Measuring Rural Community Vitality

Newcomer Engagement and Social Capital in Rural Communities

SUMMARY REPORT

April 30, 2017

RURAL ONTARIO INSTITUTE

| TABLE OF CONTENTS

RURAL ONTARIO
INSTITUTE

Dear reader,

This report is the product of one project under the Measuring Rural Community Vitality (MRCV) initiative. Broadly, MRCV is a three-year applied research and analysis initiative focused on deepening understanding of emerging practices for quantifying rural civic engagement, social capital and community well being. These aspects, although hard to measure, are nonetheless fundamental to community development. The initiative assists rural stakeholders through information sharing, documenting practitioner insights and lessons learned, and facilitates peer exchange of emerging practices. Launched in May 2015 with the sponsorship of the Government of Ontario, the MRCV initiative includes seven research and knowledge mobilization projects.

Recognizing that many rural communities have demographic challenges and an aging labour force, and that boosting in-migration was an objective for many Ontario rural regions, the focus of this project was exploratory. Our questions surrounded whether, and how, rural communities were engaging newcomers in their civic life. We were interested in sharing learnings about how they might be building the social capital of their communities by linking newcomers with community organizations and services, and engaging their participation in community life. A broad definition of "newcomer" was adopted which includes anyone joining or re-joining a community in the past five years.

The report reflects a case study approach. Three Ontario regions (Huron County, Dufferin County and Northumberland County) were selected. This was by no means a scientific process, and the communities selected were not evaluated based on the perceived effectiveness of their newcomer engagement activity. We assessed quantitative and qualitative statistical data relating to three factors: immigration and labour migration; social services infrastructure (i.e., the presence of Local Immigration Partnerships) and local context. For example, we wanted the case studies to offer differences, and sought some diversity in the number of newcomers arriving. Working from a short list of candidates, we interviewed municipal leaders from the communities to determine their interest and capacity to participate in our research. As well, for budgetary and practical travel reasons we sought to limit the distances involved for the researchers.

ROI conducted an RFP and commissioned Platinum Leadership to undertake a comprehensive consultation process that began in June of 2016 and engaged 202 people across the three case study communities.

This report invites leaders, practitioners and stakeholders in a variety of sectors to collaborate in the pursuit of building social capital through programs, policies and activities that engage newcomers in their communities. The report identifies an opportunity for existing community networks to forge new links between them, enabling rural communities to build new social capital in their journey towards ongoing sustainability. We hope this report can catalyze further conversations about engaging newcomers, and if you have a local success story to share, ROI would be delighted to hear from you and share it more broadly.

Norman Ragetlie,
Director of Policy and Stakeholder Engagement

PROJECT OVERVIEW: MEASURING RURAL NEWCOMER SOCIAL CAPITAL

This project reports the views and experiences of 202 stakeholders in three rural Ontario counties (Dufferin, Huron and Northumberland) regarding civic engagement and social capital generated with and by newcomers (see definitions for details). This community-based, case study approach showcases effective engagement and social capital from the perspective of individuals who live in these three counties.

The study develops thematic conclusions based on the input of stakeholders, and offers recommendations to other rural communities wishing to maximize social capital and civic engagement as they welcome newcomers in their midst.

- Newcomer: A person who has moved into the community in the last five years. This includes those that have moved from abroad, from elsewhere in Canada, or moved back after a significant time away.
- Social Capital[1]: The resources and associated benefits people have access to through their social networks and relationships.

Stakeholders were asked questions to surface:

- What social capital resources are available to newcomers?
- What social capital resources do newcomers contribute to the community?
- What best practices and recommendations can you suggest for supporting and engaging newcomers in rural communities?

[1] Academics and practitioners continue to develop this concept. We are grateful to Bill Reimer, PhD, Professor Emeritus of Sociology and Anthropology, Concordia University and Board Member, Rural Ontario Institute for this definition.

RESEARCH FRAMEWORK: SOCIAL CAPITAL

Social capital, or "the resources and associated benefits people have access to through their social networks and relationships," provided the primary research lens for this study. The study takes note of various support and engagement strategies as a means of assessing effective participation and integration of newcomers in their communities. Effective participation refers to processes in which the interests, skills and knowledge of newcomers are incorporated into the community's social and systemic fabric to support their engagement and meet their needs.

