sup>*

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1. These external reports were conducted for Pathways to Education Canada between 2006 and 2017: The Boston Consulting Group (2006; 2011); Dr. Philip Oreopoulos/C.D. Howe (2015); Goss Gilroy Inc. (2017).



**Mohammed**  
Pathways Alumnus



## Reach

The Pathways Program is delivered in low-income communities where the average high school dropout rate is disproportionately higher than the respective provincial and national averages.<sup>2</sup> This reality is due to a variety of barriers to education that young people in those communities face, such as a lack of financial resources, minimal academic support outside of school, or a limited network of positive role models.

Pathways conducts a community engagement process that determines where programming will have the most impact. Eligible students join the Pathways Program at no cost to themselves or their family.

2. Community Mapping Tool. (2016) CMT main database: Census tract level. Pathways to Education Canada.

*Since 2001, Pathways has grown to support more than 10,000 youth at 20 Program locations across Canada.*



## Program Performance

The Pathways Program has improved graduation rates in communities where programming is delivered.<sup>3</sup> Comparative data, which measures graduation rates pre-Pathways and post-Pathways, demonstrates a direct correlation between the increased number of students graduating and the introduction of the Pathways Program into the community.

The growing network of Pathways alumni across Canada—**more than 4,900**—highlights Pathways' positive impact on increasing youth success nationally.

3. For the 2015-2016 school year: On-Time graduation rates have increased by an average of 79 per cent across Program locations with graduating cohorts in Ontario, Nova Scotia, and Quebec, compared to pre-Pathways graduation rates. On-Time+1-Year graduation rates have increased by an average 55 per cent across Program locations with graduating cohorts in Ontario and Nova Scotia, compared to pre-Pathways On-Time+1-Year graduation rates.



## School Engagement

School engagement is a key indicator of a student's path to graduation. To monitor this, Pathways collects students' academic data from local schools and school boards, where possible. This information provides Pathways staff with relevant insights that are used to tailor plans that support students to complete high school.



## Excellence Through Evidence

External evaluations and Pathways' internal data collection and analysis provide the evidence and insights needed to monitor and assess program results. These evaluations provide Pathways stakeholders with reliable, data-driven reports about the organization's commitment to student success and its progress towards building a Graduation Nation.

In 2017, a third-party evaluation of the Pathways Program was conducted by Canadian consulting firm, Goss Gilroy Inc. The resulting report is an in-depth analysis of the Pathways Program, including testimonials from Pathways alumni, that recognizes Pathways as a leading youth-serving organization. Highlights from the evaluation are reflected throughout this Results Summary.



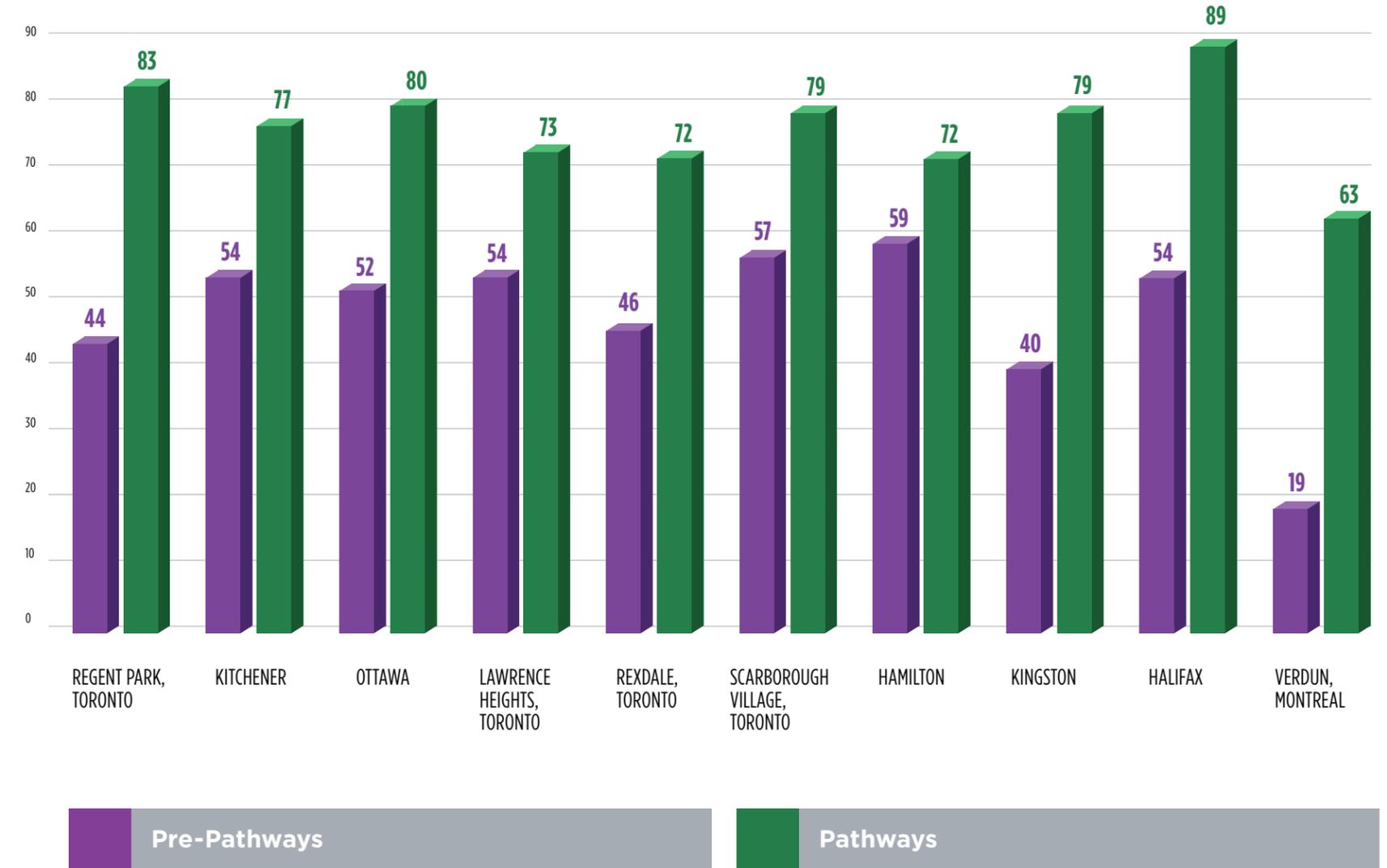
## BUILDING A GRADUATION

# nation

Pathways is working to make Canada a Graduation Nation—a country where there are no barriers to education.

