

**The Calgary Bridge Foundation for
Youth**

Afterschool Programs

Program Design

March 31, 2014

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1.0 Background

Since 1990, the Calgary Bridge Foundation for Youth (CBFY) has helped newcomers adapt to Canadian culture and has successfully integrated them into Calgary. CBFY works with elementary, junior-high, high-school students, and their families. The approach is client-centred, holistic and excellent.

CBFY mission is to engage immigrant youth and families to fulfill their potential in Canadian society. CBFY offers four distinct programs which serve approximately 10,000 individuals each year. The After School Program, popularly known as Bridge Club and Homework Club, engages with more than 600 immigrant children and youth during critical after school hours once a week for 31 weeks during the school year. Supplementary summer programming is offered in two separate sessions of three weeks each comprised of full days from Monday to Thursday. Summer sessions help children/youth continue their progress in English language development, social skill development and integration.

The following document outlines research related to best and promising practices for After School programming in the context of working with immigrant children and youth. The document then describes the Calgary Bridge Foundation for Youth Afterschool Program and demonstrates the alignment with best and promising practice.

2.0 The Need

By 2016 in Calgary 33% of children aged 0-14 and 36% of youth aged 15-25 will be members of visible minority groups.¹

Immigrant children and youth face a number of challenges compared to the general population, including lower socioeconomic status, poorer health status, and an increased likelihood in experiencing food insecurity and crowded housing conditions.

Immigrant children and youth face a number of needs particular to them when settling into their new country:²

- Identity development, complicated by a dual sense of identity when home and peer groups are from different backgrounds
- Language acquisition, particularly in the context of school
- Lack of recognition of previous educational attainment
- Conflicts between home and peer group
- Differences in the way males and females experience the above.

Language

- In 2002, 78.7% of new immigrants to Calgary under the age of 12 did not speak English or French.³
- Language is an especially relevant factor to take into account when thinking about immigrant children and youth's full participation in school, both academically and socially.⁴
- Language barriers among youth not only exacerbate academic issues, but it can also create family difficulties, impact employment opportunities, affect the self-esteem of the individual, increase discrimination.⁵
- Language difficulties are often a cause of being placed in lower level classes and the resulting poor academic achievement. It is also associated with a lack of self-respect and self-esteem.⁶

Health and Wellbeing

- A number of aspects of a newcomer youth's experience can affect their overall health and wellbeing over the long term.⁷ Being surrounded by strong, loving family members, being part of a family with a stable family income, and the broader socioeconomic environment that they are living in are all factors which contribute to the child/youth's adjustment to a

¹ Immigrant Sector Council of Calgary (2011)

² Anisef (2008)

³ Hurlock et al (2004)

⁴ Anisef (2008)

⁵ Hurlock et al (2004)

⁶ Anisef (2008)

⁷ Anisef (2008)

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new cultural and social environment, social expectations and language. Absence of the aforementioned factors can create challenges to the child/youth's adjustment.⁸

Personal and Cultural Identity

- The ability to adapt but still identify and embrace one's cultural background helps to foster resiliency and improves the odds of healthy development and integration into a new society.⁹

Educational Attainment

- In 2006, 17% of Calgary's youth (aged 15-24) did not speak English or French as a first language. The high school dropout rate for ESL students in Calgary is 60-75%.¹⁰
- In 2002, 12.9% of immigrants to Calgary aged 12-17 had no education.¹¹
- In interviews with immigrant youth in Calgary, 12-year-old students emphasized that mainstream teachers do not understand their unique needs and have a hard time learning in English.¹²
- Visible minorities have been found to struggle academically, exhibit behavioral problems and have trouble, more generally, adapting to the school system.¹³ Like the factors impacting newcomers' mental health, immigrant youth have a better chance of succeeding in school when they are rooted in their identities, are supported at home and school.¹⁴
- Newcomers to Canada often need academic support, parental involvement in their children's education, the recognition of some of the unique factors impacting newcomer youth, and appropriate training for school employees and settlement workers.¹⁵ Many teachers in Alberta do not have enough experience or training to work with a diverse population in their classrooms.¹⁶
- It is important to note that the school is held up as being an essential place to focus interventions and impact the integration of immigrant youth.¹⁷
- In a study of both children and adolescents from immigrant communities in Las Angeles, the authors found that participation in after school programs contributed positively to the academic performance of participants.¹⁸

⁸ Anisef (2008)

⁹ Anisef (2008)

¹⁰ Immigrant Sector Council of Calgary (2011)

¹¹ Hurlock et al (2004)

¹² Hurlock et al (2004)

¹³ Anisef (2008)

¹⁴ Anisef (2008)

¹⁵ Anisef (2008)

¹⁶ Immigrant Sector Council of Calgary (2011)

¹⁷ Anisef (2008)

¹⁸ Takanishi (2004)

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Socio-economic Issues

- Immigrant families often live in poverty, overcrowded housing, higher crime neighborhoods and youth may have to work to support their families.¹⁹

Education, Employment and Economic Mobility

- Newcomers' access to employment opportunities is affected by their educational attainment. Other factors such as level of self-esteem, language proficiency, and access to services that help with newcomer integration (such as peer mentoring, social groups, after school programs) are all factors that can impact success in employment.²⁰
- Immigrant youth in Calgary identified information about careers and part-time jobs were important to them.²¹

Sense of Belonging

- Children and youth from immigrant families often suffer from: social isolation, lack of empowerment related to their ethnic identity, culture shock, adaptation issues, difficulty establishing cross-ethnic friendships, lack of access to culturally appropriate programs and services, alienation, discrimination, and for many refugees, post-traumatic stress.²²
- Immigrant youth's sense of belonging in their new community and country is often a struggle. Moreover, the integration process has the potential to cause conflicts and tension between youth and their parents.²³ Cultivating this sense of belonging can be hindered by a variety of factors, including the experience of discrimination (for example, when looking for employment).²⁴
- Civic participation is not only an indicator of an individual's sense of belonging, but it can also promote its growth. While civic participation takes many forms, involvement in the political sphere is one of the main ways to engage civically, and minorities are disproportionately disengaged in this realm.²⁵ Immigrant youth's participation in the civic realm can also be hindered by their lack of language skills, and cultural norms that hinder their participation. Therefore, successful programs to promote immigrant youth's participation build on their cultural traditions and family structures.

¹⁹ MENTOR (2009)

²⁰ Anisef (2008)

²¹ Hurlock et al (2004)

²² Immigrant Sector Council of Calgary (2011)

²³ Stolle and Cruz (2005)

²⁴ Stolle and Cruz (2005)

²⁵ Stolle and Cruz (2005)

3.0 What Works

Immigrant children and youth need targeted interventions to ensure that they can integrate into their new society. Three areas have been identified in the literature as being key to their integration into the community:²⁶

- Language training
- Welcoming communities
- Access to employment for youth

After school programs are often held up as promoting constructive use of children and youth's after school time and improving their social competence and emotional well-being.²⁷

Generally, after school programs have been found to help participants build:²⁸

- Strong peer groups,
- Learn a variety of skills,
- Develop a positive relationship with an adult role model, and
- Develop a sense of accomplishment and self-worth.

These outcomes lead to further benefits such as:²⁹

- Improved academic achievement
- Self-agency
- Sense of personal value
- Hopefulness

In a number of studies, children have been found to use their after school time engaged in sedentary activities, most notably on the internet. Police data have found that after school hours are a peak time for youth crime (both violence and not in nature).³⁰ While these are outcomes that are important to many after school programs, programs that work with immigrant youth have the capacity to impact aspects more specific to their lives.

Three prominent best practices repeated over and over again in the literature around youth development programs is the importance of:³¹

- An asset based approach,
- A caring and supportive adult,
- Effective implementation.

A number of factors are particularly important when considering the needs of newcomer youth:³²

- Facilitated social opportunities to enable newcomers to form friendships and socialize with others

²⁶ Kunz (2005)

²⁷ Guyn Cooper Research Associates Ltd (2013)

²⁸ FCSS (2009)

²⁹ FCSS (2009)

³⁰ Guyn Cooper Research Associates Ltd (2013)

³¹ Bonnell and Zizys (2005)

³² Bonnell and Zizys (2005)

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- Inclusive curricular that reflect a more multicultural perspective
- Opportunities to practice English (or the language of their new home)
- Development of cultural competencies among staff
- The development of a sense of a connection between staff and target communities (e.g. parents)

While many of these outcomes have been found to impact all participants, regardless of poverty or risk profiles,³³ it is still important to consider a number of factors when dealing with newcomer youth in particular. In particular, issues of race, identity and empowerment need to be addressed head-on.³⁴

TIMING OF INTERVENTION

- It is important that interventions take place as early as possible following migration.³⁵

STRENGTHS-BASED

- Strengths-based practice should involve attentiveness to language and avoidance of deficit-based descriptors where possible.³⁶ This shift helps to de-stigmatize identity, experience, learning and healing processes.
- There are a number of strengths specific to immigrant youth that can be emphasized through programming, for example: strong family values from their country of origin, bilingualism, maturity gained through the migration experience, bi-culturalism, and a strong religious heritage which can provide moral support.³⁷
- Emphasizing the importance of positive ethnic identification and bicultural identity will help with youth and children's adjustment to their new community. Integrating national holidays, values, traditions, music, foods, and arts into regular programming will help youth positively identify with their ethnic heritage.³⁸

