



# Pathways to Education

RESULTS SUMMARY 2016

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## MESSAGE FROM THE CEO

Fifteen years ago, Pathways to Education set out to give youth from low-income neighbourhoods the chance to overcome the barriers that held them back. We did it by shining the light on education as a key determinant of one's future potential.

One student at a time, community by community, Pathways to Education Canada and our extraordinary community partners advance towards our goal of enabling all youth from low-income communities to achieve high school graduation. What started as a plan for community succession with 115 students in Regent Park, Toronto has blossomed into a national movement for education. Pathways now serves 18 communities and more than 5,000 students. Our 4,000 alumni and counting have navigated their way to success in just about every field of study. Pathways continues to achieve the highest possible results, as outlined throughout our 2016 Results Summary.

And yet, the need is still very real. Despite statistics that point to increasing graduation rates across the country, our Pathways community mapping combined with partnership and community consultations shows that there are still far too many pockets of youth left behind. These young people facing barriers are often left out of the spotlight. What does this tell us? The need for Pathways is as great as ever.

Communities and youth across this country are ever changing. That's why one of Pathways' core values is adaptability. Whether in Indigenous communities, communities facing generational poverty, or communities with high newcomer populations, the Pathways Program is constantly adapting to meet student needs and ensuring that they have every opportunity for success.

As you read through this results summary outlining results from the 2014-2015 school year, it's important to remember that Pathways' success is defined by our students' success. Their hard work, commitment, and determination are the key to our results. Pathways depends on a wide range of passionate, caring, and very dedicated people to ensure we are able to provide the necessary supports to students from low-income communities across Canada. Whether you've donated, volunteered, are a staff member, a Pathways Program partner, or an advocate of our work, you are the reason for Pathways' enduring legacy of success. Join me in celebrating the youth who are achieving greatness and the ones ready to follow – youth who believe that they can truly achieve anything.

Sincerely,

Sue Gillespie  
President and CEO  
Pathways to Education Canada



# MEASURING SUCCESS

Research, evaluation, and responsiveness to community needs are the foundation of our program. Since 2001, Pathways has consistently drawn on key community stakeholders to help capture the right data to ensure Pathways' success.



## Reach

Pathways aims to enrol the maximum number of eligible students in their first year of high school so they can take full advantage of programming for their entire high school career. That's why, each year, we collect data on the number of first-year high school students eligible to participate in the Pathways Program.



## Program Performance

Once students enroll, Pathways closely monitors their participation and analyzes trends to ensure the program is maximizing student attendance in various activities, such as tutoring and mentoring.

Pathways staff from across the country share insights and leading practices in real time. Our lively, collaborative organization is continually learning how best to serve students.





## School Engagement

Thanks to partnerships with schools and school boards in Pathways communities, Pathways monitors academic data, including school attendance, credit accumulation, and course marks, where possible.

School engagement is a key predictor of graduation. If students are skipping class, they are less likely to be learning and engaging. That's why attendance and credit accumulation are used as proxies to measure each student's school engagement, year over year. If students are attending school, it's one of the ways we can be sure they are on track to graduate.



## Excellence through Evidence

When Pathways compares pre-Pathways engagement data (the 'before') to engagement data following the implementation of the Pathways Program (the 'after'), we can calculate effectiveness.\*

We are an evidence-based organization. That means we apply what we learn to generate success. This philosophy allows us to develop strong, innovative programming for Pathways students, tailored specifically to their needs.

As we look ahead to the future, we will continue to use an evidence-based approach, relying on community expertise. What we learn from our community partners at the local level ensures that we consistently produce successful results, ultimately helping more students graduate from high school and transition onto brighter futures.

\* Pathways Program locations in Quebec compare Pathways students to current non-Pathways students at the same school.



## First Year of Programming

Pathways does not report on progress outcomes in the first year or two of programming in a new community, as real change takes time, dedication, and patience. Experience has taught us that it takes a few years to begin to see and measure Pathways' impact on youth and their community.

The first few years in a new location are about refining and making sure programming best fits the community. After a few years, we begin to examine graduation outcomes and the overall effectiveness of programming.



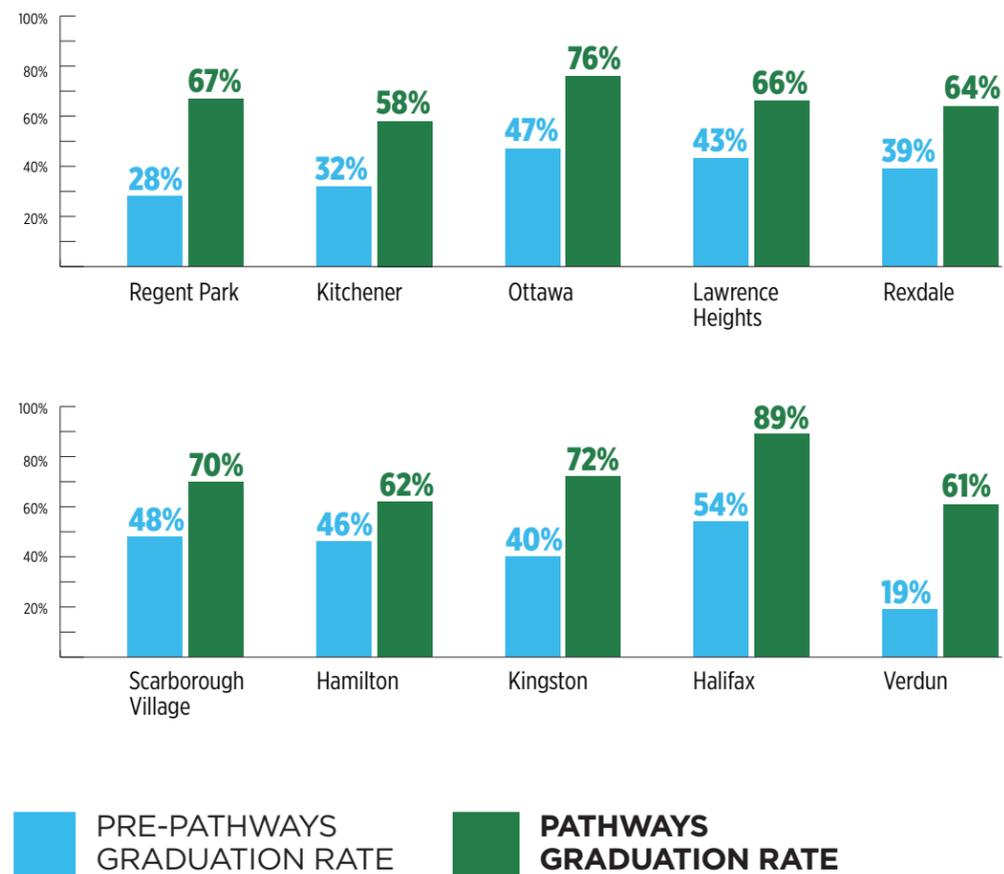


# Building a Graduation Nation

Pathways is working to make Canada a Graduation Nation – a country where every young person, regardless of socioeconomic status or background, has an equal opportunity to graduate from high school and continue on to post-secondary education, training, or employment.