A person rich in social capital has a high level of connection to their community, networks, and supports. They are able to leverage these for their own benefit and that of the community (Reimer, Social Exclusion through Lack of Access to Social Support in Rural Areas, 2011, pg. 152). As such, measuring the ways by which newcomers are supported and engaged will help us better understand how communities can create inclusive environments. This study focuses on formal and informal social supports. According to Reimer:

> **"The availability of appropriate social support is critical for social inclusion. This is most important under conditions of change and stress. In order to ensure such support, therefore, we need to understand the nature of social support in rural areas, how it is used, and the conditions that facilitate or inhibit its use"**
>
> **- Ibid**

Social inclusion through social support is essential for newcomers in rural communities. "Social inclusion and exclusion is about the ways in which people, groups, organizations, or societies gain access or are constrained from access to resources and services" (Ibid). From this viewpoint, social capital is a type of asset or resource that can be used by individuals and groups to improve social inclusion in the community. (Reimer & Tachikawa, 2008). Similar to other forms of capital, "social capital requires investment and attention to avoid depreciation and obsolescence, sometime at considerable expense" (Buchanan & Musgrave, 1999 cited Ibid).

A person's social capital has value they can leverage to meet their goals. It also adds distinct value to communities. As such, newcomer social capital, measured by the ways they are supported and engaged, helps us understand how communities create inclusive environments.

Examples of social capital include:
- A neighbour telling a newcomer mechanic of a job opening at a local car shop
- A County staff member providing information on local social services
- A local mosque holding a book sale to raise funds for a youth homeless shelter
- A group of retirees forming an online support group

| PROJECT METHODOLOGY

Researchers conducted an environmental scan and literature review of current initiatives within each county. They examined a wide variety of sources, including municipal council deliberations, meeting minutes, media releases, news articles, local agency initiatives and community programming. Each of these sources sheds light on local leaders' efforts to nurture social capital in their community. For county-specific listings of social capital resources, please see Case Study documents.

Customized online surveys, focus groups and key informant interviews were used to reach stakeholders in four broad categories in each county.

- Community (Community members and groups)
- Leadership (County Leaders)
- Newcomers
- Service Providers

Methodologies were tailored in each county to maximize participation, allowing researchers to:

- Identify effective techniques to measure newcomer engagement
- Assess practical insights on difficult-to-measure community outcomes
- Identify processes and approaches to support newcomer integration and the development of welcoming communities
- Tell the stories of three rural communities which are effectively building their social capital by welcoming and integrating newcomers

| ASSUMPTIONS, BIASES & LIMITATIONS

The following assumptions, biases and limitations were inherent in this project. We:

- Recognized the high value immigrants and newcomers contribute to rural communities. We were also aware that 'newcomer' is most often understood as 'immigrant,' and, as such, we made intentional efforts to refer participants back to our broad definition

- Adopted the concept of 'social capital' as a foundational premise of the study. In order to promote accessible language, we translated social capital terms into everyday language for ease of discussion

- Assumed that engaging newcomers generates social capital, which, in turn, generates positive community impact. Interviews, surveys and focus groups created space for opposing views but did not actively seek information to contradict this assumption

- Acknowledged this research represents a small sampling of citizens within each county

- Created space for participants to share insights from the 'various hats' they wear in their community (e.g. community member and service provider)

BEST PRACTICES OBSERVED BY STAKEHOLDERS

Stakeholder accounts in Dufferin, Huron and Northumberland Counties illustrate the importance of newcomer engagement in rural communities and the value of social capital in creating positive experiences for newcomers. When newcomers are able to build social capital, they build increased connections to their community, networks, and supports. Developing and providing opportunities to cultivate social capital through supports and services are crucial to foster social inclusion among newcomers.

The following best practices, listed by stakeholder group, were observed in Dufferin, Huron and/or Northumberland County.

Community

- Provide information for newcomers. When newcomers have questions, they often approach community members for help
- Help newcomers navigate unfamiliar systems and made referrals when required
- Welcome newcomers and organize practical assistance for them and their families through councils, churches and other groups
- Organize multicultural events to increase participation of both newcomers and service providers
- Advertise events and activities in newspapers and other media
- Welcome and embrace the diversity newcomers bring to the community
- Encourage networking as a means for community involvement, new ideas and growth

Leadership

- Intentional focus and support for newcomers embedded in strategic plans, budgets, and staffing
- Create comprehensive online resources, ensuring accessibility. Create online tools facilitating information gathering and access to supports and services
- Coordinate efforts and create support structures for refugee sponsorship groups in the community
- Focus on diversity as an asset in the community
- Bring people together and provide to support in order to ease newcomer transition
- Provide up-to-date resources for prospective newcomers wishing to start a business or find employment
- Develop community branding and marketing initiatives to attract newcomers
- Develop strategies and budget resources to attract and retain newcomers
- Mandate county staff to serve as active resources for newcomer networking
- Promote the county as a destination for new graduates and business start-ups through local groups, organizations and universities
- Establish advisory groups to facilitate connections in community
- Ensure support of senior leaders to champion newcomer engagement initiatives
- Schedule and support social activities and events to engage newcomers in community
- Develop increasingly responsive and effective governance for all residents
- Develop health, transportation and other infrastructural resources to enhance social support for newcomers
- Fund settlement services and support for newcomers to assist with transitions and enable referrals

