

MANSO Integration Summit

Pathways for Older Youth

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Challenges and Opportunities

- Older newcomer youth, especially with significantly interrupted schooling, may need different pathways to reach their life goals.
- School-aged newcomers who are starting at the beginning to learn English generally achieve proficiency in social registers of language within 2 or 3 years and academic registers (including reading and writing) in 5 -7 years, if they have good language supports and age-appropriate education.

- When previous schooling and literacy/numeracy are limited in the first language, it will take longer to catch up to their English or French-speaking peers.
- Young people are caught between needing to catch up on multiple years of schooling (along with the experiences that help them integrate socially) and needing to take on adult responsibilities. They do not have 12 years to do this.
- Inclusive age-appropriate classrooms and the high school credit system, along with increasing requirements for high levels of literacy, numeracy and 21st century skills in the workplace can frustrate and discourage them.

- Often people giving advice don't have a full picture of the pathways that are available and the requirements to enter post-secondary/workforce development.
- What are the tools K-12 education has to offer?
- To guide administrators in recognizing prior schooling: *Evaluating Non-Manitoba Course Completions for Senior Years Credits*
http://www.edu.gov.mb.ca/k12/docs/policy/op_credits/document.pdf
- *Right to Attend to Age 21* (and the possibility of attending beyond that age until completion of high school diploma and four credits beyond). School divisions are funded for these students.
<http://www.edu.gov.mb.ca/k12/docs/policy/admin/>

- Intensive programming for language, initial literacy, and academic upgrading when students first arrive, supported through the Intensive Newcomer Support (INS) grants to school divisions whose proposals are approved. http://www.edu.gov.mb.ca/k12/docs/support/ins_grant/index.html
- This tool has been used with varying effectiveness. Students in the early stages of English language learning can benefit from courses that primarily focus on English additional language learning goals within the context of a subject. These courses will receive the [English Additional Language \(E\) course designation](#) (e.g. Science 10E). The E course designation has been used with varying effectiveness.

- Credits (including Grade 12) available to recognize proficiency in first language(s), through the Special Language Credit Option.

<http://www.edu.gov.mb.ca/k12/docs/policy/lancredits/>

- The underlying question we must always ask ourselves and sometimes prompt the young person, “Is the goal to get a piece of paper (diploma) or to get the education that will lead them into a good future?”

Promising Pathways

High School and Adult Programming
Options for English as an Additional
Language (EAL) Youth

- *Promising Pathways* was written to familiarize educational advisors with the various educational options available for young adult English as an Additional Language (EAL) speakers who are new to the Canadian education context.
- The information was initially compiled through collaboration among the departments of Manitoba Education, Citizenship and Youth, Labour and Immigration, Advanced Education and Literacy, and the Winnipeg School Division.
- The document is being updated in 2017 on behalf of Manitoba Education and Training to reflect current resources and programming options.

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Timelines

- First draft complete, feedback from key informants being received.
- Release planned for Winter 2017-2018.
- Downloadable PDF, easily updated as programs evolve and new opportunities are developed.
- Session(s) to share with schools and relevant organizations in late winter?

What else is needed?

- Newcomer Education Roundtables identified the need for bridging programs that help older newcomer students transition into post-secondary education of various types.
- And?