In 2015, Pathways celebrated high school graduations with 947 students across Canada. Graduation rates increased by an average of 85 per cent across all communities where Pathways was offered.\*

GRADUATION RATES OF PATHWAYS PROGRAM PARTICIPANTS, 2015 \*\*



\* This number is calculated by finding the percentage increase from the pre-Pathways graduation rate (the graduation rate in the community prior to the arrival of the Pathways Program) to the actual graduation rate based on provincial standards of Pathways Program participants, then computing the average of this figure across all locations.

\*\* Graduation rates are measured as per the standard set by each province (three years in Nova Scotia; four years in Ontario and Manitoba; five years in Quebec) and are calculated using data from students who participated in the Pathways Program for a minimum of two years. Data source: School board data is used for both cohorts in all communities with the exception of Kingston. In Kingston, school board data is used for pre-Pathways and Pathways Program-reported data for the Pathways cohort. The method used to calculate graduation rates does not work effectively where there is a high mobility in a community; therefore Winnipeg grad rates were not included. For more information on Winnipeg results, please review page 22-23.



# Graduation

Graduation is measured against the standard set by each of the provinces in which Pathways operates:

- NOVA SCOTIA**  
THREE YEARS
- MANITOBA**  
FOUR YEARS
- ONTARIO**  
FOUR YEARS
- QUEBEC**  
FIVE YEARS

Students across the country may take longer than this to graduate from high school. Language, financial, or other barriers can lead to students taking longer to complete their high school diploma. With the support and encouragement of Pathways, these students too achieve higher rates of post-secondary success.



# Post-Secondary Success

Between 2004 and 2015:

- ▶ **4,078 Pathways students have graduated from high school**
- ▶ **3,002 Pathways students have gone onto post-secondary education or training at a variety of institutions across Canada (and abroad)**
- ▶ **74% of all Pathways students who graduated from high school while registered in the Pathways Program have gone on to post-secondary education or training**





# National Presence

Since Pathways was founded in 2001, we've seen tremendous growth. In the 2014-2015 school year, Pathways operated in 17 communities across Canada, serving 5,358 students.

Program Location	Province	Launch Year	Program & Community Partner	Total Number of Students Enrolled in the 2014-2015 School Year *	Number of Graduates in the 2014-2015 School Year	Total Number of Graduates as of October 31, 2015	Number of Graduating Cohorts as of 2014-2015
Regent Park, Toronto	Ontario	2001	Regent Park CHC	841	162	1598	11
Lawrence Heights, Toronto	Ontario	2007	Unison Health and Community Services	416	104	395	5
Rexdale, Toronto	Ontario	2007	Rexdale CHC	434	84	395	5
Ottawa	Ontario	2007	Pinecrest-Queensway CHC	472	95	381	5
Kitchener	Ontario	2007	Carizon Family and Community Services	650	126	471	5
Scarborough Village, Toronto	Ontario	2009	YouthLink	401	82	225	3
Hamilton	Ontario	2009	North Hamilton CHC	451	88	195	3
Kingston	Ontario	2010	Kingston CHC	279	52	99	2
Verdun, Montreal	Quebec	2007	Toujours ensemble	236	58	160	4
Shawinigan	Quebec	2012	Carrefour jeunesse-emploi Shawinigan	243	-	-	-
Pointe-Saint-Charles, Montreal	Quebec	2013	Les YMCA du Québec	120	-	-	-
Sherbrooke	Quebec	2013	Maison Jeunes-Est	110	-	-	-
Mashteuiatsh	Quebec	2013	Puakuteu - Comité de femmes de Mashteuiatsh	63	-	-	-
Lachine, Montreal	Quebec	2014	Carrefour jeunesse-emploi Marquette	35	-	-	-
Halifax	Nova Scotia	2010	Chebucto Connections	252	47	83	2
Winnipeg	Manitoba	2010	Community Education Development Association	315	49	76	2
Vancouver	British Columbia	2014	Pacific Community Resources Society	40	-	-	-
Saint John **	New Brunswick	2016	Teen Resource Centre	-	-	-	-
<b>Total</b>				<b>5,358</b>	<b>947</b>	<b>4,078</b>	<b>47</b>

\* Total number of students enrolled in the 2014-2015 school year includes all students who participated in the Pathways Program from October 2014 to August 2015, including students who moved out of the catchment area and did not complete programming.

\*\* New Pathways Program location launched in 2016-2017; no students enrolled in 2014-2015 school year.

**VANCOUVER**  
BRITISH COLUMBIA  
OPENED IN 2014-2015



# ALUMNI SPOTLIGHT

## The Story of **Mark**

With over 4,000 alumni and counting, Pathways alumni are a large and quickly growing community. To better serve this important group, Pathways launched the Alumni Advisory Committee. As more students graduate from high school and the number of Pathways alumni increases, we will look to the Alumni Advisory Committee for advice on how best to support their growing community.

Mark, a Pathways alumnus and member of the Alumni Advisory Committee, was part of the second-ever cohort of Pathways students, and graduated from high school in 2007.



Growing up in Regent Park, Toronto was tough for Mark. “Pretty much everyone expected you to drop out of school, or had low expectations of you,” says Mark, a Pathways alumnus from Regent Park. “You were constantly fighting that stigma, no matter how well you did in school. Eventually, people just fell into the pattern, because it was easier than going against the grain.”

Once in high school, Pathways became an important support for him. “[Pathways] became a resource for so many people. It became this place where you could go for all your problems, if anything went wrong at school or at home.”

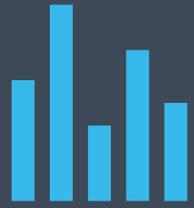
The staff at Pathways had a huge impact on his life – especially his Student/Parent Support Worker (SPSW). “Things could be rough at school, especially always feeling like you were fighting the negative stereotypes,” remembers Mark. “Standing up for yourself could be hard. People immediately put you in the ‘failure’ bucket and moved on. That is why I relied so much on my SPSW. He grew up in Regent Park, so he understood what I was going through, and helped to balance me out. He is one of the reasons that I was so successful in high school.”

Mark’s SPSW also helped him when applying to post-secondary institutions. “Once I decided which direction I was going to go in [for post-secondary], there were so many people involved in Pathways that knew a lot about it and were willing to help me out. They were able to guide me in terms of decision making and gave me a heads up for what to look for in a good program.”

Mark successfully graduated from high school and went on to earn an undergraduate degree in criminology and psychology, as well as a master’s degree in socio-legal studies.

## MARK AT A GLANCE

- ▶ HIGH SCHOOL GRADUATION: **2007**
- ▶ PATHWAYS PROGRAM: **REGENT PARK, TORONTO**
- ▶ UNDERGRADUATE: **CRIMINOLOGY AND PSYCHOLOGY**
- ▶ MASTER: **SOCIO-LEGAL STUDIES**
- ▶ FIELD OF EMPLOYMENT: **HOME HEALTHCARE**



# PROVINCIAL RESULTS

Canada's education system is divided by provincial jurisdiction. Because of that, we aggregate school engagement data and examine it by province.