Newcomers

- Search actively for opportunities to become involved
- Join clubs, organizations, and committees to integrate more readily in the community
- Participate in community events and activities to make connections and develop a sense of belonging in the community
- Support and encourage other newcomers. Introduce other newcomers to community groups and organizations, inviting them to attend social and other events
- Educate community members about culture and cultural forms
- Volunteer in schools and other community organizations
- Initiate new events, initiatives and organizations, adding increased social capital in the community
- Create networks and get involved in community activities through volunteering

Service Providers

- Offer a wide range of services for immigrant newcomers, helping them overcome barriers such as language, lack of housing, transportation and employment
- Create driving assistance initiatives to help newcomers attend appointments when public transportation options are limited
- Provide or connect residents and newcomers with ESL classes, language classes, skills updating, online courses, and employment counselling. Collaborate with county leadership and service groups to ensure newcomer ESL needs are met
- Provide translation services for newcomers with language difficulties. This is especially helpful for newcomers who need access to health services or had specific medical needs. Offer individualized counselling and support in languages in which newcomers are fluent
- Nurture spaces for social connection through services, workshops, and activities
- Facilitate professional connections, emotional support, guidance and encouragement
- Schedule gatherings to foster community engagement and integration
- Collaborate with community groups on common goals
- Fund newcomer-specific research
- Sponsor refugees
- Develop online resources and social media to educate about newcomer needs. Maintain Immigration portal as access point for information, direction and support (Brian – edited spacing)
- Highlight sector-specific employment opportunities (e.g. agriculture) for newcomers

Community members, leadership, service providers and newcomers themselves have generated significant support for newcomers in Dufferin, Huron and Northumberland Counties. Many challenges remain. Each stakeholder group has many opportunities within their circle of influence to increase newcomer engagement and foster social connection with and for people who have moved into their community within the last five years. Acting on these opportunities will result in a significant increase in the resources and associated benefits that newcomers and other residents have access to through their social networks and relationships.

BEST PRACTICES OBSERVED BY STAKEHOLDERS

Residents of Dufferin, Huron and Northumberland Counties shared diverse perspectives with researchers as to how each stakeholder group could best work within their circle of influence to promote newcomer engagement and build social capital. The following recommendations to each stakeholder group are a distillation of input received from research participants. Some of the recommendations are universal in nature and others apply in the specific context noted.

Community

- Improve communication strategies to ensure there is more promotion of community engagement opportunities, services, and supports. Newcomers discussed lack of exposure and outreach as a main barrier to integration. A suggested strategy to communicate with immigrant newcomers is to share information in language training facilities. Community members, too, should be informed of available supports and services for newcomers, as community members are often the first point of contact, and play a key role in sharing information that helps newcomers navigate their new environment. Develop a single centralized "hub" for community social and event information.

- Community members are cognizant of the current dynamics in their community. Where they sense tension or negative attitudes from particular individuals towards newcomers, they can play an active role in educating and helping others understand the contributions of newcomers. Regularly engaging in conversations and discussions on the ground can cultivate attitudes of openness and acceptance.

- Find more ways to incorporate newcomers into the community and increase inclusiveness. Creating more volunteer engagement opportunities could do this. Participants discussed a desire for the community to come together more often, and to invite newcomers to celebrations, being mindful of those who do not have their family there. Find natural community spaces where people can connect at a deeper level and decrease isolation. Organize all-season activities to increase face-to-face interaction and create a sense of welcoming.

- Be active and engaged in the community by participating in events and activities. It is important for clubs, organizations, and committees to continue hosting events that are open to the public. Where possible, promote activities and invite newcomers to participate in order to foster community cohesiveness. Increase availability of sports facilities and recreational leagues for all ages. This is particularly helpful for the young adult population, which expressed a lack of social opportunities for their age group.

- Get to know your neighbours. Taking time to meet the people who live in your area can foster community cohesiveness and cultivate stronger relationships among community members. Sustaining these relationships is equally important.

- Implement (or re-introduce) an official welcoming program where newcomers can get a welcoming package, get introduced to the community, and sign up for groups. Welcome Wagons were highlighted as a great community initiative to help newcomers navigate their new surroundings.

- Make multiple and more intentional offers of support to promote relationship building. Do not limit engagement to being friendly but rather expand to nurture relationships over time. Promote mentorship initiatives to pair up newcomers with others who have lived in the county for a long time.

· Form a sponsorship group network to increase support among sponsors.

· Promote cultural awareness among employers. This is important for understanding differences between cultures when interviewing and working together.

· Support organizations that facilitate volunteer activities by providing services for transportation, tutoring and translation services.

Leadership

· Take action to educate community members about inclusivity and diversity. Finding opportunities for education can help disseminate knowledge about tolerance and acceptance. Address discrimination in the county through initiatives that promote awareness of different cultures and values in the communities. Immigrants and refugees were said to sometimes face discrimination and racial slurs. Promote inclusiveness by involving the public and highlighting newcomer contributions.