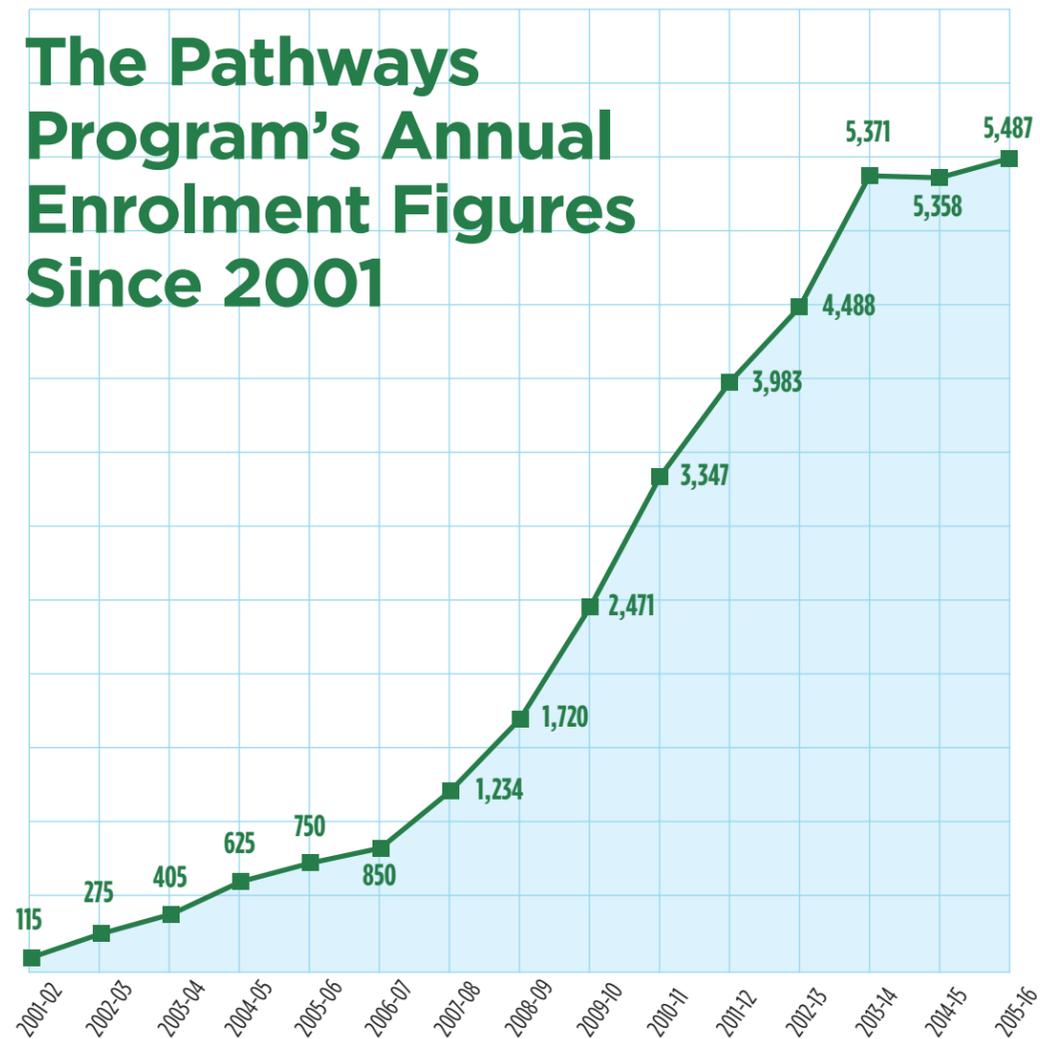
In the 2015-2016 school year, Pathways celebrated the high school graduation of 843 Pathways students. Of these graduates, 71 per cent went on to post-secondary education or training, while others obtained meaningful apprenticeships, internships, and employment. All of these graduates joined Canada's growing economy and will contribute significantly as active members of their communities.

## Graduation Rates of Pathways Program Participants<sup>4</sup>



4. These figures represent the On-Time+1-Year graduation rates for pre-Pathways and Pathways for the 2015-2016 school year. The On-Time+1-Year graduation rates refer to the standard high school term as set by each province (three years in Nova Scotia; four years in Ontario and Manitoba; five years in Quebec) plus an additional year to complete high school. Pathways does not have the On-Time+1-Year graduation rates (pre-Pathways and Pathways) for Verdun, Montreal; therefore, the On-Time graduation rates are shown for that location. Winnipeg Program data was unavailable at the time of publication.