## School Attendance

When students attend classes consistently, they are more likely to engage in and do well in school. That's why strong attendance levels are considered an important indicator of student success.

Throughout the results summary, we have reported on attendance rates for Pathways students in Grades 9 and 10, as they have repeatedly shown to be good indicators of school success, as noted from several school board reports.

Attendance rates are based on the total number of days a student is absent in relation to the total number of school days in an academic year.

A student with *excellent* attendance is someone who has been absent from class less than 5 per cent of the time.

A student with *weak* attendance is someone who has been absent from class more than 15 per cent of the time. These students are considered to be at risk of dropping out.



## Credit Accumulation

A student who is obtaining the expected number of credits at each grade level is considered to be on track to graduate.

A student who is not obtaining the expected number of credits at each grade level is considered to be struggling.



## Course Grades

Students who are not obtaining passing grades in core subjects are considered to be struggling or at risk of dropping out.

# Ontario\*

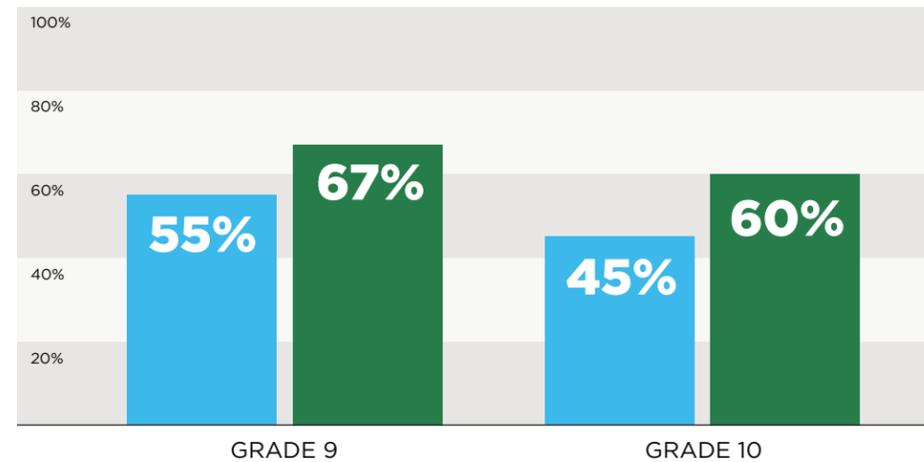
Ontario has the longest Pathways history, largest student and alumni populations, and more Pathways Program locations than any other province.

Aggregated results for the 2014-2015 school year have been consistent with previous years across all Pathways Program locations in Ontario. Collectively, Pathways students continue to outperform their pre-Pathways counterparts in terms of school attendance and credit accumulation.

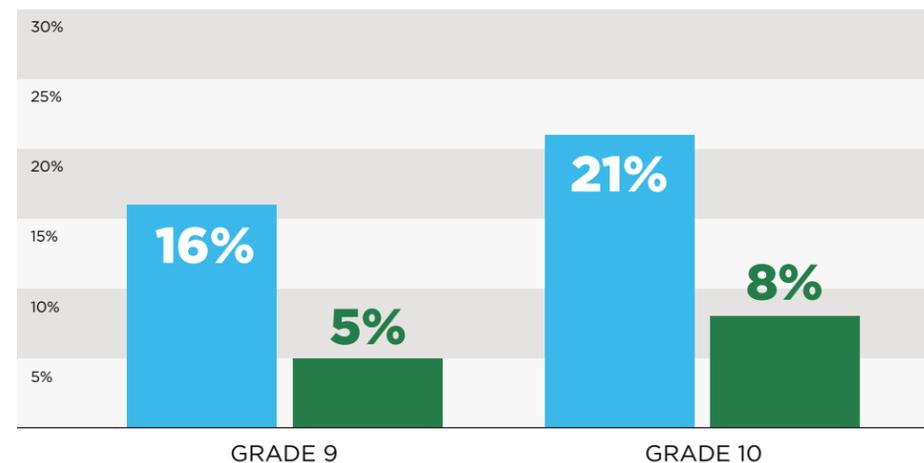
Pathways Program locations included in the analysis: Hamilton; Kitchener; Ottawa; Lawrence Heights, Toronto; Regent Park, Toronto; Rexdale, Toronto; and Scarborough Village, Toronto.

\* Pathways thanks the following school boards for providing data that has made these analyses possible: Toronto District School Board, Toronto Catholic District School Board, Hamilton-Wentworth District School Board, Hamilton-Wentworth Catholic District School Board, Waterloo Region District School Board, Waterloo Catholic District School Board, Ottawa-Carleton District School Board, Ottawa Catholic School Board, Conseil des écolespubliques de l'Est de l'Ontario, and Conseil des écolescatholiques du Centre-Est.

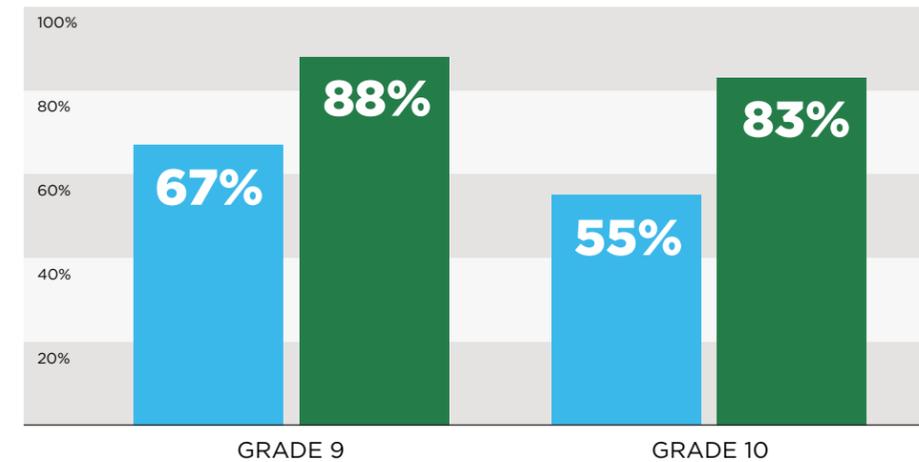
## EXCELLENT ATTENDANCE ONTARIO, 2014-2015



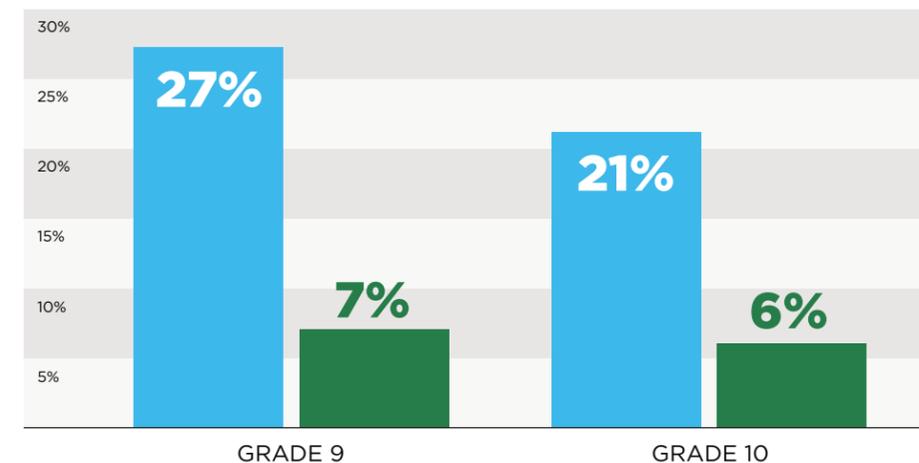
## WEAK ATTENDANCE ONTARIO, 2014-2015



## ON TRACK TO GRADUATE ONTARIO, 2014-2015



## STRUGGLING ONTARIO, 2014-2015



■ PRE-PATHWAYS ■ PATHWAYS

► To learn more about Pathways in Ontario, see page 26 for a spotlight on newcomer students in Kitchener, Ontario.