· Integrate educational messages at events, social activities, or wherever possible. An important part of this process includes county leaders engaging in outreach efforts to explain why they are invested in attracting newcomers to the area.

· Encourage an awareness of the different types of newcomers that exist in the community and be actively engaged in providing supports that target all newcomers. The recent large focus on Syrian refugees may have left other newcomers lacking in support. Coordinate active outreach efforts. Engagement with newcomers immediately upon arrival is important. When families arrive, get to know what their needs are and ask them how they can be supported.

· Advocate for public transportation. Examine the cost and benefits of investing in transportation systems in rural communities. Investigate alternative transportation systems or increase coordination of ride-sharing programs (for example: a community carpool board where people can list their schedules and others can sign up). Open more bike lanes to partially address transportation barriers. Taking efforts to overcome transportation barriers would be a huge step in providing newcomers with more access to resources in the area, as well as increase opportunities for integration into the community.

· Promote an Ontario 211 service for newcomers, to obtain information about community services and general information. Continue promotion efforts of information sharing through online tools. Newcomers have suggested expanding online sites to include links to social media for newcomers who are not aware of these other online avenues for support. Include resources and information on how to access daily needed services. Newcomers expressed that they did not to know how to find regular services like a family doctor or how to perform banking transactions. Newcomers have also proposed that formation of online groups would be a great opportunity for people looking to get together with others to socialize. Keep online resources updated.

· Enhance coordination among community organizations, service providers, and county leaders to have shared knowledge of available resources. A centralized service point, a "one-stop-shop," would be useful to get all the required information and referrals. This could be online and/or in-person with staffed community connectors.

· More community events – increase the number of public gatherings and festivals in order to offer the community more opportunities to come together and meet people.

· Increase support for service clubs where people can get involved and meet others.

- Engage on newcomer projects over the years in order to identify and fill gaps in the system with particular focus on non-visible newcomers such as retirees, youth, and newcomers from other areas of Canada.

- Create a playground or green space for children as an effective way to get parents to connect using the shared experience of having children.

- Take initiatives to attract younger people to participate in the community.

- Develop increasingly responsive and effective governance for all residents.

- Develop health, transportation, internet connection and other infrastructural resources to enhance social support for newcomers.

- Increase funds and support for settlement services assisting newcomers with transitions and enable referrals.

- Increase supports for sponsorship groups.

- Continue leading by example.

Newcomers

- Offer guidance and support to other newcomers. Newcomers can play a vital role in helping other newcomers feel socially connected and engaged. This is particularly important for those newcomers already established and involved in the community can participate in active efforts to reach out to others who may not be aware of available opportunities to become involved. Newcomers often know best what other newcomers need to thrive and succeed in the community.

- County leadership and service providers can play a role in this process by offering newcomers resources to help them connect with other newcomers. County leadership, service providers, and community members can learn from newcomers about what worked for them and what strategies were useful in facilitating social engagement in the community.

- Share the symbols that express your culture, e.g. music, dance, food, dress.

- Take the initiative to develop more personal connections with community members. Networking is essential to getting involved in the community and obtaining information.

- Non-visible newcomers, such as retirees, youth, and newcomers from other areas of Canada, would benefit from connecting with service agencies and community groups to discover opportunities that are also available to them.

- Visit local charities, churches, community centres, community groups and get involved.

Service Providers

- Improve strategies for advertising available services, in order to inform newcomers, as well as community members, of what resources are available. Increased advertising (perhaps a "community bulletin board") can be done through schools, stores, radio stations, newspapers, and flyers. The more that people know about existing services, the more that they will share that information. Referrals play an important role in publicizing what is offered in the community.

- Pay attention to the logistics involved in accessing services, acknowledging the limitations of rural areas. Although helpful services and programs are offered to newcomers, many do not have the means of transportation to physically go and make use of these resources. Develop service provision with these limitations in mind.

- Offer low-cost or free services wherever possible. Acknowledge that finances might be an issue for many newcomer families.

- Coordinate with other service providers in the county and other counties. This collaboration is particularly helpful for rural communities working with limited resources. Service providers need a common "landing-place" that provides information, necessary resources, and access to best practices so that time is not wasted by searching around to get information. Collaboration in this way allows different people from different backgrounds to learn and work together, so that when issues are raised, there will be people who have the answers. In some cases, inter-county collaboration allowed for expanded services where they may not have been able to be provided in the first place. Examples of this were seen in ESL classes, settlement services, and employment services.

- Finding employment can be difficult for newcomers as rural communities may have less diverse employment options available as compared to urban areas. Service providers can play a helpful role by informing local employers about the skills and experiences newcomers offer. Additional services dedicated to training and previous educational credit translation is required.