## The Pathways Program's Annual Enrolment Figures Since 2001



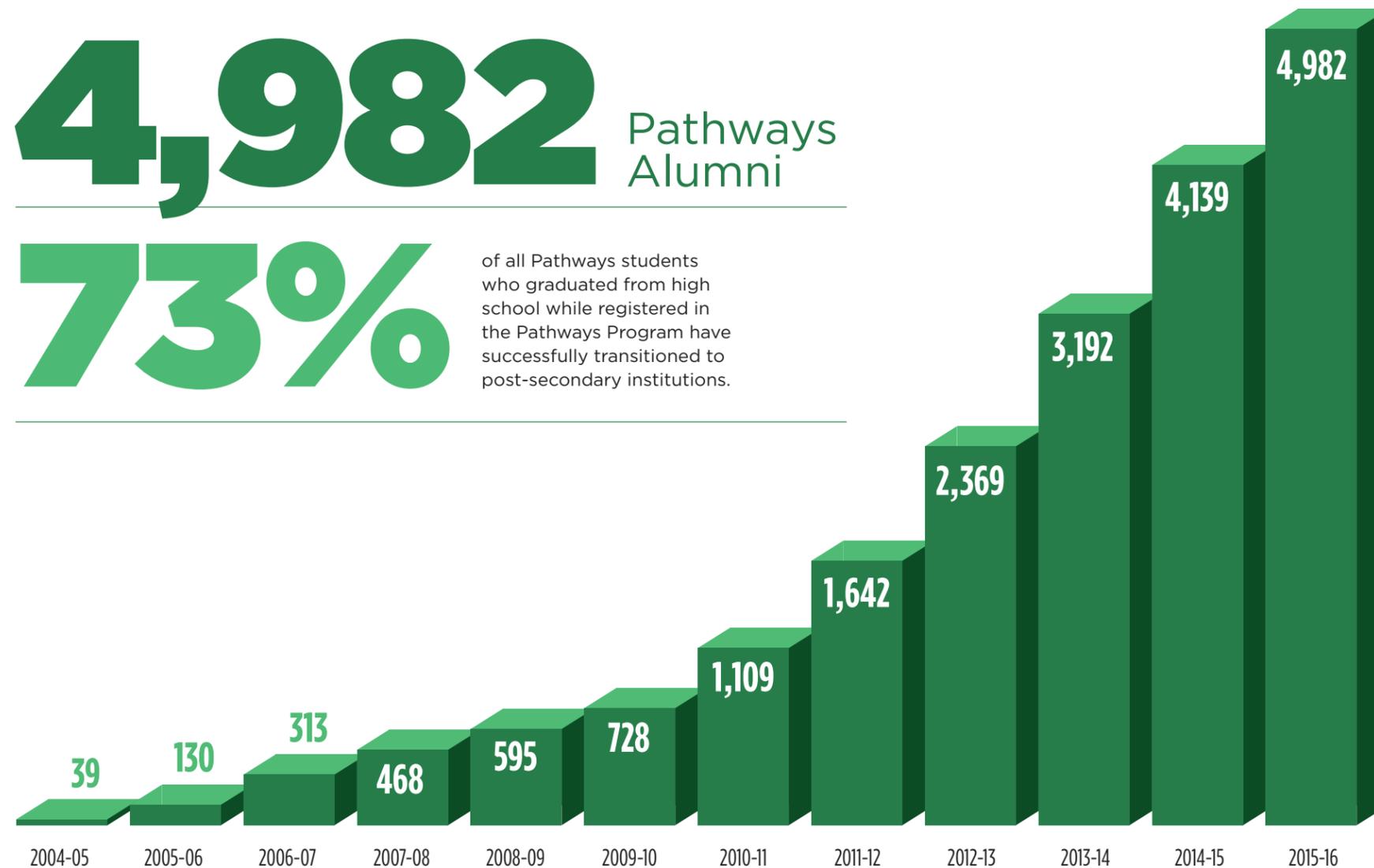
Since 2001, enrolment has increased across Pathways communities, welcoming new and returning students to the Pathways Program each year.

## Post-Secondary Success<sup>5</sup>

**4,982** Pathways Alumni

**73%**

of all Pathways students who graduated from high school while registered in the Pathways Program have successfully transitioned to post-secondary institutions.



5. Cumulative data for the number of Pathways alumni each year since the first graduating cohort in the 2004-2005 school year.

## Getting to Post-Secondary Education

Pathways supports students to graduate from high school and successfully transition to post-secondary education, training, or employment. Staff and volunteers work one-on-one with students to explore their post-secondary options, based on their interests and strengths. From there, students are provided with career mentorship through Pathways' corporate and community partnerships, as well as opportunities to visit post-secondary campuses for tours and information sessions.

For students interested in pursuing post-secondary education, Pathways provides them with resources and helps to guide them through the application process, including how to apply for financial bursaries and scholarships. Pathways students earn scholarships while they are in the Program, which help to alleviate the cost of post-secondary application and tuition fees, or the cost of tools and resources for apprenticeships. These supports aid in removing some of the barriers to post-secondary education and training that students in low-income communities face—barriers that include unfamiliarity with the application process, minimal financial means to cover application and tuition fees, and limited access to the internet or a computer.

*In its evaluation of Pathways, Goss Gilroy Inc. asked Pathways alumni: **Does Pathways help students apply for post-secondary education?***

**Yes  
90%**

6. Goss Gilroy Inc., Evaluation of the Pathways to Education Program, 2017

## National Presence

PROVINCE	TOTAL NUMBER OF PROGRAM LOCATIONS AS OF SEPTEMBER 2017	TOTAL NUMBER OF STUDENTS ENROLLED IN THE 2015-2016 SCHOOL YEAR <sup>7</sup>	TOTAL NUMBER OF GRADUATES IN 2015-2016 SCHOOL YEAR <sup>8</sup>
Ontario	8	3,810	727
Quebec	6	984	38
Nova Scotia	1	269	36
Manitoba	1	321	42
British Columbia	1	103	N/A
New Brunswick	1	New Program location in September 2016	
Alberta	1	New Program location in September 2017	
Saskatchewan	1	New Program location in September 2017	
<b>Total</b>	<b>20</b>	<b>5,487</b>	<b>843</b>