# Quebec\*

Pathways partnered with Montreal's Toujours ensemble in 2007 to open the first Quebec Program location in Verdun, Montreal. Since then, five new Pathways Program locations have opened in Quebec: Shawinigan in partnership with Carrefour jeunesse-emploi de Shawinigan in 2012; Pointe-Saint-Charles, Montreal in partnership with the YMCA du Québec in 2013; Sherbrooke in partnership with the youth organization Maison Jeunes-Est in 2013; Mashteuiatsh in partnership with Puakuteu - Comité de femmes de Mashteuiatsh in 2014; and Lachine, Montreal in partnership with Carrefour jeunesse-emploi Marquette in 2015.

Pathways students from Quebec are outperforming their non-Pathways peers\*\* in both school attendance and the proportion of students obtaining a passing grade in core subjects.\*\*\*

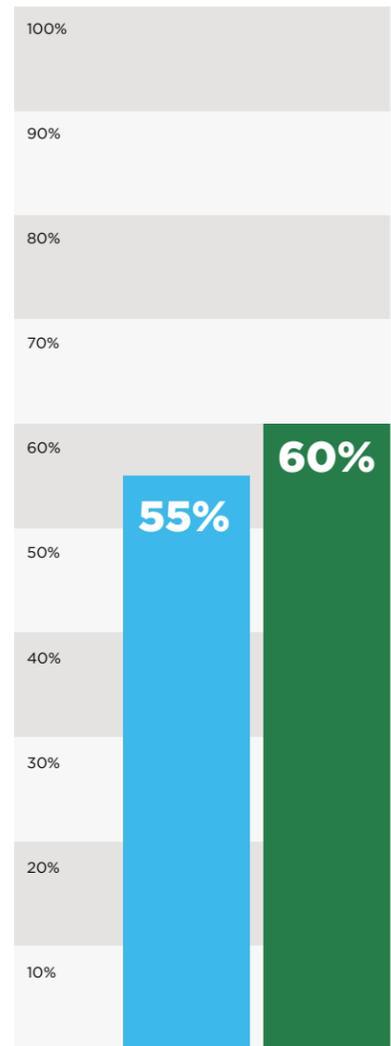
Pathways Program locations included in the analysis: Lachine, Montreal; Pointe-Saint-Charles, Montreal; and Shawinigan.

\* Pathways thanks the following school boards for providing data that made these analyses possible: Commission scolaire Marguerite-Bourgeoys and Commission scolaire de l'Énergie.

\*\* The non-Pathways peer group is made up of students who attend the same schools but are not participants in the Pathways Program.

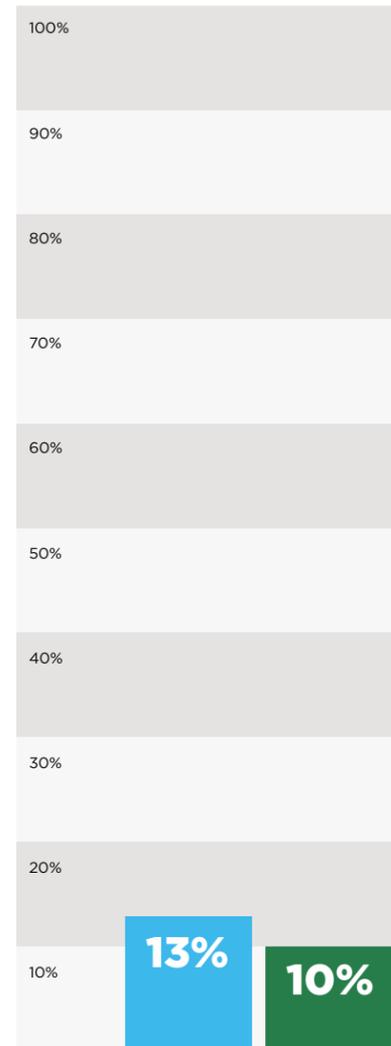
\*\*\* Attendance data was not available for Pointe-Saint-Charles. Analysis excludes students in cohort 2014, as this is their first year in the Pathways Program.

## EXCELLENT ATTENDANCE QUEBEC, 2014-2015



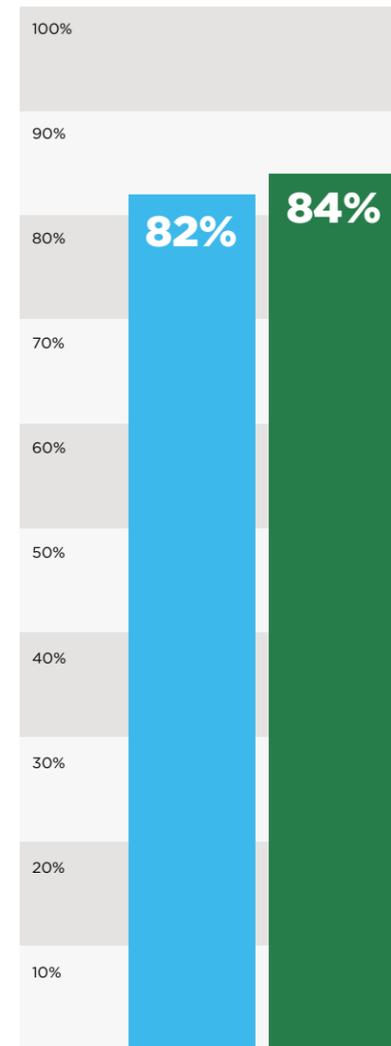
PRE-PATHWAYS

## WEAK ATTENDANCE QUEBEC, 2014-2015

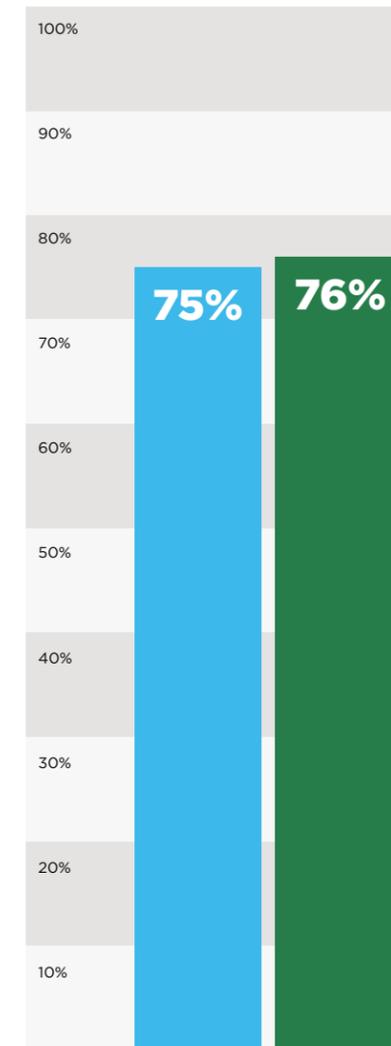


PATHWAYS

## PASSING GRADE IN FRENCH QUEBEC, 2014-2015



## PASSING GRADE IN MATH QUEBEC, 2014-2015



# Nova Scotia\*

## Halifax

Generational poverty, lower levels of literacy and numeracy, and youth health issues are all factors that affect school outcomes in Halifax.