- Increase language services for immigrant newcomers and service providers. Offer translation services where possible. Accessing necessary services such as medical visits can be problematic for newcomers with language difficulties. Provide training in non-verbal communication for service providers, sponsorship groups and other interest groups. This would support both community and immigrant newcomers in navigating changes and cultural boundaries. This has the added benefit of partially addressing the need for translation services in the County.

- Allocate specific times and sessions for newcomers to learn about services and system processes. Establish orientation and tour programs to guide newcomers in terms of municipal rules, such as how the garbage system works, or to show them around the closest facilities. One-on-one discussion with a mentor is recommended to get more information about community services and to receive advice.

- Ensure follow-up after giving referrals, to make the process more successful.

- Create more opportunities for finding like-minded individuals and increasing socialization to meet and interact. Some examples include a knitting club, coffee and conversation group, and adult cooking clubs.

- Offer more inclusive programming for all ages and types of newcomers.

- Offer more intentional newcomers supports to strengthen programming structure and effectiveness.

- Give newcomers opportunities to provide feedback on their needs and wants.

- Embrace new ideas and perspectives that newcomers offer to the community.

- Improve the doctor referral system.

| SUMMARY RECOMMENDATIONS

Our research into these three rural Ontario communities identified four key recommendations for enhancing newcomer engagement and building social capital in rural communities. The research suggests all stakeholders will benefit by strengthening their efforts in four essential areas:

1. **Provide intentional community leadership**
2. **Reduce system barriers**
3. **Build relationships**
4. **Develop robust support systems**

1. Provide Intentional Community Leadership

Conscious, intentional efforts by municipalities and municipal leaders to create welcoming communities make a massive difference in building social capital among newcomers and other residents. This leadership by community members, including municipal and county leaders, requires specific advocacy and sustained political attention, and results in an increased likelihood in the attraction and retention of newcomers.

Examples of 'intentional leadership' cited by stakeholders include:

- Creating a welcoming community as an explicit municipal/county priority

- Highlighting and supporting newcomers through municipal policy
    - o E.g., strategic plans, economic development plan, specific immigration strategies

- Mandating municipal staff and committees to promote newcomer engagement and facilitate relationships with local community groups, including faith communities

- Commissioning studies and sponsoring initiatives to attract and retain newcomers

- Hosting networking events

- Building and maintaining online tools, including websites and social media.

> **"It is important to get the County or Municipality engaged.... It forces accountability and it becomes engrained. It is not a seasonal commitment. It needs to be part of municipal planning and strategic direction; it is in the budget and in someone's portfolio."**
>
> **- Community group member, Northumberland County**

> · **"One of the four strategic pillars for our County is to build a strong, inclusive community.... We are creating a diverse and welcoming community. This requires progressive leadership at multiple levels."**
>
> **- Municipal leader, Northumberland County**

2. Reduce System Barriers

Commitments to minimize systemic challenges create stronger opportunities for newcomers. The availability of suitable employment emerged as the most important factor for newcomer retention. The existence of cultural amenities also surfaced as being very important. Other significant barriers for newcomers include a lack of public transportation in rural areas, limited social supports, the availability of affordable and appropriate housing, language services, settlement services, schools and the response of the wider host community.

Examples of 'reducing system barriers' cited by stakeholders include:

· Facilitating parent orientation in schools

· Encouraging teacher support of newcomer children

· Fostering intentional community outreach and information sharing

· Communicating positive messages about the importance and value of immigrants and newcomers, including specific messaging about the contributions of newcomers and immigrants to the local community

· Offering creative, multi-faceted learning opportunities, such as providing ESL classes with cooking classes

· Organizing volunteer driver networks

· Ensuring an adequate supply of affordable and appropriate housing through collaborations between municipalities and developers

· Providing additional information and service referral to newcomers looking for housing, employment and social supports.

> **"Language is a primary barrier. ESL classes help newcomers with language skills and also help build a social network. One newcomer mentioned their only social outlet was through ESL class."**
>
> **- Community leader, Huron County**

> **"Having something on the regional/county website about resources is a huge asset. It's hard to navigate the system otherwise."**
>
> **- Municipal leader, Dufferin County**

> **"Transportation is difficult, especially for newcomers in smaller towns or rural areas. It's difficult for newcomers to get to classes, jobs and appointments."**
>
> **- Community leader, Huron County**

3. Build Relationships

Creating opportunities for newcomers to interact in meaningful ways with other community members has a profound impact on social capital. These intentional efforts harness natural and predictable synergies as people discover shared interests and get to know each other. Lasting bonds between newcomers and members of the host community can result, generating benefits for individuals and the wider community as they build relationships and enhance their social networks.