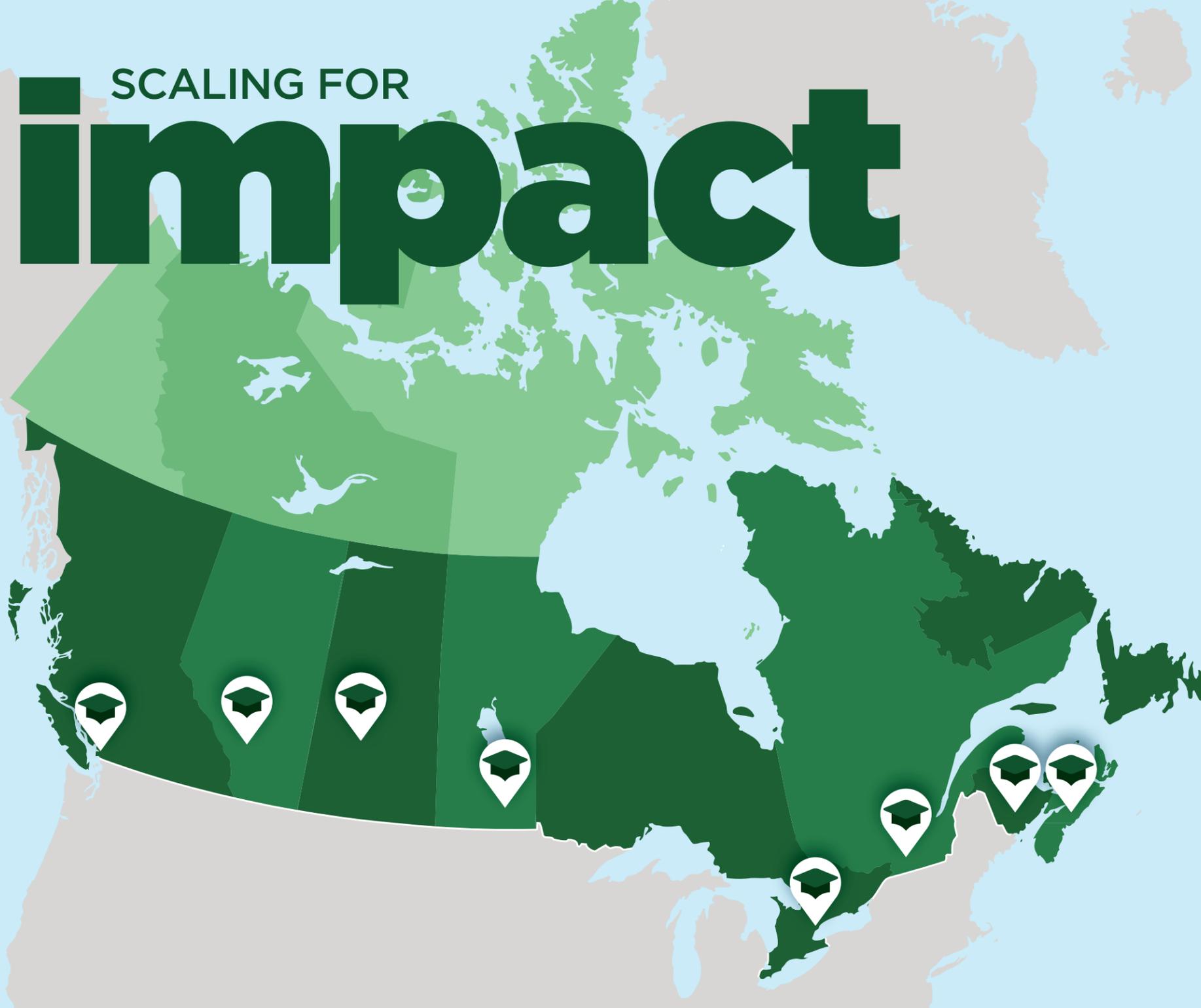
7. Figures included are from Pathways Program locations which had active students enrolled in programming in the 2015-2016 school year.

8. Figures included are from Pathways Program locations which had attributed graduates in the 2015-2016 school year.

**Didier**  
Pathways Alumnus



# SCALING FOR impact



20

PROGRAM  
LOCATIONS

8

PROVINCES

5,487

STUDENTS

4,982

ALUMNI



## British Columbia

In 2017, Pathways Vancouver expanded its programming to reach an additional **80 new students, including its pilot to support more Indigenous youth.**



## Alberta

A **new Pathways Program location** was approved in September 2017 in Edmonton, in partnership with the Canadian Native Friendship Centre (CFNC), an organization with a long history of delivering youth programming in the community.



## Saskatchewan

A **new Pathways Program location** was approved in September 2017 in Saskatoon, in partnership with the Saskatoon Tribal Council (STC), a representative body for seven First Nations. For more than three decades, STC has been improving the quality of life of Indigenous people in the community.



## Manitoba

In the 2015-2016 school year, Pathways Winnipeg **more than doubled** the level of student participation in tutoring and mentoring, increasing the number of visits from **3,935** to **9,987**, from the previous school year.



## Ontario

The Pathways Program was launched in Regent Park, Toronto, in 2001. Since then, Pathways has grown to support **eight communities** across the province, and has supported more than **4,525 youth** to graduate from high school.



## Quebec

In 2017, Pathways celebrated **10 years of programming** in the province. Pathways has grown to support more than **3,500 youth** across **six communities** in Quebec.



## New Brunswick

Launched in 2016, Pathways Saint John focused on establishing **more than a dozen** partnerships in its first year in the community. This successful outreach is helping increase community awareness and support of the Pathways Program in Saint John.