In an effort to improve school engagement and programming participation, Pathways Halifax, local schools, and the Department of Health and Wellness collaborated to implement a Healthy Living curriculum. The curriculum was developed two years ago, and is now delivered in partnership with teachers across all Grade 9 classes.

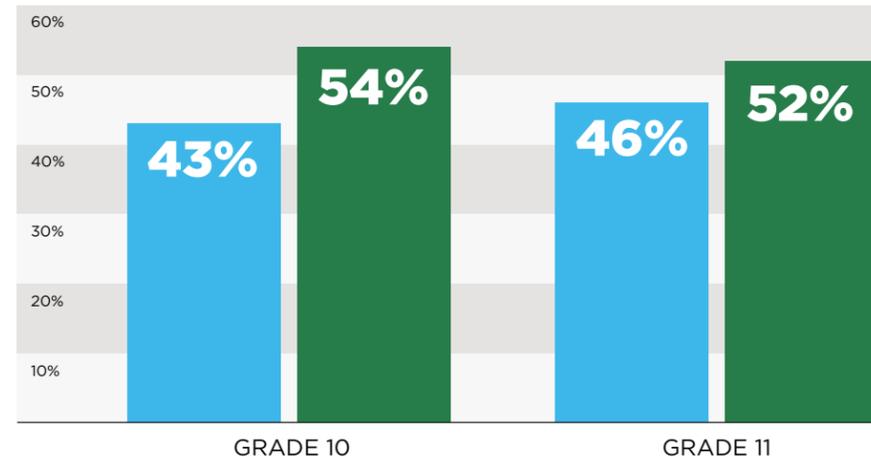
All of the classes in the Healthy Living curriculum are activity-based, encourage open conversations, and focus on topics such as mental health, help-seeking behaviour, societal expectations of masculinity and femininity, healthy relationships, sex and consent, sexual health, and alcohol and drugs.

The impact of this innovative approach to engaging youth in their education is now evident in both school attendance and participation in programming.

► High school in Halifax begins in Grade 10.

\* Pathways thanks the Halifax Regional School Board for providing data that has made these analyses possible.

### EXCELLENT ATTENDANCE HALIFAX, 2014-2015



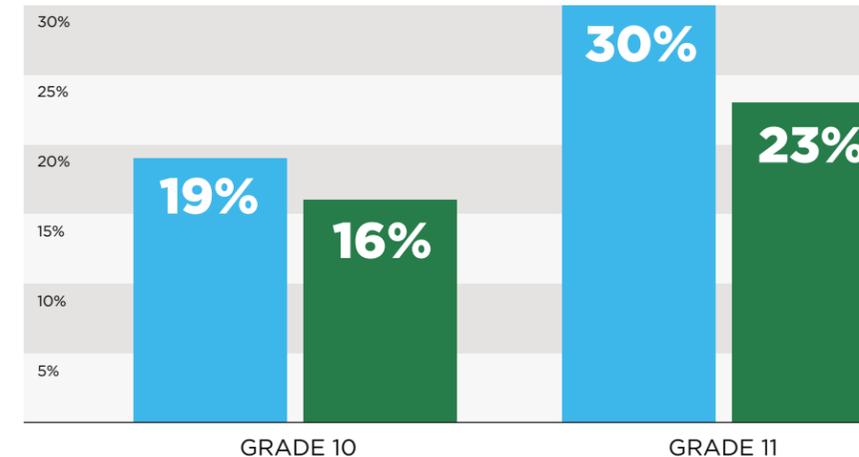
The Ministry of Education and Early Childhood Development in Nova Scotia recently announced that 32 per cent of all high school students missed 16 or more days of school in the 2014-2015 school year.

Nonetheless, attendance amongst Grade 10 Pathways students from Halifax has improved over the last three years and has remained steady for Grade 11 students.

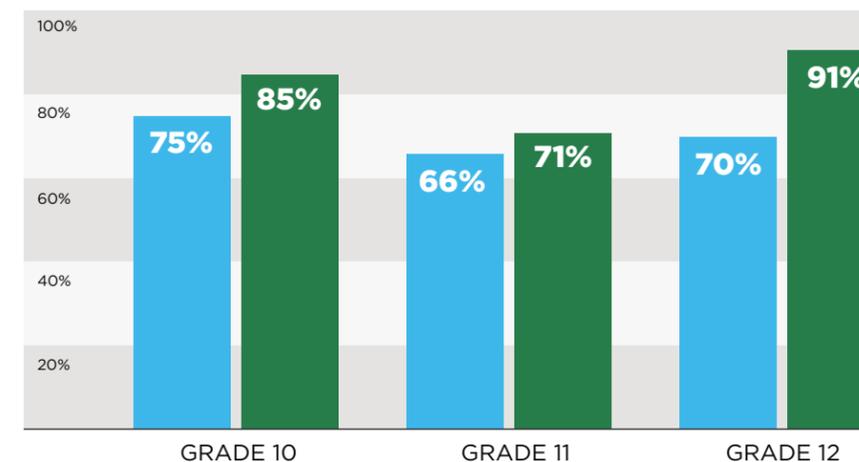
In fact, the Pathways Program in Halifax was highlighted in a recent report published by the Government of Nova Scotia, acknowledging the program's positive impact: "73 per cent of Grade 12 students who had participated in the Pathways [Program] since Grade 9 had excellent attendance (i.e. they missed fewer than 5 per cent of their classes). This was a significant improvement over their attendance in Grade 9 and more than 20 per cent higher than their Grade 12 peers who did not participate in Pathways."

Pathways continues to monitor the impact on participation and retention rates - both are improving consistently.