Examples:

· Organizing and hosting multicultural festivals

· Creating and delivering welcome packages for newcomers

· Hosting social activities

· Establishing and maintaining mentoring programs

· Recruiting, training and supporting volunteers in leadership and skill-sharing roles

· Inviting and including newcomers in recreation and sports clubs.

> "As Mayor, I'm responsible for welcoming people, letting them know of services and places of interest. We have a welcome package we provide to residents when they move in. We send it with the water bill."
>
> - Municipal leader, Dufferin County

> "Invite newcomers! Don't be stand-offish or concerned you will be rejected. Try to be creative and invite newcomers – to your own home, church functions, community events, charity events – anything that will get newcomers mixing with the wider community."
>
> - Community leader, Huron County

> "You should try everything. From a back yard picnic/BBQ social to keeping things simple. Let people understand that we want to hear from them, learn their needs and help them. That's what community is all about, provide a sense of wellbeing, feeling of belonging. They don't happen overnight, you have to work on them and don't be discouraged if things go the other way."
>
> - Municipal leader, Dufferin County

4. Develop Robust Support Systems

As newcomers face challenges in their chosen rural community, they may consider relocating to a larger centre where they might be more likely to obtain the supports and services they require. Rural communities that develop strong and accessible support systems for newcomers are more likely to retain their newfound residents.

Examples:

· Cultivating newcomer business networks

· Fostering inclusive faith communities

· Sponsoring local employment services

· Developing need-fulfilling community and social services

· Connecting community members and established newcomers to recent arrivals

· Providing settlement services to ease transitional challenges

· Organizing and celebrating with multicultural associations

· Offering information and referrals to needed organizations and people.

"Church groups and community services groups. At the end of the day, they are probably the single biggest factor to make recruitment and retention successful. They provide a stable, friendly, safe environment. They enjoy welcoming people by reaching out to them."

- Service provider, Huron County

"When you're a newcomer entrepreneur going to a small community, it is a lonely and scary experience. Our Newcomer Business Network helps them connect."

- Community member, Northumberland County

"When communities provide the network and supports to newcomers, they make their lives better and the communities better. When you make challenges worse for newcomers, you're also hurting your community, your hurting innovation, change and growth."

- Service provider, Huron County

"The [Huron Local] Immigration Partnership is really important because our mandate is to encourage people, new immigrants, who would normally go to the big cities (Toronto, London, Montreal and other big cities) [to make Huron their home] … to not go to a community like Toronto and move to a community like Goderich, it's quite a scare move for a lot of people if they don't have a connection…You need to take them under your wing. Introduce them, make them feel welcomed because there is isolation otherwise. It's the women that suffer most, the wives. Children integrate once they start school. Husband is working."

- Service provider, Huron County

| CONCLUSION

When newcomers and other residents can enjoy mutually beneficial relationships, rural communities are more likely to be healthy. When longer-term host community residents intentionally leverage their influence to increase newcomers' networks, all benefit. When newcomers develop their networks, resources and assets in establishing themselves, they build up the community.

Over the course of this research, we observed widespread acknowledgement of this reality. More than two hundred participating stakeholders had much to say regarding civic engagement and social capital. The vast majority were enthusiastic to discuss their perspective of civic engagement and social capital generated with and by newcomers in their local community. We witnessed gracious appreciation for newcomers and the abundant gratitude of newcomers in Dufferin, Huron and Northumberland counties.

This research identified four key recommendations for enhancing newcomer engagement and building social capital in rural communities. The research suggests all stakeholders will benefit by strengthening their efforts in four essential areas:

1. **Provide intentional community leadership**
2. **Reduce system barriers**
3. **Build relationships**
4. **Develop robust support systems**

Thank you to all who so generously shared of their time and perspective to make this research possible.