SUSTAINED PARTICIPATION

- The length of time (number of hours per session) that youth participate in a program as well as the frequency (number of times per week) and duration (number of weeks) has been found to affect the likelihood that the program will be effective.³⁹
- Generally, programs that provide more hours of specific, focused content (SAFE programs) have better outcomes than unstructured time.⁴⁰

³³ FCSS (2009)

³⁴ FCSS (2009)

³⁵ FCSS (2009)

³⁶ Schmidt, Morland & Rose (2006)

³⁷ Schmidt, Morland & Rose (2006)

³⁸ Morland (2007)

³⁹ FCSS (2009)

⁴⁰ Calgary After School (2013)

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- Calgary After School has a number of recommendations around the minimum number of days a program should be provided to achieve desired outcomes. In particular, they suggest that a minimum of 2 days or more per week, or 100 hours of programming is required to achieve academic, social, or emotional outcomes such as developing positive friendships and social skills, developing respect, engaging in community, connecting with an adult, increase self-esteem and confidence, sense of belonging etc.⁴¹ A minimum of 1 day or more a week is required for to produce “physical” outcomes such as constructive use of time and participation in activities.⁴²
- Short term, intensive participation as well as long-term programming (over several years) have been found to be effective.⁴³ Long-term involvement has been held out as being particularly important for newcomer children and youth.⁴⁴

CULTURALLY COMPETENT STAFF

- While programs should not be restricted to a single ethno-cultural group, it is still important that staff represent the groups that the program is serving in terms of cultural background and language.⁴⁵ Bicultural staff should not be used solely for language interpretation but as meaningful members of the team. It is also helpful to offer assistance regarding training or continuing education opportunities that may benefit staff.⁴⁶
- Ideally, staff also have first-hand experience with the immigration process, which will help them connect better to the issues that participants are facing.⁴⁷
- Ideally, staff speak the same language as immigrant youth.⁴⁸ However, it can also benefit youth to be surrounded by participants with other backgrounds to share with one another and to feel part of a broader group.⁴⁹
- Ideally, both children and parents should develop bi-cultural competencies. This means that while they may learn and understand the social norms of their new country, they still value and remain grounded in their culture.⁵⁰

ENGAGING PARENTS AND THE COMMUNITY

- Leveraging resources and partnerships with other groups, like families, schools, and the community more broadly, helps to ensure that participants (at both elementary and older ages) can stay engaged and makes it easier to pool resources.^{51 52}

⁴¹ Calgary After School (2013)

⁴² Calgary After School (2013)

⁴³ FCSS (2009)

⁴⁴ FCSS (2009)

⁴⁵ FCSS (2009)

⁴⁶ Morland (2007)

⁴⁷ FCSS (2009)

⁴⁸ Easter and Refki (2004)

⁴⁹ Easter and Refki (2004)

⁵⁰ Kapteijns and Arman (2008)

⁵¹ FCSS (2009)

⁵² Takanishi (2004)

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- Partnering with the immigrant community to identify the needs in their community and potential approaches to addressing these needs is important to make the services that are being provided meaningful. This partnership may be informal or be accomplished through a 'community advisory committee' that includes community leaders to continuously guide the program, giving it legitimacy, and helps to maintain support for the program among parents who feel more informed and engaged.⁵³
- Parents, and the broader community, should also be included in terms of educating them around schools' expectations and even in developing their language and literacy skills so that they can be empowered themselves and better support their children.⁵⁴
- Values that emphasize the importance of family or group needs instead of individuals' needs is something that is often highly valued in immigrant cultures and can be leveraged as a strength to support immigrant youth.⁵⁵
- Keeping parents informed of the progress of their children and involving them as much as possible can help build support for the program, as trust for the program and the individuals running it grows. This is especially important for immigrant children who may, for cultural reasons, have difficulty participating in a program without securing the trust of their parents (this may be especially the case for girls).⁵⁶
- While programs may focus specifically on youth, it is important to recognize the importance of engaging parents or guardians. Since youth tend to acculturate more quickly than their parents or guardians, it is important to keep this in mind to avoid increasing the 'acculturation gap' between family members, which can lead to intergenerational conflict.⁵⁷
⁵⁸ Including family members may be through including them on a 'community advisory committee', holding regular family events, and communicating directly with parents (through written communication or over the phone).⁵⁹
- Promoting a strong relationship between parents and children can help support youths' positive ethnic identity and help to keep a strong, positive role model (being the parent) in the youth's life.⁶⁰
- Undertake activities including relationship building that sustain and promote connections to family, culture, history, community and extended family. Facilitate positive community connections and engagement patterns.⁶¹

⁵³ Morland (2007)

⁵⁴ FCSS (2009)

⁵⁵ Morland (2007)

⁵⁶ Bonnell and Zizys (2005)

⁵⁷ Bridging Refugee Youth and Children's Services (2009)

⁵⁸ Mohamed & Yusuf (2012)

⁵⁹ Morland (2007)

⁶⁰ Morland (2007)

⁶¹ Schmidt, Morland & Rose (2006)

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HIGH QUALITY PROGRAMMING

High quality programming is characterized in a number of ways. First, the program has to have appropriate supervision and structure. Second, qualified staff with strong leadership skills that are able to promote mastery of a skill, model positive behavior, listen to participants, provide guidance and feedback, and provide expectations regarding social interactions are especially important.⁶²

Programming should address many of the practical issues that newcomer youth are facing. For example, there should be a component that addresses issues relating to speaking English as a second language, developing leadership skills and identifying educational and employment goals.⁶³ This programming should help students feel more welcome in their community and while supporting the acquisition of English, still respecting the linguistic and cultural background of students.⁶⁴ Not only should programming include a mentoring or tutoring component that can promote an intense relationship with a caring role model, the participants' leadership qualities should be supported to empower participants to react to and challenge injustices they are facing in their communities more broadly.⁶⁵

Learning that explicitly fosters:⁶⁶

- Respect
- Inclusion
- Understanding
- Cooperation
- Conflict Resolution

Programs are also more likely to be effective if they are:⁶⁷

- Enjoyable for participants
- Have a diverse range of activities
- Provide information around physical health and it's link to physical activity
- Fun, easy activities with attainable goals (this is especially important for young children)
- Allow for a strong and supportive relationship between participants and program leaders.

Ways to confront racism may be an important program component to consider, which applies to both new immigrants and immigrants who have been established in Canada for a number of years.⁶⁸ By providing skills to confront police practices, school policies and other aspects of life also helps to develop a sense of agency among youth.⁶⁹

PROMOTING SOCIAL COMPETENCE AND EMOTIONAL WELL-BEING

- After school programs, without a specific component meant to promote social competence or emotional well-being have been found to still increase participant's sense of belonging,

⁶² FCSS (2009)

⁶³ FCSS (2009)

⁶⁴ FCSS (2009)

⁶⁵ FCSS (2009)

⁶⁶ FCSS (2009)

⁶⁷ Calgary After School (2013)

⁶⁸ FCSS (2009)

⁶⁹ FCSS (2009)

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helpfulness to others, basic social skills, interaction with positive peers, engagement in community more broadly (through volunteerism), leadership skills, and adult mentor or confidant in the form of program leaders.⁷⁰

- Participation also improves participants' self-esteem, confidence, coping skills, sense of belonging in school and in Canada more generally.⁷¹
- SAFE/intentional programs had the highest, most effective, impact in improving these aspects.

ENCOURAGING LEADERSHIP

- Providing participants with leadership opportunities is a way to increase their self-esteem and confidence. Leadership may be developed through including youth in making decisions and identifying the needs in their community, engaging them in a process of identifying the resources in their community, and to include them in a certain amount of decision making.⁷²

USE OF SCHOOL BUILDING

Locating after-school programming at a school has been held up as successful for a number of reasons:^{73 74}

- Facilities are available for a number of activities
- Ready access to participants
- Provides legitimacy to parents who may be unsure about letting their children participate

However, it is important to note that it may be important to consider students' attitude toward school and how that affects their participation. For example, if the school is a place that the student dislikes, holding after-school activities in that particular location may be a barrier.⁷⁵ For example, the school may be a place where youth experience discrimination and disempowerment.⁷⁶

AWARENESS OF SOCIO-ECONOMIC CONTEXT AND BARRIERS

- Be aware and sensitive of the impact of poverty, lack of transportation, large families, social exclusion, and other barriers⁷⁷ and be prepared to design and or modify program to accommodate and/or decrease these barriers.
- Transportation may be an issue to consider, especially when targeting programs to disadvantaged students.⁷⁸ Youth who don't live within walking distance of the program and don't have an adult to pick them up, would be unable to participate in the program.⁷⁹

⁷⁰ Guyn Cooper Research Associates Ltd (2013)

⁷¹ Guyn Cooper Research Associates Ltd (2013)

⁷² Morland (2007)

⁷³ Grossman et al (2001)

⁷⁴ Center for Multicultural Youth Issues (2002)

⁷⁵ Grossman et al (2001)

⁷⁶ FCSS (2009)

⁷⁷ McInerney (2009); Alberta School Boards Association (2010) – see e.g. page 29.