## Nova Scotia

In 2017, Pathways Halifax's Healthy Living program increased its impact in the community by supporting **all Grade 9 students** living in the Spryfield community—**80** of whom are **Pathways students.**

## ALUMNI SPOTLIGHT

“ I graduated in 2016. I took a few years to get there, but I did it. Without Pathways, I don’t think I would have found my purpose. ”

# Rose

Pathways Alumna



### ROSE AT A GLANCE

HIGH SCHOOL GRADUATION

2016

PATHWAYS PROGRAM LOCATION

Winnipeg, Manitoba

POST-SECONDARY SPECIALIZATION

Criminal Justice and Human Rights

CAREER FIELD OF INTEREST

International Human Rights Law



Graduating from high school in 2016 was a milestone achievement for Rose. Growing up in the North End of Winnipeg, she experienced significant barriers to education due to limited financial security at home.

The barriers she faced impacted her self-confidence and ambitions for the future, including her goal of completing high school. When the Pathways Program launched in her Winnipeg community, Rose registered, unaware of how much it would positively shape her future.

**“Without Pathways, I probably would have dropped out of school. I wouldn’t have graduated or achieved anything.”**

During one year in high school, Rose’s family was faced with homelessness, which affected her academic and personal life. When the team at Pathways Winnipeg found out, they were there for her, checking in regularly to make sure she had safe shelter and access to food.

**“Having Pathways was vital. The team there have relevant life experience. They’ve gone through the things I have, the hard things, and they’ve shown me that I can get through it.”**

The caring environment at Pathways Winnipeg supported Rose to develop her leadership skills, gain self-confidence, and plan for her future. Shortly after graduating from high school, Rose was invited to attend a meeting with government officials to share her Pathways story; they were so inspired by Rose’s resilience, that they offered her a job. This opportunity, combined with the experience she gained through the Pathways Program, helped her to realize that she is capable of accomplishing great things. Today, her goal is to become the first Indigenous Prime Minister of Canada.

## SPOTLIGHT ON LEARNING

# graduating resilient youth

The Spotlight on Learning is focused on how the Pathways Program provides students with an environment that enables them to strengthen their innate resilience.

### NATIONAL

A look at how the national Pathways organization is supporting a generation of resilient youth who are prepared for life after high school.

### LOCAL

An overview of how Pathways Program locations are supporting students to develop competencies so that they can further strengthen their resilience.

### INDIVIDUAL

Insights from Brittany, a Pathways alumna, who shares how the competencies and skills she developed while in the Pathways Program are helping her to achieve post-secondary success.

**Maha, Praveen, and Kishan**  
Pathways Alumni



## Graduating Resilient Youth

The goal of the Pathways Program is about more than graduation. It's about supporting young people to build a foundation for long-term success. This means providing them with a supportive environment where they can overcome the barriers they face and strengthen their innate resilience.

Resilience is the ability to effectively cope with, or adapt to, trauma, stress, or challenging situations in one's life. Research has shown that this self-righting capacity exists within everyone, but in order to strengthen it, a supportive environment must be in place.

The Pathways Program provides youth with a combination of academic, financial, social, and one-on-one supports that are tailored to meet their needs. As a complement to the Pathways Program, students are provided with programming opportunities through Pathways' corporate and community partners. These opportunities promote the development of critical competencies, such as social skills, problem solving skills, sense of purpose, and autonomy. All of these competencies support the capacity to be resilient, and equip Pathways students to succeed in whatever path they choose after high school.



## Proven Impact

After 17 years of programming and ongoing performance measurement, there is ample evidence to conclude that the Pathways Program has made a significant impact. The Program supports students to acquire key competencies that serve them throughout high school and well into their post-secondary paths. This impact has been validated by external research, including the recent third-party evaluation conducted by Goss Gilroy Inc. This evaluation concluded that Pathways students and alumni, "are prepared for life after high school since they are given opportunities to develop transferable skills they can use in their life when they finish high school."<sup>9</sup> Pathways will use these findings to pursue research on how best to capture competency development in the Pathways Program.

9. Goss Gilroy Inc., Evaluation, 2017



## Competencies at the Core

Competencies are about having the ability to meet complex demands by drawing on relevant skills and attitudes in diverse situations. They combine knowledge, skills, abilities, attitudes, and dispositions to ensure personal and professional success. For example, effective communication requires strong language skills, subject knowledge, social and emotional skills, and cultural awareness. It also requires technical skills to compose messages using relevant technologies. Pathways' corporate partners increasingly stress the importance of competency development for young people, as it is an important way of determining employability.

Pathways' focus on career preparation and readiness for life after high school is not new. Offering these building blocks to students as they move through their academic career has always been intentionally embedded into programming.

*In the 2015-2016 school year, Pathways students participated in more than 10,000 tutoring and mentoring sessions.<sup>10</sup>*

10. Data is based on the number of tutoring and mentoring sessions that were offered four nights a week at each Program location operating during the 2015-2016 school year.