To view the accompanying videos for this project, and to learn about other projects of the Measuring Rural Community Vitality initiative, please visit **www.ruralontarioinstitute.ca**
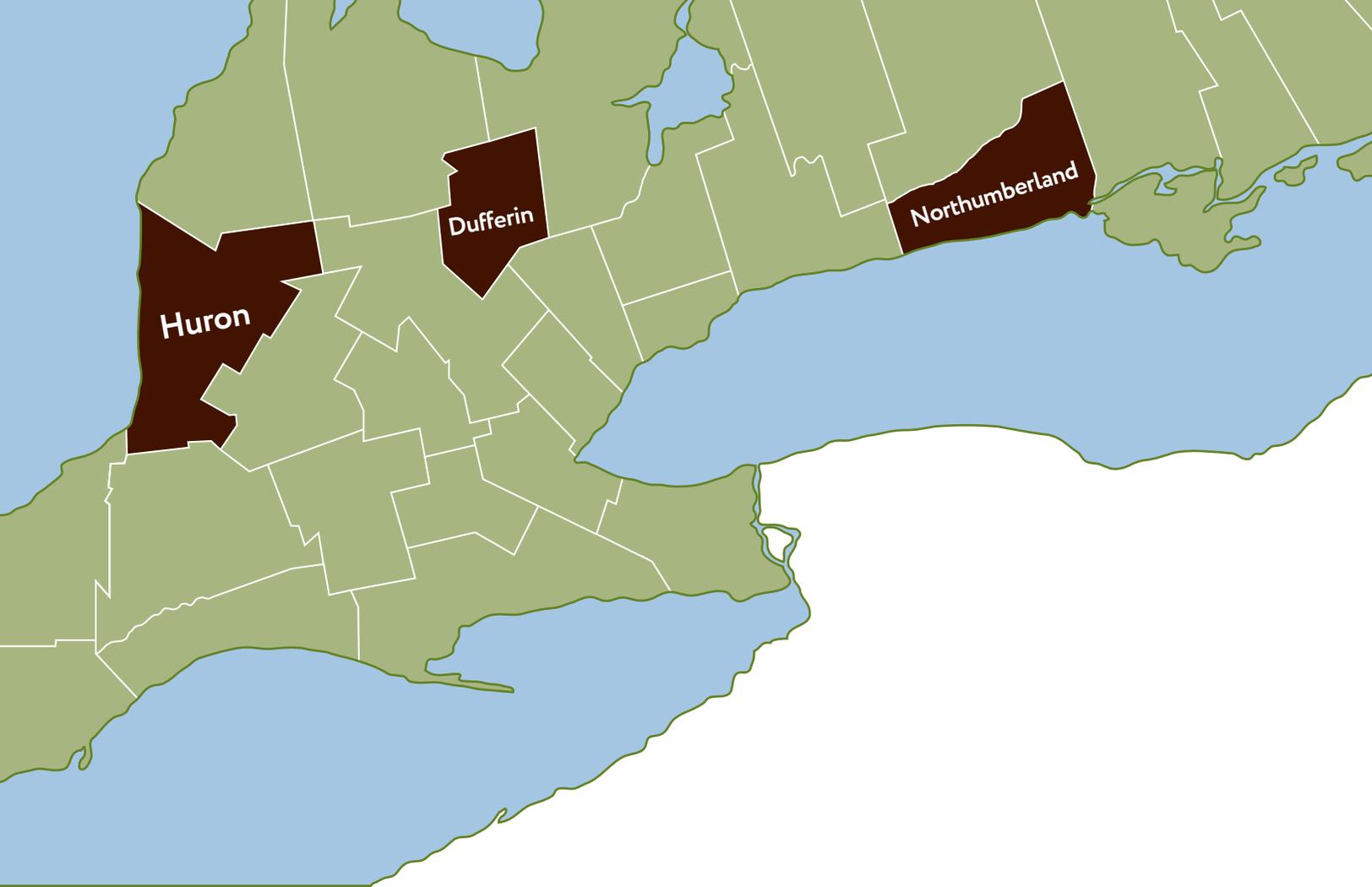
| APPENDIX I: COUNTY PROFILES

Dufferin County

Dufferin County is located in a natural area known as the Headwaters region, consisting of 1,442 square kilometres. It sits on the edge of the Greater Toronto Area (GTA) in south-central Ontario, about 100 kilometres northwest of Toronto. It consists of four towns: Grand Valley, Mono, Shelburne, and Orangeville, and four rural townships: Amaranth, East Garafraxa, Melancthon, and Mulmur (Dufferin Board of Trade, 2017). Most services and amenities are located in its three urban settlement areas: Grand Valley, Orangeville, and Shelburne.

The county seat is Orangeville, a small urban centre of approximately 28,000 people (Statistics Canada, 2016). As of 2016, Dufferin County's population consisted of 61,735 residents, and this number is projected to grow to 80,000 by 2031 (Dufferin Board of Trade, 2017). Originally an agriculturally-based economy, Dufferin's economy has diversified to include commercial and retail businesses, industries related to residential and commercial construction (building, supplies, aggregates, real estate), and manufacturing (Ibid). A portion of Dufferin's economy still depends on agriculture but tourism is becoming more important as the county takes on a more positive role in attracting visitors.

Huron County

Huron County is located on the southeast shore of its namesake, Lake Huron, in south-western Ontario. The 2016 Census reported the Huron County population to be 59,297 in a land area of 3,399 square kilometres (Statistics Canada, 2016). The county comprises the towns of Goderich (the county seat) and Bluewater, the municipalities of Huron East and South Huron, and the townships of Ashfield-Colborne-Wawanosh, Central Huron, Howick, Morris-Turnberry, and North Huron. Of the total population, 7,628 reside in Goderich, the county seat and largest community (Ibid).