⁷⁸ Grossman et al (2001)

⁷⁹ Grossman et al (2001)

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- Often these children are the same ones that would benefit most from the intervention.⁸⁰

TRAUMA INFORMED

- Trauma-informed practice allows support workers to identify trauma as a way of contextualizing certain immigrant experience and behaviour (e.g. being sensitive to their hesitation or reluctance to engage in mainstream programming or to let their children participate).
- Trauma-informed practice is attentive to issues of secure attachment, trust, “belief in a just world, a sense of connectedness and a stable personal and collective identity”.⁸¹ Following a trauma-informed approach is a way of creating an environment that is sensitive and affirming.
- Trauma-informed practice acknowledges the trauma, the harms (unhealthy coping strategies) and also the ability to heal and to be empowered in one’s own healing.⁸² Many people recover from trauma exposure, processing and resolving their injuries in the context of family, friendships, and other relationships.⁸³

S.A.F.E PROGRAMMING

- SAFE programming focuses on the importance of sequenced, active, focused and explicit programs.⁸⁴
- Calgary After School suggests that an importance be placed on programming that is intentional and follows SAFE principles meaning that the program is: sequenced (to promote skill development); active approaches to learning; focused on developing particular skills; and explicit in targeting these skills.⁸⁵
- In a study of the effectiveness (in terms of improving personal and social skills such as problem solving, leadership skills, self-esteem, conflict resolution, self-control etc) of 68 studies of after school programming for youth aged 5 to 18, Durlak et al (2010) found that after-school programs that followed S.A.F.E principles significantly increased participants feelings about themselves and their positive social behaviors (while at the same time reducing program behaviors).
- After school programs that followed SAFE principles also improved participants standardized test scores two times more than academically-oriented after school programs.⁸⁶ This may illustrate the relationship between social and emotional well being and academic achievement.⁸⁷

⁸⁰ Grossman et al (2001)

⁸¹ Haskell & Randall (2009:49) citing Kirmayer, Tait & Simpson (2009:27).

⁸² Haskell & Randall (2009:86)

⁸³ Briere & Scott (2006) Principles of Trauma Therapy.

⁸⁴ Durlak et al (2010)

⁸⁵ Calgary After School (2013)

⁸⁶ Durlak et al (2010)

⁸⁷ Durlak et al (2010). Please note: it is important to keep in mind that only 20 programs with data on academic outcomes were reviewed.

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- Intentional programming is also important. For example, in an evaluation of After School Calgary programs, SAFE, intentional programs were found to have the largest, positive effects on participant outcomes.⁸⁸

CARE STRATEGY

In order to achieve a better quality of life for youth of immigrant families in Calgary, the CARE strategy was developed. This strategy involves: strengthening cultural competencies of service providers that work with immigrant children and youth; improve accessibility, alignment and coordination of services for immigrant children and youth; conduct and share quality research to inform practices; build and strengthen relationships with education systems.⁸⁹

After school programs are just one aspect of the service delivery system that provides services to immigrant children and youth. It is important to align and coordinate services for immigrant children and youth with the services of other providers.⁹⁰

⁸⁸ Guyn Cooper Research Associates Ltd (2013)

⁸⁹ Immigrant Sector Council of Calgary (2011)

⁹⁰ Immigrant Sector Council of Calgary (2011)

4.0 Theoretical Models for Programming

The following theoretical models have been identified as best and promising practice for working with immigrant children and youth. These models can guide program development.

4.1 Circle of Courage⁹¹

The Circle of Courage model is based on an underlying theory that the needs of youth at risk fall into four categories corresponding to the quadrants of a traditional medicine wheel: belonging, mastery, autonomy, and generosity. By approaching each category as a need and dimension of resilience, outreach support and activities can be tailored to draw out each of the quadrant themes.⁹²

- **Belonging** (Developing Attachment): Healthy attachment is a foundational element of establishing a sense of belonging and builds from positive relational experience. Participation in positive social-recreational programs can promote individual sense of belonging and develop broader sense of community.⁹³
- **Mastery** (Developing Achievement): skills training to develop mastery, perhaps through mentoring relationships. Activities can focus on problem-solving and encourage perseverance in light of obstacles in problem-solving and skill-building. This is an opportunity to learn to weigh possibilities in problem solving and develop confidence in ability to learn and use skills.
- **Autonomy** (Developing Independence): activities which engage youth input and decision-making to develop a sense of agency and autonomy. Activities will encourage independence and increased empowerment to make decisions and take responsibility for the outcomes of decisions.
- **Generosity** (Developing Altruism): Intergenerational service projects that facilitate a sense of being able to meaningfully make a contribution in some way. Activity centered on giving to others can foster moral development.

⁹¹ Brendtro et al, (2002), and Brenda J. Simpson & Associates (2013). Vulnerable Youth Report.

⁹² The following examples are based on RAP principles and Circle of Courage programming descriptions.

⁹³ Active Circle is exploring positive youth-driven community development through culturally-informed physical activity initiatives <http://www.activecircle.ca/en/researchnews-10-motivate-canada-receives-3-year-grant-to>

4.2 Resiliency

Resiliency theory proposes that individuals with sufficient “resiliency” can overcome significant challenges in their lives to succeed in spite of difficult circumstances and disadvantages. For “at risk” youth, factors influencing resiliency can be divided into Internal and External Resiliency factors. Research has shown that individual resiliency and chances of success can be improved by increasing the number and strength of resiliency factors available. Resiliency Canada identifies thirty-one different developmental strengths divided into internal and external resiliency categories.

Internal Resiliency Factors include: Self Concept; Self Control; Empowerment; Social Sensitivity (generosity); Cultural Sensitivity.

External Resiliency Factors include: School Culture; Learning; Community Support; Family Support; Peers (positive influence).

4.3 Bi-Cultural Identity

The foundation of bicultural competence is a well-developed and integrated sense of both personal and cultural identity involving a sense of self-awareness and personal integration. Development of “bicultural competence” is based on six factors:⁹⁴

- Knowledge of cultural beliefs and values
- Positive attitude toward both cultural groups
- Belief that one is able to function effectively within both cultures
- Ability to communicate within both cultures
- Ability to behave appropriately within both cultures
- Secure social networks within each culture.

Scholar Cheryl Bartlett has proposed a model called “two-eyed seeing” that recognizes strengths in **bi-cultural identity**, seeks to nurture co-learning, establish collaboration and sharing of knowledge between two cultures, and foster cross-cultural understandings of learning and knowledge itself.⁹⁵

⁹⁴ LaFromboise, T., Coleman, H. L. K., & Gretton, J. (1993). Psychological impact of biculturalism: Evidence and theory. *Psychological Bulletin*, 114, 395-412.

⁹⁵ Bartlett, C., Marshall, M., Marshall, A., & Iwama, M. (2010). Interactive Science and Two-Eyed Seeing: Enriching the Discussion Framework for Healthy Communities. Manuscript draft. Department of Biology, Cape Breton University. <http://www.integrativescience.ca/uploads/articles/2011-Bartlett-Marshall-Iwama-Integrative-Science-Two-Eyed-Seeing-enriching-discussion-framework%28authors-draft%29.pdf>

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The Circle of Courage and Resiliency

The following chart illustrates how the Circle of Courage and Resiliency models align for a consistent approach to programming.

The Circle of Courage: Evidence Base in Resilience Research
<p>Belonging: Developing Attachment</p> <ul style="list-style-type: none"> • Social competence (1) • A network of friends, a community where one is respected, humor. (2) • Caring family; if parents are absent, extended family, siblings, and other adults provide counsel, safety, and support; participation in school and community programs. (3) • Relationships, humor, intimate and fulfilling ties to others. (4)
<p>Mastery: Developing Achievement</p> <ul style="list-style-type: none"> • Problem solving (1) • Creativity, open-minded, receptive to new ideas, range of interests, recognizes gifts and talents, willing to dream, creative solutions, redefines problems to find solutions. (2) • High expectations, academic success, communication skills. (3) • Insight, initiative, creativity, takes on demanding tasks, asks tough questions, gives honest answers, brings order and purpose to chaos. (4)
<p>Independence: Developing Autonomy</p> <ul style="list-style-type: none"> • Autonomy (1) • Independence of thought and action, personal discipline and responsibility, insight into feelings, tolerance of distress, distances from destructive relationships. (2) • Personal efficacy, control over one's environment. (3) • Independence, keeps boundaries and emotional distance from troubled persons, initiative, takes charge of problems, exerts control. (4)
<p>Generosity: Developing Altruism</p> <ul style="list-style-type: none"> • Sense of purpose. (1) • Commitment, hope, faith, purpose, understands feelings of others, a sense of destiny. (2) • Empathy, caring, productive roles in family and community. (3) • Empathy, capacity to give, morality with an informed conscience, values decency, compassion, honesty, fair play, responds to needs and suffering of others. (4)
<p>Resilience Research Citations: (1) Benard, B. (2004). Resiliency: What We Have Learned. (2) Flach, F. (1989). Resilience: Discovering a New Strength at Times of Stress. (3) Werner, E., & Smith, R. (1992). Overcoming the Odds: High Risk Children from Birth to Adulthood. (4) Wolin, S., & Wolin, S. (1993). The Resilient Self: How Survivors of Troubled Families Rise above Adversity</p>

5.0 Afterschool – Bridge Club Program

5.1 Program Assumptions

- Immigrant children and youth are bright, full of promise and eager to learn.
- Immigrant children and youth bring with them many personal and cultural assets that create a positive foundation for their growth and development.
- Each child/youth is unique with their own gifts, needs and circumstances. The program meets children/youth “where they are at” to reduce barriers, enhance life skills and to empower them to achieve their potential.
- Children/youth who are ELL or whose parents speak a language other than English at home benefit from additional opportunity to practice their English in non-school environments.
- A holistic approach is necessary to address the many aspects of learning, development and integration.
- Having positive adult role models with strong bi-cultural identities helps immigrant children and youth to integrate into Canadian society while maintaining pride in their own ethno-cultural identity.
- Immigrant children and youth will grow to be strong, integrated, contributing members of their school, community and Canadian society.