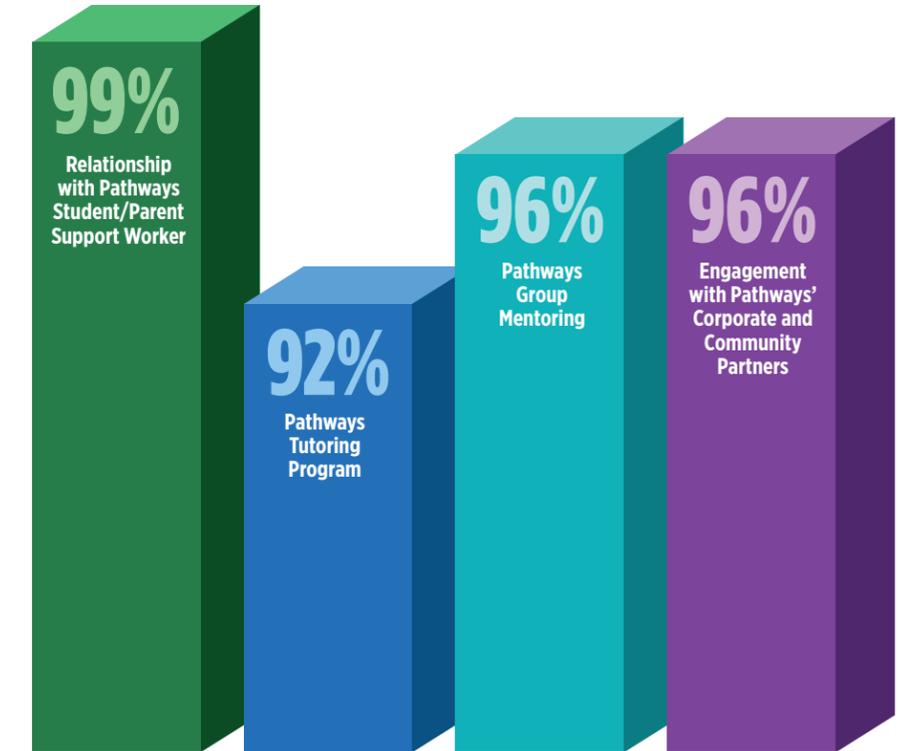
## Building Supportive Relationships

Relationship-building is an important aspect of a young person's healthy development. At Pathways, youth are paired one-on-one with staff and volunteers, engage with their peers in group settings, and have opportunities to meet with community and corporate partners for career mentoring. Each of these social interactions offer youth the opportunity to develop their social competence and community of support. Pathways alumni who were surveyed in the Goss Gilroy Inc. evaluation pointed out that the relationship-building aspect of the Pathways Program was distinct and particularly helpful. They described these programming supports as ways to relieve stress, increase self-esteem, and facilitate social contacts.<sup>11</sup>

Once Pathways students graduate from high school, they join a diverse and growing network of Pathways alumni that supports their post-secondary transition. Through this network, they are connected to opportunities where they can continue to build upon the relationships developed while in the Pathways Program.

11. Goss Gilroy Inc., Evaluation, 2017

In the evaluation by Goss Gilroy Inc., Pathways alumni indicated that the following four areas of supports are helpful in building relationships.<sup>12</sup>



Percentages refer to the alumni surveyed who indicated: "Yes, these supports are helpful."

12. Ibid



Local

An overview of how Pathways Program locations are supporting students to develop competencies so that they can further strengthen their resilience.

# community

## Developing Competencies for Success

Youth in low-income communities face barriers as a result of poverty. These barriers include a lack of safe spaces, a limited network of supportive role models, and a feeling of hopelessness. To address these barriers, each Pathways Program location provides youth with an environment where their basic needs of safety, belonging, and autonomy are met. This provides the optimal environment for students to further strengthen their resilience, grow as individuals, and develop skills so that they can overcome the barriers they face.

The adjacent chart is an illustration of a sample of competencies that Pathways students are developing at Program locations through diverse programming activities.

**Muna**  
Pathways Alumna

### PROVIDING YOUTH WITH AN OPTIMAL ENVIRONMENT

The Pathways Program meets the basic needs of youth and provides them with programming that strengthens resilience and develops competencies.

### PATHWAYS PROGRAM ACTIVITIES THAT SUPPORT COMPETENCY DEVELOPMENT

<p><b>Social Competence</b></p> <p>Youth who have social competence demonstrate empathy, communication skills, cultural awareness, compassion, and forgiveness.</p>	<p><b>Pathways Winnipeg</b> <i>Truth and Reconciliation Commission Literacy Camp</i></p> <p>This literacy camp provided Pathways students with an opportunity to <b>gain new knowledge</b> and <b>insights</b> into the residential school system, and <b>reflect on their experiences</b>. Students formed a <b>deeper understanding of Indigenous culture</b> and the impact of colonization on their communities.</p>	<p><b>Pathways Lawrence Heights</b> <i>Knitting in Motion</i></p> <p>The Knitting in Motion program was developed to help students gain volunteer hours as well as a new skill: knitting. In 2017, the knitting group partnered with a local seniors group to create a <b>cross-generational social environment</b>. Students <b>built relationships</b> with seniors in their community who helped them form <b>new perspectives</b> about where they live.</p>
	<p><b>Pathways Halifax</b> <i>Service Learning</i><sup>13</sup></p> <p>Service learning was introduced to students as a way for them to become more engaged with their community. Students applied for the program and expressed the impact they wanted to make by participating. This process helped students <b>self-advocate</b> and encouraged them to <b>take action</b> to address social issues in their community.</p>	<p><b>Pathways Scarborough Village</b> <i>Leadership Program</i></p> <p>A new partnership was formed with the Scarborough Women's Centre to help facilitate a 10-week leadership program for female students. The program offered an opportunity for the participants to focus on <b>self-discovery, leadership, mentorship, and building self-esteem</b>.</p>
	<p><b>Pathways Ottawa</b> <i>Music Video Production</i></p> <p>In partnership with MASC,<sup>14</sup> students participated in a music video production project with a hip hop artist from New York City. The opportunity provided students with a creative platform to express themselves. Participants gained <b>self-confidence</b> and <b>learned technical</b> and <b>problem solving skills</b> applicable to the music industry.</p>	<p><b>Pathways Rexdale</b> <i>Design Thinking: Project Based Learning</i></p> <p>The group mentoring program developed an initiative to provide experiential learning to Grades 9 and 10 students. The goal was to support students to <b>creatively solve a business or community issue</b>. They used the Design Thinking process, which draws on the ability to explore the definition of what's possible. The process encouraged students to focus on developing their <b>critical thinking skills</b>.</p>

These Pathways programming initiatives demonstrate the variety of personal and community-focused activities Pathways students are engaging in across the country. Through these activities, they develop skills and competencies that strengthen their resilience and prepare them for a successful and rewarding future.