### WEAK ATTENDANCE HALIFAX, 2014-2015



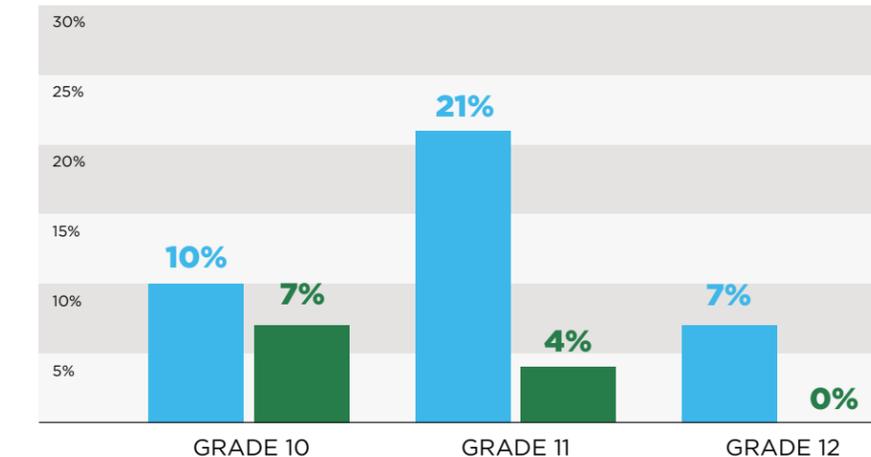
### ON TRACK TO GRADUATE HALIFAX, 2014-2015



PRE-PATHWAYS

PATHWAYS

### STRUGGLING HALIFAX, 2014-2015





# Manitoba

## Winnipeg

It has been shown that the current measures of student achievement based primarily on literacy and numeracy, while important, are not necessarily working for Indigenous students; instead, many recommend using a more holistic approach that is rooted in an Indigenous worldview.\*

The Circle of Courage, used by Pathways Winnipeg, mirrors that holistic approach and, as such, we are presenting their 2014-2015 school year results aligned to that model.

\* Toulouse, P. (2016). What Matters in Indigenous Education: Implementing a Vision Committed to Holism, Diversity and Engagement. In *Measuring What Matters, People for Education*. Toronto: March, 2016.

## Generosity and Independence

In 2014-2015, a Student Advisory Council was formed at Pathways Winnipeg, giving eight senior students and four recent alumni an excellent opportunity to practice independence and generosity. For most of the members, it was their first work experience.

- ▶ **Student Advisory Council members served as peer helpers, working at the tutoring centre with Pathways students each week.**
- ▶ **A Student Conference was planned and facilitated entirely by the Student Advisory Council in April 2015. The day-long event was attended by approximately 100 Pathways students and was considered a huge success by everyone involved.**

### GENEROSITY

Looking forward to being able to contribute to others, be able to give cherished things to others.

### BELONGING

A sense of community, loving others, and being.

### INDEPENDENCE

Making one's own decisions and being responsible for failure or success, setting one's own goals, disciplining one's self.

### MASTERY

Competence in many areas; cognitive, physical, social, and spiritual. Having self-control, responsibility, striving to achieve personal goals rather than superiority.

## Belonging

The Pathways Program in Winnipeg prides itself on making all students feel welcome. There is a high rate of mobility amongst Pathways students in Winnipeg and it is common for students to change schools frequently and move in and out of the neighbourhood, making student retention a challenge. Knowing this, Pathways Winnipeg staff members put extra efforts towards retaining and regaining all students when a new school year begins. This includes re-recruiting students who have previously left the Pathways Program.

Because of Pathways Winnipeg's continued efforts, we are seeing positive results with a significant percentage of students rejoining the Pathways Program.

- ▶ **At the start of the 2014-2015 school year, 89 per cent of all students who were active in Pathways Program at the end of the 2013-2014 school year re-registered for programming.**
- ▶ **88 per cent of students registered in Pathways' Feeder School program for Grade 8 students in 2013-2014 registered for the Pathways Program in the fall of 2014.**

## Mastery

The Pathways Program in Winnipeg, in conjunction with the Winnipeg School Division, started a summer school program in 2013 so that students could earn or upgrade course credits. The summer school program has demonstrated the success that students can achieve when they are able to focus on core courses in a small, focused setting year-round.

- ▶ **In 2015, all 25 high school students enrolled in the summer school program earned all of their required credits (33 credits in total) and successfully passed summer school. Contributing to the success was an excellent attendance record by the students, with no unverified absences over the three weeks of summer school. These results are similar to that of previous years, and we are pleased that we continue to see Pathways students succeeding in high school with the help of the summer school program.**

Completion of the requirements needed to graduate from high school is the ultimate example of mastery of academic skills for Pathways students in Winnipeg.

- ▶ **One of the highlights of the 2014-2015 school year was the graduation of 49 students – almost double the number from the previous year.**
- ▶ **Since 2013, a total of 76 students have graduated from the Pathways Program in Winnipeg.**





# SPOTLIGHT ON LEARNING SUPPORTING NEWCOMERS

As the Pathways Program expands across Canada, it reaches diverse communities with incredibly varied demographics, social situations, and histories. We believe the success of the Pathways Program is best achieved when we dedicate time to working with each unique community, appreciating their defining features and dynamics. This approach shapes our most important lessons, maximizing the impact of the Pathways Program and its outcomes.

In this Spotlight on Learning, we will focus on newcomer communities – a large demographic within the Pathways network – from three perspectives:

## ► NATIONAL

A look at how Pathways serves newcomer communities across the country

## ► LOCAL

A highlight on the local Pathways Kitchener community and their newcomer population

## ► INDIVIDUAL

A story about newcomer and Pathways student, Duwa, from Kitchener, Ontario



## Who is a newcomer?

A newcomer refers to a person who has recently come to Canada, typically within the last 3-5 years.

Newcomers to Canada often face a myriad of barriers in addition to those that someone in a low-income community would face, including, but not limited to:

- English Language and Literacy challenges
- Little to no support networks and absence of social capital
- A lack of resources (financial support; knowledge of culture, education system, social and health services)

## National

A large number of Pathways students across the country are born outside of Canada. The following seven Pathways Program locations support particularly high numbers of these students.

	Number of Active Participants *	Number Born Outside of Canada	% Born Outside of Canada
Halifax	255	22	9%
Lawrence Heights, Toronto	378	67	18%
Rexdale, Toronto	422	89	21%
Ottawa	429	177	41%
Kitchener	589	300	51%
Hamilton	404	81	20%
Scarborough Village, Toronto	372	178	48%
	<b>Total: 2,849</b>	<b>Total: 914</b>	<b>Average: 30%</b>

\* Data as of February 17, 2016

Each Pathways Program location across the country adapts its programming to better meet the needs of the families and students in the community, including newcomers to Canada.

Although each location across the country offers a diverse range of activities tailored to the different cultures within the community, we can identify three broad categories that have proven critical for newcomer students:

- Financial support
- English Language and Literacy programming
- A network of community partnerships and support

## FINANCIAL SUPPORT

Transitioning to a new country is never easy, and some newcomers arrive to Canada with little to no resources and few job prospects. Pathways offers a range of financial support to every student in the Pathways Program, including, but not limited to: immediate financial supports (ex. lunch vouchers, bus tickets to get to and from school), as well as longer-term financial supports in the form of earned scholarships. These financial supports help to reduce some of the financial strain on newcomer families, and allow students more time and energy to focus on their education. For many newcomers to Canada, making a home in

a new country with a different culture can be challenging and finding a good job to support their family may take time. The financial support offered by Pathways helps to ensure that, no matter the situation, newcomer students have some very basic needs addressed.