Based on these assumptions, the following Theory of Change has been developed.

5.2 Theory of Change

If immigrant children and youth who are English Language Learners (ELL) participate in supplementary after school and/or summer activities that focus on school support, life skills, cultural integration, physical activities and community outings, they will be more likely to increase their participation and feel a sense of belonging in their new Canadian school and community.

5.3 Program Goals

- To keep immigrant children and youth positively engaged during critical after-school hours by providing homework help, English language development and recreational and life skills activities.
- To provide supplemental summer programming and field trips in order to support and enhance after school hours program impact.
- To improve immigrant children and youths’ knowledge and understanding of Canadian culture, empower them to address cross-cultural issues and increase their participation in the school and community.

CBFY - Afterschool (Bridge Clubs and Homework Clubs) - Program Design

5.4 Program Description

The Afterschool program offers several different services including:

- Bridge Club
- Homework Club
- Summer Program

Bridge Club provides once weekly two hour after school program sessions for 31 weeks from September to May. The Bridge Club Afterschool program is located at various school sites (20+) or in some cases at low income housing complex sites for children Grades 1 to 9.

Bridge Club program works in partnership with local Calgary elementary and Junior High schools, and low income housing projects to offer after school programming for select immigrant children and youth. Program participants are identified and referred by the school. This is followed by an invitation to parents to register for the program. Attendance is important. If a child/youth misses two sessions, the parents will be contacted to determine if there is continued interest and to reduce barriers and find ways to support the child/youth's attendance. Registration is open throughout the school year, so if one child/youth leaves, their space is offered to another child.

Program locations are selected based on demographic information concerning geographic concentrations of immigrant children and youth (based on Fraser Institute school reports). Select schools are invited to apply to have the program at their school and then enter into a partnership agreement with CBFY in which the school provides space, access to some basic equipment, and maintenance cleaning services, while CBFY provides the programming on a weekly basis.

Homework Clubs: provide once a week 2 hour sessions for 31 weeks (Sept to May), at select library locations for children Grades 1 to 12. Each two hour session consists of time dedicated to homework support and English language development. Homework Clubs do not have access to a gym for physical activities so non-homework time is spent reading or other quiet activities.

Community Outings and Field Trips: All children in Bridge and Homework Clubs have the opportunity to participate in a minimum of two field trips per year. These are usually full day outings that provide additional programming hours and experiences for the children/youth. The intention of field trips is to expose the children/youth to community programs and services that they have not yet experienced in Canada, as a way of helping them to increase their awareness of their new home.

Summer Program: Two separate 3 week summer sessions (6 weeks total programming offered to two different groups of children/youth) operating four days per week from 9:00 am to 3:00 pm. Children from Bridge Clubs and Homework Clubs are given priority and the majority of children/youth in the summer program come from the Bridge Club or Homework Clubs. If there are extra spaces left after Bridge Club/Homework Club registrations, then

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other immigrant children/youth from the community are invited to participate. Summer programming is activity based with a focus on opportunities for socialization, physical activity, social integration, community awareness and English language skill development.

5.5 Other Special Program Features

School and Community Partnerships: All Afterschool programs are operated in an official partnership with the Calgary Board of Education (CBE) and the Calgary Catholic Schools District (CSSD), Calgary Housing and the Calgary Public Library. Based on a partnership contract with CBFY, the host site provides space, basic equipment (e.g. photocopier, audio visual, sports equipment, etc.), and facility maintenance services. Partners are active participants in referring children/youth to the program.

Afterschool Program “Leaders” are part time staff (often University students or recent graduates) recruited with a focus on diversity, second language skills and personal experience of immigration or growing up in an immigrant family. This provides positive bi-cultural role models for the children/youth in the program.

The program offers extensive training and professional development for its “leaders”. All “leaders” participate in 8 hours of training prior to participation in the program, as well as other training throughout the year. Training is typically offered three times per year, with one full day training session at the beginning of each of the fall (Sept) and winter (Jan) sessions, and an additional four days of training and professional development the last week of June. Leaders are responsible for development and implementation of lesson plans, under the direction of the Program Coordinators and Program Manager. Lesson plan curriculum is designed to align with best practice elements of the Circle of Courage/Resilience models and to further program goals.

Afterschool Program Coordinators oversee program implementation and supervise the leaders. Each Program Coordinator is responsible for approximately five Bridge Club or Homework Club program sites, their leaders and participants. The Program Coordinator is responsible for managing applications and intakes, monitoring attendance, connecting with parents, organizing field trips, liaising with partners and generally creating a positive and safe environment for the children/youth. The Program Coordinators report to the Program Manager.

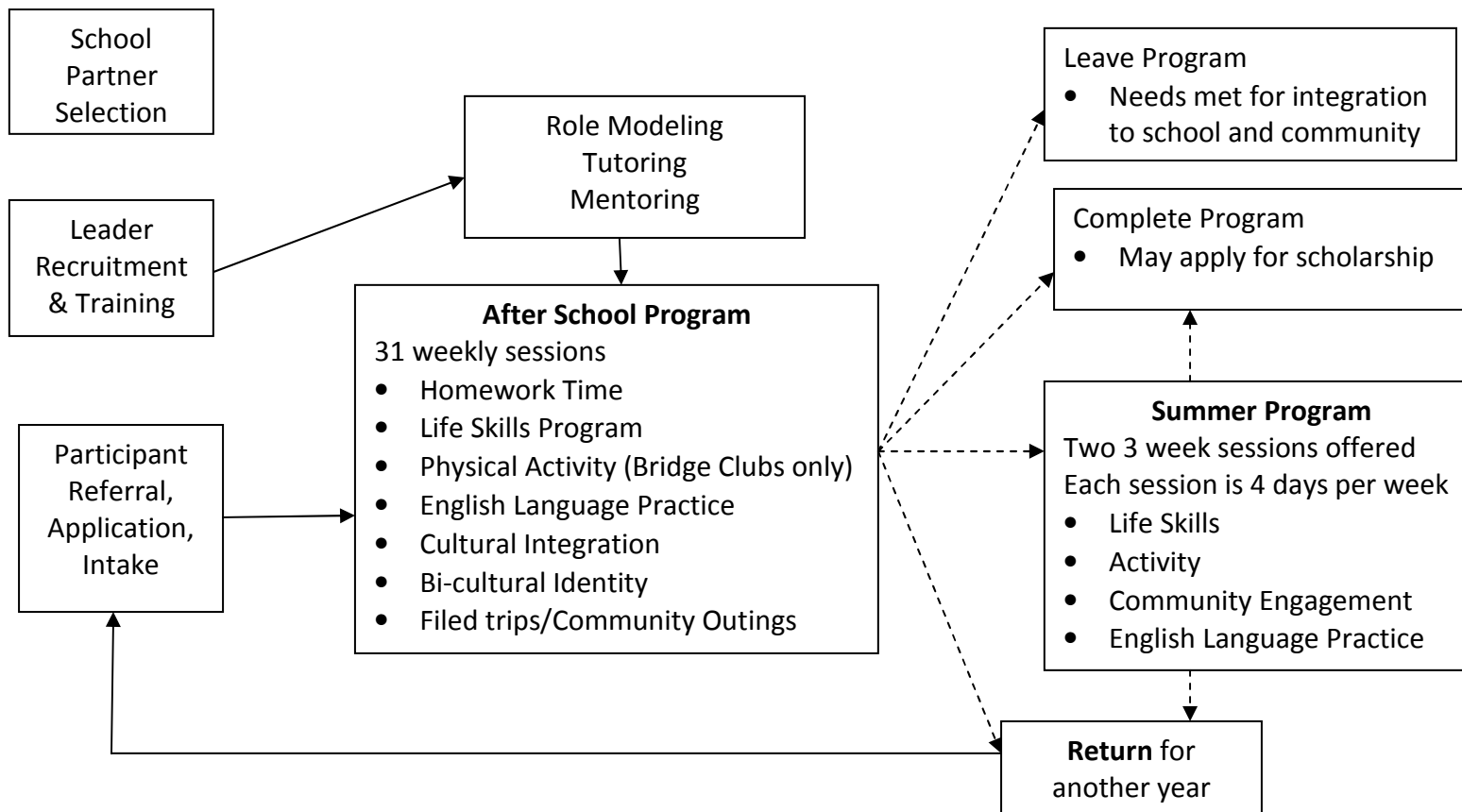
5.6 Program Fees

The Afterschool and Summer Programs charge a minimal symbolic fee for each child, with a significantly reduced amount for each additional child in the same family. The fee is intended to create a sense of value for the program, strengthen commitment and encourage regular participation. A subsidy is available for all families who meet a particular low income cut-off. Families must apply for the subsidy, whereby fees are reduced.