13. Service learning is an educational approach that combines learning objectives with community service.

14. Multicultural Schools | Arts | Schools | Communities | Eastern Ontario | [www.masconline.ca](http://www.masconline.ca)

# Brittany

Pathways Alumna, Hamilton, Ontario



*Brittany grew up in the North End of Hamilton and faced numerous obstacles during high school that impacted her ability to envision a successful future for herself. Thanks to the support she received from Pathways, Brittany was able to overcome the obstacles she faced and graduate from high school prepared for the successful life she leads today. She is now an advocate for education, speaking at events to empower youth from low-income communities.*



## Tailored Student Plan

When Brittany joined the Pathways Program, she was paired with a Pathways staff member who helped her develop a tailored educational and support plan. This plan helped Brittany to **manage her academic and personal life**, all while staying on track to graduate from high school.



## Tutoring

Attending the weekly Pathways tutoring sessions helped Brittany to improve her marks. She created her own study habits, like setting aside two days a week to complete her assignments or to study. This helped her focus on **time management, critical thinking, and problem solving**—skills that she was able to use at her part-time job outside of school.



## Belonging and Social Support

The social opportunities provided through Pathways offered Brittany safe and fun activities where she could engage with her peers. She met new people through Pathways, which encouraged her to strengthen her **communication skills**, and she became more **culturally aware** of her community.



## Volunteering

During high school, Pathways connected Brittany with local organizations that were looking for volunteers. She became **an active member in the community**, donating her time to a variety of organizations. Through these experiences, she learned how to **collaborate** and **adapt** to new environments.



## Mentoring

Throughout her life, Brittany faced barriers and challenges that often made her unsure of her place in the world. Fortunately, Brittany found support in the mentoring services provided by Pathways. By breaking free from her insecurities, Brittany's innate **confidence** shone through.



## High School Graduation

Brittany leveraged the opportunities and supports provided by Pathways to enrich her school experience and prepare her with the skills she needed to pursue her goals for the future. When Brittany graduated from high school, she knew the importance of **continuous learning** and the rewards of **working hard**.



## Post-Secondary Success

Brittany began her post-secondary studies in General Arts and Sciences at Mohawk College in 2014. Within a year, she was the recipient of the Celebration of Learning Award for Humanities and Social Sciences. This award is presented annually to a student who shows **leadership, academic success, and community involvement**—characteristics she developed as a Pathways student.

# network

## OF SUCCESS

Pathways Canada works with diverse community organizations and leaders in education, youth development, and career readiness to help guide Pathways Program development. These partnerships work in tandem with Pathways Program Partners who deliver programming directly to students. Pathways Program Partners provide community expertise to ensure programming initiatives meet the individual needs of the students they serve. They also bring with them an array of community partnerships to support programming. The collective impact achieved by combining each partner's unique strengths promotes youth success in the community.

In 2015-2016, Pathways Canada formed three advisory bodies to help guide the organization to better inform specific areas of programming and program delivery.

**The Alumni Advisory Committee** consists of a group of Pathways alumni from across the country who inform the activities of Pathways Canada from an alumni perspective to better guide decision-making and to facilitate alumni engagement.

**The National Indigenous Advisory Circle** is made up of recognized First Nations, Inuit, and Metis leaders; its primary purpose is to advise on the application of Indigenous knowledge systems and support the organization to fulfil its mandate.

**The Research Advisory Council** is an advisory body of accomplished Canadian researchers from diverse fields who share research and feedback, and provide critical evidence-based insights.

*Pathways has more than 600 formal and informal partnerships across Canada that help to increase youth success every day.*

**Nathalia**  
Pathways Alumna

### Pathways Program Partners



Canadian Native Friendship Centre  
(Edmonton, Alberta)



Carizon Family and Community Services  
(Kitchener, Ontario)



Carrefour jeunesse-emploi Marquette (Lachine, Montreal, Quebec)



Carrefour jeunesse-emploi Shawinigan  
(Shawinigan, Quebec)



Community Education Development Association  
(Winnipeg, Manitoba)



Chebucto Connections  
(Halifax, Nova Scotia)



Kingston Community Health Centres (Kingston, Ontario)



Maison Jeunes-Est  
(Sherbrooke, Quebec)



North Hamilton Community Health Centre  
(Hamilton, Ontario)



Pacific Community Resources Society  
(Vancouver, British Columbia)



Pinecrest-Queensway Community Health Centre  
(Ottawa, Ontario)



Puakuteu-Comité de femmes de Mashteuiatsh  
(Mashteuiatsh, Quebec)



Regent Park Community Health Centre (Regent Park, Toronto, Ontario)



Rexdale Community Health Centre  
(Rexdale, Toronto, Ontario)



Saskatoon Tribal Council  
(Saskatoon, Saskatchewan)



Teen Resource Centre  
(Saint John, New Brunswick)



Toujours ensemble  
(Verdun, Montreal, Quebec)



Unison Health and Community Services  
(Lawrence Heights, Toronto, Ontario)



Les YMCA du Québec  
(Pointe-Saint-Charles, Montreal, Quebec)



YouthLink  
(Scarborough Village, Toronto, Ontario)