## ENGLISH LANGUAGE AND LITERACY (ELL)

For most newcomer families that join Pathways, English is not their first language. This is not only a potential barrier to educational success, but it is also a barrier to successful integration into the community.

Pathways partners with local high schools to help reinforce the ELL education that newcomer students receive from their school. This includes collaborating with high schools to monitor the student's progress, while also developing academic support programming that complements what the student is currently learning in the high school's ELL curriculum.

## A NETWORK OF COMMUNITY PARTNERSHIPS AND SUPPORT

As part of Pathways' core programming, we encourage one-on-one support between Pathways staff and students.

These relationships are crucial for getting all Pathways students engaged with programming, and are powerful resources for newcomer youth.

Newcomer students joining Pathways often lack the confidence and self-esteem to make connections and build relationships necessary to flourish within the community and beyond. The one-on-one support provided by Pathways gives students a safe space to open up and build relationships with Pathways staff and other youth in the community. Through these individual relationships between staff, volunteers, youth, and families, Pathways helps newcomer students overcome the barriers that can stand in the way of education and supports their successful integration.

Many of the diverse organizations we partner with in each community offer a wide range of services that directly benefit newcomer families in Canada. For instance, some offer a number of settlement services for newcomer students, including pairing a volunteer from the community with a newcomer. Paired volunteers and newcomer students meet once a week to practice conversational English and answer any questions the newcomer has about the city and resources available to them.

# Local

## Pathways Kitchener: By the Numbers

According to Citizen and Immigration's projected figures for 2013-2015, Kitchener received about 12 per cent of all government-assisted refugees in Ontario, and about 3.7 per cent of all government-assisted refugees in Canada.\*

This high percentage of newcomer families is nothing new for Kitchener, and is similarly reflected in the community served by Pathways – **over 1/2 of Pathways Kitchener students are newcomers.**

### KITCHENER\*\*

▶ 22% low-income compared to city average of 13%

▶ 21% single-parent households compared to city average of 15%

▶ 1/3 of the population are newcomers

\* CBC.ca

\*\* Data Source: 2011 Census Data

## Supporting Newcomer Students in Kitchener

With such a large newcomer community, the Pathways Program in Kitchener is continuously learning how to best serve newcomer students, and how to adapt programming to meet their specific needs.

## Staff and Volunteers Reflect Diversity of Students and Community

Pathways students in Kitchener come from 42 different countries, with the largest representation from Colombia, Afghanistan, Somalia, Iraq, and Myanmar. To ensure these newcomer students feel welcomed, comfortable, and empowered during programming, and to help Pathways better understand the barriers their students face, Pathways Kitchener ensures that their staff and volunteers reflect the diversity of their students and community.

## Strong Relationships with and Support for the Community

For many newcomer students who are less familiar with the community and who have yet to make connections outside of their family, it's important for Pathways to encourage relationship building on a larger, community scale. Pathways Kitchener staff and volunteers support students to get involved in their communities whenever

possible, and form relationships with local businesses and organizations to help support newcomer students and their successful integration.

### MY INVISIBLE LIFE: A PLAY

Six Pathways students, along with other newcomer students from a local high school, shared their personal stories of what it was like for them to start a new life in Canada through acting in My Invisible Life. The powerful play, supported by YMCA and created with the professional guidance from MT Space, was performed at the Kitchener Public Library Theatre and then again at a local high school.

Four Pathways staff took part in organizing the event, along with Pathways students who volunteered doing henna, participated in poetry recitation, and performed dances.

It was an empowering experience for the students, who, with the support of Pathways staff, were given a platform to share about their newcomer experience and build relationships within the community.

### SETTLEMENT AND EDUCATION PROGRAM OF WATERLOO REGION

In an effort to continuously learn how to best serve newcomer students, and to ensure an integrated and holistic strategy, Pathways Kitchener staff connected with the Settlement and Education Program of Waterloo Region (SEPWR).

Pathways staff frequently come into contact with SEPWR workers at the schools and receive referrals from them, and so

the primary objective was to strengthen relationships with their local settlement workers, to better understand the work both organizations do, and to increase the efficiency and seamlessness of referrals.

## Supporting English Language Learners (ELL) Students

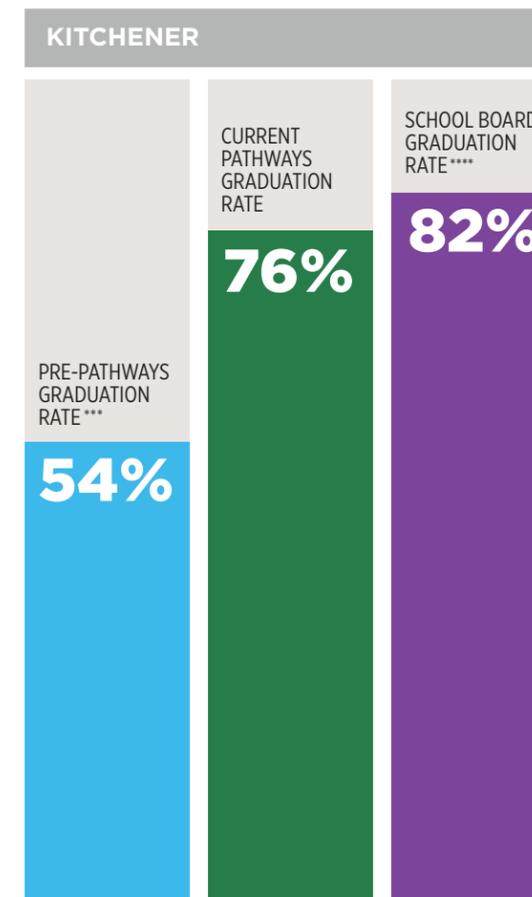
### WORKING WITH ELL STUDENTS: A VOLUNTEER SESSION

In total, students at Pathways Kitchener represent 47 different languages. To support these students as they learn and strengthen their English skills, Pathways Kitchener organized a discussion for new and returning volunteers called "Working with ELL Students." In this session, volunteers received information on assessments, placements, and the varying language streams in the local high schools. Then they were given the opportunity to participate in breakout discussion groups where both new and returning volunteers were able to share ideas on how to best engage ELL students.

Due to language barriers and other challenges, ELL students can be harder to engage in a meaningful way while at programming. By providing information on where these students are coming from, the challenges they face, and what the Ontario school system looks like for them, volunteers are better equipped to start thinking about how they might engage with these students. Having breakout discussions allowed new and returning volunteers to build their toolkit and develop new strategies for working with ELL students.

## Pathways Youth are Overcoming Barriers

Despite challenging socioeconomic realities, Pathways youth in Kitchener are achieving academic success and are closing the gap with their peers thanks to these tailored supports. The five-year graduation rate tells the story.



\*\*\* This number was calculated using the 5-year pre-Pathways graduation rate, and will therefore differ from Kitchener's graduation rate on page 8 which outlines the 4-year pre-Pathways graduation rate.