5.7 How CBFY Afterschool Program Differs from Other Calgary Afterschool

CBFY Afterschool programs are designed specifically with the special needs of immigrant children and youth in mind. As such, the CBFY Afterschool programs adhere to regular After School program best practice, but also include other best practice elements specific to immigrant children and youth. Specialized program features include “leader” diversity and bi-cultural role modeling, English language skill development, focus on development of Canadian normative social skills and practical life skills, increased exposure to and awareness of local surroundings, programs and services, building sense of belonging in school, neighbourhood, Calgary and Canada. While children in regular After School programs have grown up with and been socialized to Canadian norms and values, immigrant children and youth require support to better understand these norms and values which may differ from their own cultural and/or life experience. CBFY Afterschool takes the time to teach these basic social and life skills within a structured curriculum of lessons.

6.0 Client Service Pathways - Afterschool Programs



7.0 Strategies and Activities

Circle of Courage & Resiliency Themes	Strategies/Activities	Outcomes
<p>Sense of Belonging</p> <p>Welcome & Engage Immigrant Children and Youth</p> <p>Develop friendships, social networks, positive peer group</p> <p>Feel at home in Calgary</p> <p>Awareness of Canadian culture, norms, values</p>	<p>Identify those children/youth most in need for integration/acclulturation, English language practice, school and community belonging</p> <p>Ensure program is easy to access by locating programs in areas of high concentration of new immigrant children/youth, at schools, low income housing complexes, libraries</p> <p>Small symbolic fee to enhance perception of program value with reduced fees and subsidies to ensure there are no barriers to participation.</p> <p>Children/youth participate in program activities designed to promote development of social skills, relationships/friendships</p> <p>Children/youth interact with and develop friendships with culturally diverse group of children/youth</p> <p>Filed trips to increase awareness of local programs and services (two opportunities per year per student)</p>	<p>Participants are engaged in structured constructive after school and/or summer activities that contribute to personal development and increase school and community participation.</p> <p>Participants interact with friends from diverse backgrounds.</p> <p>Participants further develop their social skills.</p> <p>Participants increase their awareness of and participation in other community based programs and services in Calgary.</p>

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Circle of Courage & Resiliency Themes	Strategies/Activities	Outcomes
<p>Mastery</p> <p>Practice English language skills</p> <p>Show motivation and persistence</p> <p>Sense of accomplishment</p>	<p>Homework – weekly 35 minute session dedicated to homework with tutor support.</p> <p>Life Skills – Weekly 45 minutes of prepared lesson plans focused on building self-esteem, confidence, pro-social skills, relationships/friends, valuing diversity, Canadian norms and values . . .</p> <p>Physical activity - 25 minutes of physical activity at Bridge Club programs help children develop social skills, teamwork, healthy lifestyle, etc.</p> <p>Opportunities and encouragement to practice English language skills throughout the weekly Afterschool program session.</p>	<p>Participants demonstrate motivation and persistence.</p> <p>Participants increase their school participation and English language facility.</p>
<p>Independence</p> <p>Self-esteem</p> <p>Confidence</p> <p>Leadership</p>	<p>“Leader for a Day” activity allows each child to take the lead and be the helper for at least one session.</p> <p>Specific curriculum based lesson plans help to develop confidence and self-esteem (e.g. connecting to myself; learning to express yourself; making mistakes; discovering yourself through others, etc.)</p> <p>Empowerment of children/youth provided through opportunities to practice their leadership skills and engage in peer mentoring and role modeling.</p>	<p>Participants increase their confidence and self-esteem</p> <p>Participants practice leadership skills, peer mentoring, role modeling.</p>

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Circle of Courage & Resiliency Themes	Strategies/Activities	Outcomes
<p>Generosity</p> <p>Pro-social skills</p> <p>Helpful to others</p> <p>Civic engagement</p>	<p>Leaders model pro-social skills and encourage participants to do the same.</p> <p>Curriculum based lesson plans and activities support development of pro-social skills</p> <p>Curriculum based lesson plans engage children/youth in activities that involve contribution to community through volunteerism, fundraising or showing appreciation.</p>	<p>Participants demonstrate pro-social skills (helpful to others).</p> <p>Participants contribute to their community (i.e. volunteerism, fundraising, showing appreciation).</p>
<p>Cultural Adjustment and Integration</p> <p>Develop bi-cultural identity</p> <p>Integration</p>	<p>Recruit and train leaders of diverse cultural and visible minority backgrounds, with second language skills to act as role models as well as leaders. Some leaders also have personal experience of immigration that can be shared with the children/youth.</p> <p>Curriculum based lesson plans include sharing of individual cultures and activities related to acculturation to Canadian cultural norms and values</p> <p>Practical life skills development and career exploration for older students (junior high/high school)</p>	<p>Participants engage with positive adult role models (i.e. program leaders) who model bi-cultural diversity.</p> <p>Participants show pride in their own cultural background and increase awareness of Canadian cultural values.</p> <p>Participants are culturally integrated into Canadian society (feel comfortable with their bi-cultural identity).</p>

8.0 Program Logic Model

Afterschool Program Logic Model (Bridge Club; Homework Club; Summer Program) Target Group: Immigrant Children & Youth (Bridge Club - Grades 1 to 9; Homework Club – Grades 1 to 12)				
Goal	Short Term Outcomes	Mid Term Outcomes	Long Term Outcomes	Indicators
<p>To keep immigrant children and youth positively engaged during critical after-school hours by providing homework help, English language development and recreational and life skills activities.</p> <p>To provide supplemental summer programming and field trips in order to support and enhance after school hours program impact.</p> <p>To improve knowledge and understanding of Canadian culture, empower them to address cross-cultural issues and increase their participation in school and community.</p>	<p>Belonging: Participants are engaged in structured constructive afterschool and/or summer activities that contribute to personal development and increase school and community participation.</p> <p>Social Networks: Participants interact with friends from diverse backgrounds.</p> <p>Mastery: Participants demonstrate motivation and persistence.</p> <p>Independence: Participants increase their confidence and self-esteem.</p> <p>Generosity: Participants demonstrate pro-social skills (helpful to others).</p> <p>Cultural Identity: Participants engage with positive adult role models (i.e. program leaders) who model bi-cultural diversity.</p>	<p>Belonging: Participants increase their awareness of and participation in other community programs and services in Calgary.</p> <p>Social Networks: Participants further develop their social skills.</p> <p>Mastery: Participants increase their school participation and English language facility.</p> <p>Independence: Participants practice leadership skills.</p> <p>Generosity: Participants contribute to their community (i.e. volunteerism, fundraising, showing appreciation).</p> <p>Cultural Identity: Participants show pride in their own cultural background and increase awareness of Canadian cultural norms and values.</p>	<p>Bridge participants complete high school or are otherwise productively engaged.</p> <p>Bridge participants are culturally integrated into Canadian society (feel comfortable with their bi-cultural identity).</p>	<p>Belonging #1: % of total participants who complete the program (Target is 75%)</p> <p>Belonging #2: participants with increased scores on Activities, Constructive Use of Time measure.</p> <p>% of total participants who take part in field trips.</p> <p>Parents report visiting other community programs with their children/youth</p> <p>Social Networks #1: % of participants who have friends they interact with</p> <p>Social Networks #2: % of participants with increased scores on Positive Friendships, Social Skills and/or teacher observes positive change.</p> <p>Mastery: #1: % of participants demonstrate persistence</p> <p>Mastery #2: % of participants who increase participation in school and/or increase use of English</p> <p>Independence #1: % of participants increase confidence</p> <p>Independent #2: % of participants in Leader for a Day</p> <p>Generosity #1: % of participants who show pro-social skills by assisting other participants for at least one session.</p> <p>Generosity #2: % of participants who engage in community volunteer activity at least once.</p> <p>Cultural Identity #1: % of participants who have leaders from visible minority, or other cultural background and/or leaders who speak a second language.</p> <p>Cultural Identity #2: % of participants who participate in cultural awareness activities (e.g. my culture; sharing others cultures; my community sessions)</p>

CBFY - Afterschool (Bridge Clubs and Homework Clubs) - Program Design

9.0 Afterschool Program - Bridge Clubs & Homework Clubs - Data Collection Plan		
Short-term Outcomes	Indicators of Success	Measurement Tools
<p>Short Term Outcome: Belonging Participants are engaged in structured constructive after school and/or summer activities that contribute to personal development and increase school and community participation.</p>	% of total participants who complete the after school program. (Target is 75%)	Program Attendance
<p>Short Term Outcome: Social Networks Participants interact with friends from diverse backgrounds.</p>	% of participants who have friends they interact with	Teacher survey Leader survey FCSS Community Engagement question
<p>Short Term Outcome: Mastery Participants demonstrate motivation and persistence.</p>	% of participants who demonstrate increased motivation and persistence. % of participants with increased scores on School Engagement measure.	Teacher survey and leader survey. FCSS - School Engagement survey questions
<p>Short Term Outcome: Independence Participants increase their confidence and self-esteem.</p>	% of participants who show increased confidence.	Teacher survey Leaders survey
<p>Short Term Outcome: Generosity Participants demonstrate pro-social skills (i.e. helpful to others)</p>	% of participants who show increased pro-social skills	Leader survey Teacher survey
<p>Short Term Outcome: Cultural Identity Participants engage with positive adult role models (i.e. program leaders) bi-cultural diversity.</p>	% of children with leaders/tutors from visible minority, or other immigrant cultural background and/or leaders who speak a second language.	Program Stats