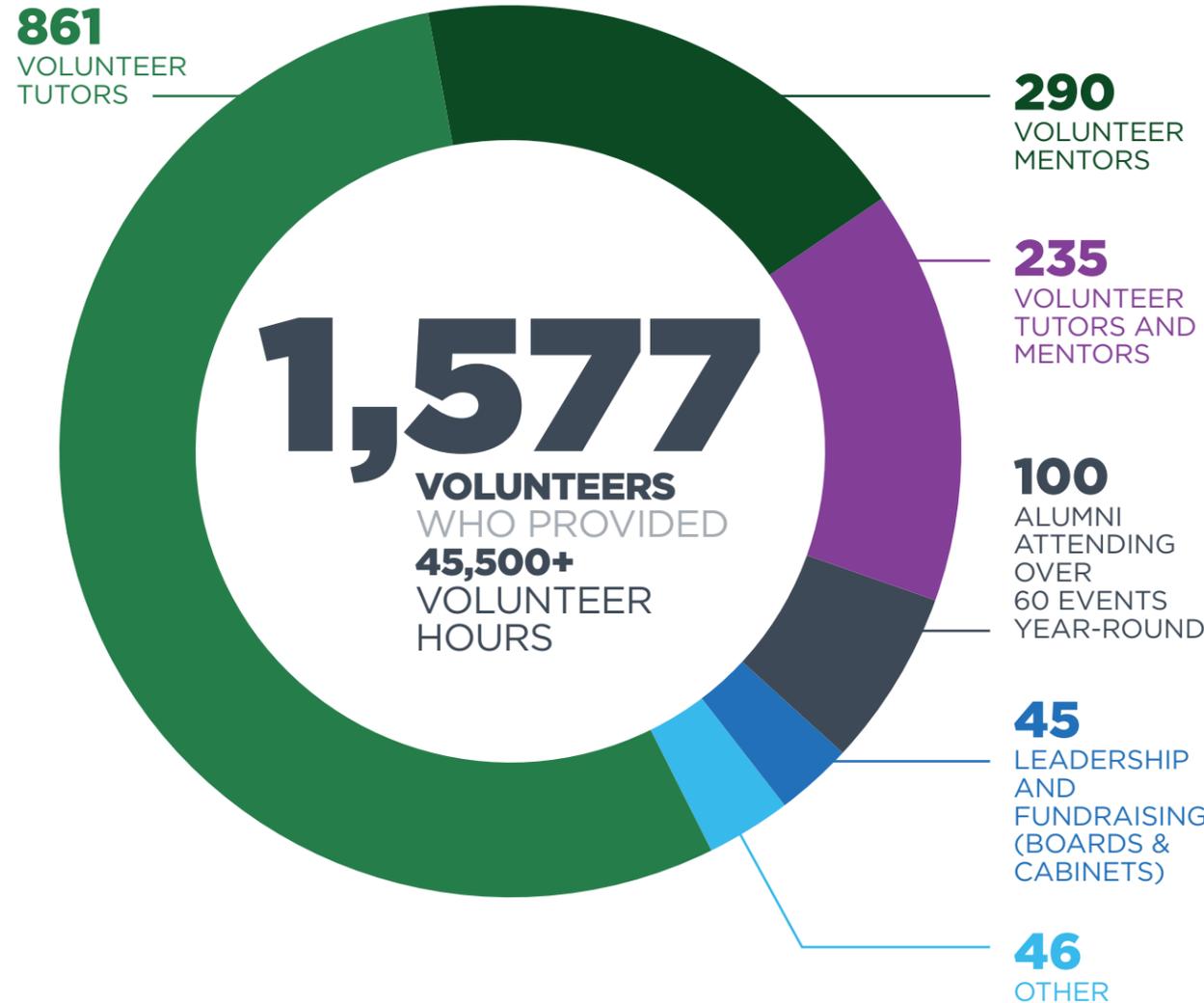
# volunteers

Volunteers are integral to the success of Pathways. They donate their time to help young people in their communities achieve success. They also contribute their voices as advocates of the Pathways Program, spreading awareness about its proven impact.

Pathways is fortunate to work alongside more than 1,500 volunteers, many of whom support tutoring and mentoring programming across the country. The volunteers at Pathways help to build communities and act as role models for Pathways students, demonstrating the importance of volunteer work.

The national Board of Directors consists of volunteers who are progressive leaders in their career sectors and provide strategic guidance to the organization. Their governance helps Pathways increase its capacity to support more young people across Canada.

As a non-profit organization, Pathways relies on volunteers to support fundraising initiatives, including major campaigns. Members of the national Pathways Campaign Cabinet leverage their networks to meet the fundraising goals of the organization. Fundraising volunteers help to steer funding directly to those who need it most: Pathways students.



## Volunteer Spotlight

“ I really appreciate the opportunity to help a young person get to where they are going. ”

# Cathy

**Pathways Program Location:** Scarborough Village, Toronto, Ontario

**Volunteering Since:** 2015

**Area of Support:** Tutoring

Born and raised in Scarborough, Cathy knows the impact that growing up in the community can have on a young person. A semi-retired nurse, Cathy wanted to get involved with a youth organization to help build and foster cross-generational relationships in Scarborough Village. “It’s important to me to build these relationships because I think it helps people understand each other better.”

Cathy has immersed herself as a volunteer tutor, donating her time at least twice a week. She leverages her career as a nurse to support students with their biology homework, as well as English, French, and geography.



As a member of the community, Cathy also volunteers to give back because she values the support she had when she was going through school. “I actually went to one of the high schools that the students go to. They love hearing that. When I was in high school, I needed a lot of support for my studies. I know that the supports Pathways provides truly make the difference for young people between getting somewhere and not getting somewhere.

“Pathways students are the future. I’m so grateful for the opportunity to work with them.”



# Pathways to Education

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**Ahmed**  
Pathways Alumnus