\*\*\*\* Data Source: Waterloo Region District School Board, Waterloo Catholic District School Board



# Individual

## The Story of Duwa

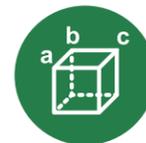
When Duwa arrived in Canada as a refugee, he was 16 years old, had low literacy skills, and, since he had rarely attended school in the refugee camp where he grew up, had limited experience with any school system. Duwa's parents had faced similar challenges in their lives and had a strong desire to give Duwa a better future. To ensure he had that future, they wanted Duwa to have an education.

The local school Duwa attended in Kitchener, Ontario had a strong relationship with Pathways and quickly referred him to the Pathways Program.



### TAILORED STUDENT PLAN

Once registered in the Pathways Program, the staff took the time to get to know Duwa, and worked with him to map out a tailored educational and support plan that focused specifically on Duwa's needs.



### TUTORING

Working with Duwa, Pathways tutoring volunteers and staff identified his additional language needs, suggesting that he begin with the English Language Literacy programming. There, Duwa was paired with a dedicated Pathways tutor and they began to work together on a weekly basis. Meanwhile, Pathways Kitchener staff communicated frequently with his school and teachers to ensure the help he was receiving at Pathways complemented their lesson plans and recommendations for Duwa.



### BELONGING AND SOCIAL SUPPORT

While in programming, Duwa was surrounded by other young newcomers, and he realized that he was not alone. By the time he completed the literacy programming, Duwa was confidently reading and transitioned back into the regular tutoring program.



### VOLUNTEERING & SPECIALTY MENTORING

Now with greater confidence and successfully accumulating high school credits, Duwa was eager to get a job to help support his family. He sought help from the Pathways mentoring team to identify volunteer opportunities as a way to get a foot in the door for employment. Through Pathways' strong network of community partnerships, Duwa was able to acquire the volunteer hours needed to graduate from high school and began to build his resume.



### CAREER MENTORING AND EMPLOYMENT

Duwa then participated in different career mentoring sessions to create a resume and practice his interview skills. These combined efforts helped him successfully find a part-time job.



### PREPARING FOR LIFE AFTER HIGH SCHOOL

As with many students living in poverty, the draw towards earning money full-time often creates a conflict with the goal of graduating. With the help of Pathways Kitchener staff, Duwa considered his options and identified the obstacles to graduation, and then together they created a plan that helped him achieve both goals. This included customizing program supports to help him successfully pass the literacy test required to graduate.



### HIGH SCHOOL GRADUATION

With his determination and hard work, Duwa achieved his goal of graduating from high school. He had come a long way and his pride was obvious at graduation. That hopeful, young 16-year-old who was once embarrassed by the quality of his English now has a solid future ahead of him.

### WORKING TOGETHER

As Duwa's story shows, it truly does take an entire community to make a sustainable, positive impact – schools, community partners, families, volunteers, staff, donors, supporters, and the Pathways Program are all instrumental in helping each young person achieve their dreams.

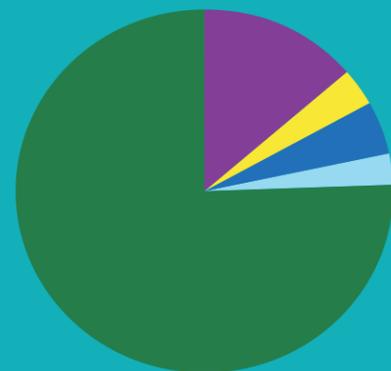
Duwa's story is just one example of the path that newcomer students may take when they come to Canada. To learn more about the different socioeconomic realities of Canadian communities, check out Pathways' Community Mapping Tool:

[Communitymappingtool.pathwaystoeducation.ca](https://communitymappingtool.pathwaystoeducation.ca)

# VOLUNTEERS

Pathways relies on a dedicated force of volunteers across all Pathways Program locations and at our national office to help us deliver programming to students. They share a commitment to education and boundless energy and enthusiasm for helping youth succeed.

**In the 2014-2015 year, 1,432 volunteers made an incredible difference for youth, providing over 49,000 volunteer hours.**



Many Pathways volunteers work as tutors or mentors. Tutors provide academic support at least one evening a week during the school year in one of the core high school subjects – math, English, science, geography, or social sciences. Mentors provide social support by participating with and engaging youth in group activities.

Other Pathways Program volunteers provide a range of assistance, including administrative duties, fundraising, and other supports.

In addition to over 1,300 volunteer tutors and mentors, Pathways Canada is also privileged to work with more than 40 volunteers who support national initiatives, fundraising, governance, leadership, and administration.

- **1,083 volunteer tutors**
- **197 volunteer mentors**
- **46 fundraising and leadership volunteers**
- **67 other**
- **39 volunteer tutors and mentors \***

\* These are in addition to the volunteer tutors and mentors listed separately, as they volunteer their time as both tutors and mentors.

# COMMUNITY PARTNERSHIPS

## Program Partners

Pathways depends on not only the commitment and support of dedicated staff and volunteers, and the generosity of Canadians from coast to coast, but also on the depth and breadth of partnerships that allow the Pathways Program to integrate effectively within a community.

Pathways' Program Partners provide the community expertise, longstanding relationships, safe spaces, staff, and volunteers to successfully deliver the Pathways Program to youth and their families.

 Carizon Family and Community Services (Kitchener, ON)	 Carrefour jeunesse-emploi Marquette (Lachine, Montreal, QC)	 Carrefour jeunesse-emploi Shawinigan (Shawinigan, QC)	 CEDA (Winnipeg, MB)	 Chebucto Connections (Halifax, NS)	 Kingston Community Health Centres (Kingston, ON)
 Maison Jeunes-Est (Sherbrooke, QC)	 North Hamilton Community Health Centre (Hamilton, ON)	 Pacific Community Resources Society (Vancouver, BC)	 Pinecrest-Queensway Community Health Centre (Ottawa, ON)	 Puakuteu-Comite de femmes de Mashteuiatsh (Mashteuiatsh, QC)	 Regent Park Community Health Centre (Regent Park, Toronto, ON)
 Rexdale Community Health Centre (Rexdale, Toronto, ON)	 Teen Resource Centre (Saint John, NB)	 Toujours ensemble (Verdun, Montreal, QC)	 Unison Health and Community Services (Lawrence Heights, Toronto, ON)	 Les YMCA du Quebec (Pointe-Saint-Charles, Montreal, QC)	 YouthLink (Scarborough Village, Toronto, ON)

## Partnerships Power Us

A CORE ORGANIZATIONAL VALUE

We can't achieve our goals alone. Partnership is core to everything that we do – from community partners who deliver the Pathways Program, to individuals, organizations, and governments that fund our work, to volunteers who increase our capacity.

The “Partnerships Power Us” value comes to life when we are seeking and sustaining productive relationships and leveraging what others bring to the table to improve and further our work.

Pathways' Program Partners, schools, school boards, volunteers, staff, parents, students, alumni, supporters, and donors each play a vital and irreplaceable role in making Canada a Graduation Nation.

**Pathways' community partners have established more than 366 formal and informal partnerships.**



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WITH PATHWAYS

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-  [youtube.com/GraduationNation](https://youtube.com/GraduationNation)
- [pathwaystoeducation.ca](https://pathwaystoeducation.ca)

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