CBFY - Afterschool (Bridge Clubs and Homework Clubs) - Program Design

9.0 Afterschool Program - Bridge Clubs & Homework Clubs - Data Collection Plan		
Medium term Outcomes	Indicators of Success	Measurement Tools
<p>Medium Term Outcome: Belonging Participants increase their awareness of and participation in other community programs and services in Calgary.</p>	<p>% of participants who take part in field trips % of participants with increased scores on Activities, Constructive Use of Time measure. Parents report visiting other community programs with their children/youth</p>	<p>Program Stats FCSS –Activities and Constructive Use of Time survey questions Parent focus group</p>
<p>Medium Term Outcome: Social Networks Participants further develop their social skills.</p>	<p>% of participants where teacher and/or leaders observes positive change in social skills. % of participants with increased scores on Positive Friendships, Social Skills.</p>	<p>Teacher survey Leader survey FCSS – Positive Friendships, Social Skills survey questions</p>
<p>Medium Term Outcome: Mastery Participants increase their school participation and English language skills.</p>	<p>% of participants who increase participation in school and/or increase English language skills</p>	<p>Teacher survey</p>
<p>Medium Term Outcome: Independence Participants practice leadership skills.</p>	<p>% of participants who engage in Leaders for a Day or demonstrates other leadership skills</p>	<p>Leaders survey and/or program stats</p>
<p>Medium Term Outcome: Generosity Participants contribute to their community (i.e. volunteerism, fundraising, showing appreciation).</p>	<p>% of participants who engage in community volunteer/fundraising/appreciation activity at least once.</p>	<p>Leader survey and/or Program Stats</p>
<p>Medium Term Outcome: Cultural Identity Participants show pride in their own cultural background and increased awareness of Canadian cultural norms and values.</p>	<p>% of participants who take an active part in cultural awareness activities (e.g. my culture; sharing others cultures; my community sessions)</p>	<p>Program Stats</p>

9.0 Afterschool Program - Bridge Clubs & Homework Clubs - Data Collection Plan		
Long Term Outcomes	Indicators of Success	Measurement Tools
Long Term Outcome: Mastery Bridge participants complete high school or are otherwise productively engaged.	Not Measured at this time	N/A
Long Term Outcome: Belonging/Cultural Integration Bridge participants are culturally integrated into Canadian society (feel comfortable with their bi-cultural identity).	Not Measured at this time	N/A

10.0 Evaluation Plan

The Afterschool Program evaluation uses multiple sources of data to capture a well-rounded picture of the program’s impact on participants. Target outcomes identified in the Program Logic Model are directly linked to best practice theory for positive child/youth development, including special themes relevant to acculturation and integration of immigrant children and youth. Data Sources include:

Program Statistics – collected on an ongoing basis by program coordinators, attendance and field trip participation reports

Participant (Child/Youth) Feedback – based on pre and post surveys administered at three points in October, December and June, supplemented with individual participant interviews conducted by leaders at end of session (May/June)

Leader Feedback – based on pre and post observational survey completed in October and May

Teacher Feedback – based on pre and post surveys, with the pretest provided at referral/admission to program and posttest at end of year (May/June). Program Coordinators meet with teachers in December to follow up on progress of any children/youth identified as high need.

Parent Feedback – based on year end focus groups and/or quick individual check-in with parents

School Feedback – as part of their contract with CBFY each school agrees to provide a testimonial at year end on program impact on students, teachers and broader community.

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Calgary Bridge Foundation for Youth - After School Program

Leader Observation and Feedback

Participant Name: _____ Grade: _____

Date: _____ Pre Post

Based on your observations and experience in working with this participant, please rate the following areas:

Rating Scale: 1 2 3 4 5
 Never Rarely Some of the time Most of the time Always

Area of Impact	How child/youth is NOW				
Has friends in the Afterschool program	Never 1	Rarely 2	Some 3	Mostly 4	Always 5
Demonstrates good social skills when interacting with others	Never 1	Rarely 2	Some 3	Mostly 4	Always 5
Shows motivation – interested, takes initiative	Never 1	Rarely 2	Some 3	Mostly 4	Always 5
Shows persistence – keeps trying	Never 1	Rarely 2	Some 3	Mostly 4	Always 5
Demonstrates confidence	Never 1	Rarely 2	Some 3	Mostly 4	Always 5
Helps others	Never 1	Rarely 2	Some 3	Mostly 4	Always 5
Contributes to group efforts	Never 1	Rarely 2	Some 3	Mostly 4	Always 5
Acts as a leader in their peer group	Never 1	Rarely 2	Some 3	Mostly 4	Always 5
Makes a contribution through volunteer activity, fundraising, expression of gratitude	Never 1	Rarely 2	Some 3	Mostly 4	Always 5

Comments:

Posttest Only: Give an example of the progress you have observed for this participant.

Calgary Bridge Foundation for Youth - After School Program

Teacher Survey - PRETEST

Child's Name: _____ Grade: _____

Date: _____

As part of the referral process we would like you to help us to capture the impact of Afterschool programming by completing this pre-test form. These are areas where you may hope to see the child/youth grow and develop. We will ask for your feedback again at the end of the year to see how the student is doing. Based on your observations to date please rate the following:

	How Student is NOW				
English (oral) proficiency	Poor 1	2	Satisfactory 3	4	Excellent 5
Participation in class	Poor 1	2	Satisfactory 3	4	Excellent 5
Perseverance	Poor 1	2	Satisfactory 3	4	Excellent 5
Confidence	Poor 1	2	Satisfactory 3	4	Excellent 5
Social skills	Poor 1	2	Satisfactory 3	4	Excellent 5
Ability to make friends	Poor 1	2	Satisfactory 3	4	Excellent 5
Helpful to other students	Poor 1	2	Satisfactory 3	4	Excellent 5

Are there any particular areas of need that you would like to see the Afterschool program work on with this student?

Calgary Bridge Foundation for Youth - After School Program

Teacher Feedback Survey - POSTTEST

Child's Name: _____ Grade: _____

Date: _____

Please help us to capture the impact of Afterschool programming by completing this feedback form. Based on your observations and thinking about how the student is **now** that they have participated in the Afterschool program, please rate the following:

Areas of Impact	How Student is NOW since their participation in Afterschool				
English (oral) proficiency	Poor 1	2	Satisfactory 3	4	Excellent 5
Participation in class	Poor 1	2	Satisfactory 3	4	Excellent 5
Perseverance	Poor 1	2	Satisfactory 3	4	Excellent 5
Confidence	Poor 1	2	Satisfactory 3	4	Excellent 5
Social skills	Poor 1	2	Satisfactory 3	4	Excellent 5
Ability to make friends	Poor 1	2	Satisfactory 3	4	Excellent 5
Helpful to other students	Poor 1	2	Satisfactory 3	4	Excellent 5

What has the student said about the After School program?

What significant experiences or incidents have they talked about (positive or negative)?

Give an example of the progress you've observed for this child/youth.

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BRIDGE FOUNDATION ELEMENTARY SCHOOL PRE/POST QUESTIONNAIRE 2013-2014

For children in grades 4 – 6 (do not test children in grades 1-3)

Program location: _____

Form completion date month ____ day ____ year _____

Client ID: First 2 letters of first name ____ First 2 letters of last name ____

Date of birth: month ____ day ____ year ____ Gender: male₍₁₎ female₍₂₎

<i>In the past 12 months, how often have you: (Please circle one answer only)</i>				S42
1. Done a hobby or craft (drawing, model building, etc.)? <small>(cact1)</small>	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎
2. Played sports or done physical activity without a coach or instructor (e.g., biking, skateboarding, etc.)? <small>(cact2)</small>	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎
3. Played sports with a coach or instructor, other than in gym class (swimming lessons, baseball, hockey, etc.)? <small>(cact3)</small>	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎
4. Taken part in dance, gymnastics, karate or other groups or lessons, outside of class? <small>(cact4)</small>	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎
5. Taken part in art, drama, or music groups, clubs or lessons, outside of class? <small>(cact1)</small>	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎
6. Taken part in clubs or groups such as Guides or Scouts, community or religious groups? <small>(cact5)</small>	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎
7. Attended a club, group, or program after school, anytime between 3:00 p.m. and 6:00 p.m.? <small>(cact6)</small>	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎
8. Attended a club, group, or program in the evening, anytime between 6:00 p.m. and 10:00 p.m.? <small>(cact7)</small>	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎
9. In any of these activities, do you (does this child) have special responsibilities, such as team leader, captain, secretary, etc.? <small>(cact8)</small>	No ₍₁₎	Yes ₍₂₎		

<i>The next questions are about School Engagement, Success. Please circle the answer that is most true for you.</i>				S22
1. I like school.(csch1)	Never(1)	Some of the time(2)	Most of the time(3)	
2. I feel like I belong at school.(csch2)	Never(1)	Some of the time(2)	Most of the time(3)	
3. I try my best at school.(csch3)	Never(1)	Some of the time(2)	Most of the time(3)	
4. I like to learn new things.(csch4)	Never(1)	Some of the time(2)	Most of the time(3)	
5. I like my teacher.(csch5)	Never(1)	Some of the time(2)	Most of the time(3)	
6. My teacher is fair.(csch6)	Never(1)	Some of the time(2)	Most of the time(3)	
7. I am doing well at school. (csch7)	Never(1)	Some of the time(2)	Most of the time(3)	

<i>The next questions are about Positive Friendships/Social Skills. Please circle the answer that is most true for you.</i>				S24
1. I have a group of friends and we like doing things together. (csoc1)	Never(1)	Some of the time(2)	Most of the time(3)	
2. I like most of the kids at school. (csoc2)	Never(1)	Some of the time(2)	Most of the time(3)	

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3. I talk to new children that I meet. (csoc3)	Never(1)	Some of the time(2)	Most of the time(3)
4. Other kids at school pick on me. (csoc4)	Never(1)	Some of the time(2)	Most of the time(3)
5. Other kids usually like to have me around. (csoc5)	Never(1)	Some of the time(2)	Most of the time(3)
6. I have a friend my own age who I can really trust and count on. (csoc6)	Never(1)	Some of the time(2)	Most of the time(3)
7. When I am around adults, I use good manners. (csoc7)	Never(1)	Some of the time(2)	Most of the time(3)

THANK YOU!

BRIDGE FOUNDATION ELEMENTARY SCHOOL PRE/POST QUESTIONNAIRE 2013-2014

For children in grades 4 – 6 (do not test children in grades 1-3)

Program location: _____			
Form completion date month ____ day ____ year _____			
Client ID: First 2 letters of first name ____		First 2 letters of last name ____	
Date of birth: month ____ day ____ year ____		Gender: <input type="checkbox"/> male ₍₁₎ <input type="checkbox"/> female ₍₂₎	

<i>In the past 12 months, how often have you: (Please circle one answer only)</i>					S42
1. Done a hobby or craft (drawing, model building, etc.)? <small>(cact1)</small>	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎	
2. Played sports or done physical activity without a coach or instructor (e.g., biking, skateboarding, etc.)? <small>(cact2)</small>	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎	
3. Played sports with a coach or instructor, other than in gym class (swimming lessons, baseball, hockey, etc.)? <small>(cact3)</small>	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎	
4. Taken part in dance, gymnastics, karate or other groups or lessons, outside of class? <small>(cact4)</small>	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎	
5. Taken part in art, drama, or music groups, clubs or lessons, outside of class? <small>(cact1)</small>	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎	
6. Taken part in clubs or groups such as Guides or Scouts, community or religious groups? <small>(cact5)</small>	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎	
7. Attended a club, group, or program after school, anytime between 3:00 p.m. and 6:00 p.m.? <small>(cact6)</small>	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎	
8. Attended a club, group, or program in the evening, anytime between 6:00 p.m. and 10:00 p.m.? <small>(cact7)</small>	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎	
9. In any of these activities, do you (does this child) have special responsibilities, such as team leader, captain, secretary, etc.? <small>(cact8)</small>	No ₍₁₎	Yes ₍₂₎			

The next questions are about School Engagement, Success. Please circle the answer that is most true for you. S22

1. I like school.(csch1)	Never(1)	Some of the time(2)	Most of the time(3)
2. I feel like I belong at school.(csch2)	Never(1)	Some of the time(2)	Most of the time(3)
3. I try my best at school.(csch3)	Never(1)	Some of the time(2)	Most of the time(3)
4. I like to learn new things.(csch4)	Never(1)	Some of the time(2)	Most of the time(3)
5. I like my teacher.(csch5)	Never(1)	Some of the time(2)	Most of the time(3)

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6. My teacher is fair. (csch6)	Never(1)	Some of the time(2)	Most of the time(3)
7. I am doing well at school. (csch7)	Never(1)	Some of the time(2)	Most of the time(3)
The next questions are about Positive Friendships/Social Skills. Please circle the answer that is most true for you. S24			
1. I have a group of friends and we like doing things together. (csoc1)	Never(1)	Some of the time(2)	Most of the time(3)
2. I like most of the kids at school. (csoc2)	Never(1)	Some of the time(2)	Most of the time(3)
3. I talk to new children that I meet. (csoc3)	Never(1)	Some of the time(2)	Most of the time(3)
4. Other kids at school pick on me. (csoc4)	Never(1)	Some of the time(2)	Most of the time(3)
5. Other kids usually like to have me around. (csoc5)	Never(1)	Some of the time(2)	Most of the time(3)
6. I have a friend my own age who I can really trust and count on. (csoc6)	Never(1)	Some of the time(2)	Most of the time(3)
7. When I am around adults, I use good manners. (csoc7)	Never(1)	Some of the time(2)	Most of the time(3)

THANK YOU!

BRIDGE FOUNDATION ELEMENTARY SCHOOL PRE/POST QUESTIONNAIRE 2013-2014

For children in grades 4 – 6 (do not test children in grades 1-3)

<p>Program location: _____</p> <p>Form completion date month ____ day ____ year _____</p> <p>Client ID: First 2 letters of first name ____ First 2 letters of last name ____</p> <p>Date of birth: month ____ day ____ year ____ Gender: <input type="checkbox"/> male₍₁₎ <input type="checkbox"/> female₍₂₎</p>

In the past 12 months, how often have you: (Please circle one answer only)					S42
1. Done a hobby or craft (drawing, model building, etc.)? (cact1)	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎	
2. Played sports or done physical activity without a coach or instructor (e.g., biking, skateboarding, etc.)? (cact2)	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎	
3. Played sports with a coach or instructor, other than in gym class (swimming lessons, baseball, hockey, etc.)? (cact3)	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎	
4. Taken part in dance, gymnastics, karate or other groups or lessons, outside of class? (cact4)	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎	
5. Taken part in art, drama, or music groups, clubs or lessons, outside of class? (cact1)	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎	
6. Taken part in clubs or groups such as Guides or Scouts, community or religious groups? (cact5)	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎	
7. Attended a club, group, or program after school, anytime between 3:00 p.m. and 6:00 p.m.? (cact6)	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎	
8. Attended a club, group, or program in the evening, anytime between 6:00 p.m. and 10:00 p.m.? (cact7)	Never ₍₁₎	Less than once a week ₍₂₎	1 – 3 times a week ₍₃₎	More than 4 times a week ₍₄₎	
9. In any of these activities, do you (does this child) have special responsibilities, such as team leader, captain, secretary, etc.? (cact8)	No ₍₁₎	Yes ₍₂₎			

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The next questions are about School Engagement, Success. Please circle the answer that is most true for you. S22

1. I like school.(csch1)	Never(1)	Some of the time(2)	Most of the time(3)
2. I feel like I belong at school.(csch2)	Never(1)	Some of the time(2)	Most of the time(3)
3. I try my best at school.(csch3)	Never(1)	Some of the time(2)	Most of the time(3)
4. I like to learn new things.(csch4)	Never(1)	Some of the time(2)	Most of the time(3)
5. I like my teacher.(csch5)	Never(1)	Some of the time(2)	Most of the time(3)
6. My teacher is fair.(csch6)	Never(1)	Some of the time(2)	Most of the time(3)
7. I am doing well at school. (csch7)	Never(1)	Some of the time(2)	Most of the time(3)

The next questions are about Positive Friendships/Social Skills. Please circle the answer that is most true for you. S24

1. I have a group of friends and we like doing things together. (csoc1)	Never(1)	Some of the time(2)	Most of the time(3)
2. I like most of the kids at school. (csoc2)	Never(1)	Some of the time(2)	Most of the time(3)
3. I talk to new children that I meet. (csoc3)	Never(1)	Some of the time(2)	Most of the time(3)
4. Other kids at school pick on me. (csoc4)	Never(1)	Some of the time(2)	Most of the time(3)
5. Other kids usually like to have me around. (csoc5)	Never(1)	Some of the time(2)	Most of the time(3)
6. I have a friend my own age who I can really trust and count on. (csoc6)	Never(1)	Some of the time(2)	Most of the time(3)
7. When I am around adults, I use good manners. (csoc7)	Never(1)	Some of the time(2)	Most of the time(3)

THANK YOU

CBFY - Afterschool (Bridge Clubs and Homework Clubs) - Program Design

BRIDGE FOUNDATION JUNIOR HIGH SCHOOL PRE/POST QUESTIONNAIRE 2013-2014

Program location: _____

Form completion date month ____ day ____ year ____

Client ID: First 2 letters of first name ____ First 2 letters of last name ____

Date of birth: month ____ day ____ year ____ Gender: male₍₁₎ female₍₂₎

In the past 12 months, how often have you: (Please circle one answer only)

S43

1. Done a hobby or craft (drawing, model building, etc.)? (yact1)	Never(1)	Less than once a week(2)	1 – 3 times a week(3)	More than 4 times a week(4)
2. Played sports or done physical activity without a coach or instructor (e.g., biking, skateboarding, etc.)? (yact2)	Never(1)	Less than once a week(2)	1 – 3 times a week(3)	More than 4 times a week(4)
3. Played sports with a coach or instructor, other than in gym class (swimming lessons, baseball, hockey, etc.)? (yact3)	Never(1)	Less than once a week(2)	1 – 3 times a week(3)	More than 4 times a week(4)
4. Taken part in dance, gymnastics, karate or other groups or lessons, outside of class? (yact4)	Never(1)	Less than once a week(2)	1 – 3 times a week(3)	More than 4 times a week(4)
5. Taken part in art, drama, or music groups, clubs or lessons, outside of class? (yact5)	Never(1)	Less than once a week(2)	1 – 3 times a week(3)	More than 4 times a week(4)
6. Taken part in clubs or groups such as Guides or Scouts, community or religious groups? (yact6)	Never(1)	Less than once a week(2)	1 – 3 times a week(3)	More than 4 times a week(4)
7. Attended a club, group, or program after school, anytime between 3:00 p.m. and 6:00 p.m.? (yact7)	Never(1)	Less than once a week(2)	1 – 3 times a week(3)	More than 4 times a week(4)
8. Attended a club, group, or program in the evening, anytime between 6:00 p.m. and 10:00 p.m.? (yact8)	Never(1)	Less than once a week(2)	1 – 3 times a week(3)	More than 4 times a week(4)
9. In any of these activities, do you have special responsibilities, such as team leader, captain, secretary, etc.? (yact9)	No(1)	Yes(2)		

The next questions are about Constructive Use of Time. Please circle the answer that is most true for you.

S44

1. On average, about how many hours a day do you watch TV or play video games? (ycon1)	I don't do either(1)	Less than 1 hour/day(2)	1 – 2 hours/day(3)	3 – 4 hours/day(4)	5 – 6 hours/day(5)	7 or more hours/day(6)
2. On average, how many hours a day do you spend on a computer or texting (doing work, playing games, emailing, chatting, surfing the Internet, etc.)? (ycon2)	I don't text or use a computer(1)	Less than 1 hour/day(2)	1 – 2 hours/day(3)	3 – 4 hours/day(4)	5 – 6 hours/day(5)	7 or more hours/day(6)
3. On average, how much time in a day do you spend looking after a younger brother or sister while your parents are not at home? (ycon3)	None, I don't have a younger brother or sister(1)	Less than 1 hour/day(2)	1 – 2 hours/day(3)	3 – 4 hours/day(4)	5 – 6 hours/day(5)	7 or more hours/day(6)
4. On average, how much time in a day do you spend alone at home while nobody else is at home? (ycon4)	I don't spend time alone at home(1)	Less than 1 hour/day(2)	1 – 2 hours/day(3)	3 – 4 hours/day(4)	5 – 6 hours/day(5)	7 or more hours/day(6)
5. On average, how many hours a week do you spend in after-school programs between the hours of 3:00 p.m. and 6:00 p.m. (e.g., sports, youth drop-in, clubs, Guides or Scouts, faith programs)? (ycon5)	Up until now, I didn't spend any time in after-school programs(1)	Less than 1 hour/week(2)	1 – 2 hours/week(3)	3 – 4 hours/week(4)	5 – 6 hours/week(5)	7 or more hours/week(6)

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6. On average, how many hours a week do you spend in evening programs between the hours of 6:00 p.m. and 10:00 p.m. (e.g., sports, youth drop-in, clubs, Guides or Scouts, faith programs)? <small>(ycon6)</small>	Up until now, I didn't spend any time in after-school programs ⁽¹⁾	Less than 1 hour/week ⁽²⁾	1 – 2 hours/week ⁽³⁾	3 – 4 hours/week ⁽⁴⁾	5 – 6 hours/week ⁽⁵⁾	7 or more hours/week ⁽⁶⁾
7. On average, about how many hours a week do you spend hanging around in the community or at the mall with nothing special to do? <small>(ycon7)</small>	I don't hang around in the community ⁽¹⁾	Less than 1 hour/week ⁽²⁾	1 – 2 hours/week ⁽³⁾	3 – 4 hours/week ⁽⁴⁾	5 – 6 hours/week ⁽⁵⁾	7 or more hours/week ⁽⁶⁾

TURN THE PAGE

The next questions are about School. Please circle the answer that is most true for you. Please circle one answer only. S23

1. In general, my teachers treat me fairly. <small>(ysch1)</small>	Never ⁽¹⁾	A little of the time ⁽²⁾	Some of the time ⁽³⁾	Most of the time ⁽⁴⁾	Always ⁽⁵⁾	
2. If I need extra help, my teachers give it to me. <small>(ysch2)</small>	Never ⁽¹⁾	A little of the time ⁽²⁾	Some of the time ⁽³⁾	Most of the time ⁽⁴⁾	Always ⁽⁵⁾	
3. When my teachers give me homework, I do it. <small>(ysch3)</small>	Never ⁽¹⁾	A little of the time ⁽²⁾	Some of the time ⁽³⁾	Most of the time ⁽⁴⁾	Always ⁽⁵⁾	
4. I feel like I belong at school. <small>(ysch4)</small>	Never ⁽¹⁾	A little of the time ⁽²⁾	Some of the time ⁽³⁾	Most of the time ⁽⁴⁾	Always ⁽⁵⁾	
5. I like going to school. <small>(ysch5)</small>	Never ⁽¹⁾	A little of the time ⁽²⁾	Some of the time ⁽³⁾	Most of the time ⁽⁴⁾	Always ⁽⁵⁾	
6. I wish I could go to a different school. <small>(ysch6)</small>	Never ⁽¹⁾	A little of the time ⁽²⁾	Some of the time ⁽³⁾	Most of the time ⁽⁴⁾	Always ⁽⁵⁾	
7. To the best of my knowledge today, I am passing. <small>(ysch7)</small>	None of my classes ⁽¹⁾	A few of my classes ⁽²⁾	About half of my classes ⁽³⁾	Most of my classes ⁽⁴⁾	All of my classes ⁽⁵⁾	
8. In the last 3 months that you were at school, how often did you skip a class without permission? <small>(ysch8)</small>	Never ⁽¹⁾	Once or twice ⁽²⁾	3 – 4 times ⁽³⁾	5 – 6 times ⁽⁴⁾	7 or more times ⁽⁵⁾	
9. How important is it to you to do get good grades in school? <small>(ysch9)</small>	Not at all important ⁽¹⁾		Somewhat important ⁽²⁾	Important ⁽³⁾	Very ⁽⁴⁾	
10. How important is it to you to graduate from high school? <small>(ysch10)</small>	Not at all important ⁽¹⁾		Somewhat important ⁽²⁾	Important ⁽³⁾	Very ⁽⁴⁾	
11. How important is it to you to continue your education after high school? <small>(ysch11)</small>	Not at all important ⁽¹⁾		Somewhat important ⁽²⁾	Important ⁽³⁾	Very ⁽⁴⁾	
12. When you finish high school, what do you plan to do? <small>(ysch12)</small>	College ⁽¹⁾	University ⁽²⁾	Tech school ⁽³⁾	Work full-time ⁽⁴⁾	Other ⁽⁶⁶⁾	Don't know ⁽⁸⁸⁾

The next questions are about Friendships. Please circle the answer that is most true for you. S28

1. I have many friends. <small>(yfri1)</small>	False ⁽¹⁾	Mostly false ⁽²⁾	Sometimes ⁽³⁾	Mostly true ⁽⁴⁾	True ⁽⁵⁾
2. Others my age want me to be their friend. <small>(yfri2)</small>	False ⁽¹⁾	Mostly false ⁽²⁾	Sometimes ⁽³⁾	Mostly true ⁽⁴⁾	True ⁽⁵⁾
3. Most others my age like me. <small>(yfri3)</small>	False ⁽¹⁾	Mostly false ⁽²⁾	Sometimes ⁽³⁾	Mostly true ⁽⁴⁾	True ⁽⁵⁾
4. I get along easily with others my own age. <small>(yfri4)</small>	False ⁽¹⁾	Mostly false ⁽²⁾	Sometimes ⁽³⁾	Mostly true ⁽⁴⁾	True ⁽⁵⁾

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5. When I say what I think of how I feel, other kids usually listen. (yfri5)	False ₍₁₎	Mostly false ₍₂₎	Sometimes ₍₃₎	Mostly true ₍₄₎	True ₍₅₎
6. Other kids bully or harass me at school or around the school. (yfri6)	False ₍₁₎	Mostly false ₍₂₎	Sometimes ₍₃₎	Mostly true ₍₄₎	True ₍₅₎
<i>The next questions are about Good Social Skills. Please circle the answer that is most true for you.</i>					S31
1. I am very polite to adults who are not part of my family. (ysoc1)	False ₍₁₎	Mostly false ₍₂₎	Sometimes ₍₃₎	Mostly true ₍₄₎	True ₍₅₎
2. If you asked my teachers, they would say good things about me. (ysoc2)	False ₍₁₎	Mostly false ₍₂₎	Sometimes ₍₃₎	Mostly true ₍₄₎	True ₍₅₎
3. I get into verbal arguments with others my own age. (ysoc3)	False ₍₁₎	Mostly false ₍₂₎	Sometimes ₍₃₎	Mostly true ₍₄₎	True ₍₅₎
4. I get into physical fights with others my own age. (ysoc4)	False ₍₁₎	Mostly false ₍₂₎	Sometimes ₍₃₎	Mostly true ₍₄₎	True ₍₅₎
5. Other kids bully or harass me at school or around the school. (ysoc5)	False ₍₁₎	Mostly false ₍₂₎	Sometimes ₍₃₎	Mostly true ₍₄₎	True ₍₅₎

THANK YOU!

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Resource:

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