The 2016 Census reported the Huron County population to be 59,297 in a land area of 3,399 square kilometres (Statistics Canada, 2016). Of the total population, 7,628 reside in Goderich, the county seat and largest community (Ibid). It is recognized for lively communities with exceptional lifestyle opportunities and businesses in the manufacturing, agri-business, tourism, and creative industries (County of Huron Planning and Development Department, 2015). Due in large part to its significant and productive agriculture and manufacturing base, Huron County has become a recognized leader in agricultural technology and innovation. With an available skilled workforce committed to living in this region, Huron County's business community welcomes new partners, investors and entrepreneurs. The majority of businesses are family-owned (72%), compared to 11% franchise businesses (Ibid). Local arts, culture, heritage, and history combine to celebrate and preserve this unique sense of place.

Huron offers a wide range of informative resources to help newcomers adjust to life on Ontario's West Coast. Service Ontario and Service Canada, two government agencies that provide many essential services to residents, have offices located in Huron (County of Huron Economic Development, 2015). There are various services and amenities that make Huron County a great place to live, including affordable housing, great schools, and lots of recreational activities, arts, heritage and cultural experiences (County of Huron Economic Development Services, 2015).

Northumberland County

Northumberland County is located east of Toronto, between Toronto and Montreal. It is located east of the Regional Municipality of Durham, west of Hastings County, southeast of Kawartha Lakes and south of Peterborough County, between Toronto and Montreal. Its land area covers 1,905 square kilometres. The municipalities of Northumberland County have a combined population of 85,598 residents in 2016, a number that has grown 4.2% from 82,126 in 2011 (Statistics Canada, 2016 Census). The county comprises the Town of Cobourg, the Municipalities of Brighton, Port Hope, and Trent Hills, and the Townships of Alnwich/Haldimand, Cramahe, and Hamilton. The largest single population centre is in Cobourg, with roughly 18,500 residents.

With its low cost of living, low unemployment rate, and easy access to Canada's largest toll-free highway, Northumberland is an ideal place for industrial and commercial development and expansion. The communities of Northumberland are of different sizes, and offer a multitude of services and amenities. Excellent health care, a low crime rate, and superb educational facilities make Northumberland a great place for young families looking for an alternative lifestyle from the urban centres. Residents and visitors alike enjoy everything from shopping malls and movie theatres to excellent parks, nature trails, and internationally renowned water sports.

APPENDIX II: COUNTY-SPECIFIC FINDINGS

Dufferin County

Ninety-seven people participated in this study in Dufferin County through telephone interviews, in-person interviews at the **3rd Annual Shelbrrr Fest** in Shelburne, as well as online community surveys. Some of the strengths and barriers found in Dufferin County include:

Strengths

· Comprehensive online resources with relevant online sites and tools gathered together in one accessible place

· Strong collaboration among county leaders and community organizations to support refugee newcomers

· Wide variety of recreational activities and community events throughout the year.

· Ontario Early Years Centre as a key service provider with a variety of useful services and programs in one convenient location

· Organized sponsorship groups such as CAREDufferin (Coalition Aiding Refugees Entering Dufferin), a regular meeting and information-sharing hub for private refugee sponsor groups in Dufferin. Other groups include the Headwaters Refugee Support Committee, New Neighbours in Orangeville, and Project Safe Haven

Barriers

· Limited advertisement of services and activities

· Few newcomer-targeted services that specialize in addressing newcomer need

· Lack of programs and services dedicated to maximizing newcomer professional skills and expertise in employment

Please see this project's companion case study document for details:
Newcomer Engagement and Social Capital in Rural Communities: Spotlight on Dufferin County

Huron County

Thirty-nine people participated in this study in Huron County through telephone interviews, in-person interviews, 2 focus groups, as well as online community surveys. Some of the strengths and barriers found in Huron County include:

Strengths

· Collaboration. From partnerships with church groups for sponsored Syrian refugees, to the United Way Perth-Huron County partnerships, collaboration among groups was key, particularly for a rural area where population size is small. Partnering with other counties improved programs and support systems for newcomers and residents.

· Informative online resources for prospective newcomers such as the **Invest in Huron** and **Make Huron Home** websites.

· Provision of language classes

· Provision of immigrant newcomer resources and services

Barriers

· Lack of attention paid to regional newcomers. Most of the mobilization for newcomer support was allocated to helping Syrian and immigrant newcomers. Although the difference in need was acknowledged, newcomers from other provinces or communities in Ontario had less specialized supports.

· Few transportation alternatives for newcomers seeking employment. Although sponsorship groups often worked in collaboration with community members and service agencies to provide volunteer drivers or carpooling opportunities, transportation was still a major barrier.

· Limited coordination and a lack of shared knowledge among stakeholders of available resources. Many are engaged in similar efforts and could benefit from centralized supports and collaboration.

Please see this project's companion case study document for details:
Newcomer Engagement and Social Capital in Rural Communities: Spotlight on Huron County

Northumberland County

Sixty-six people participated in this study in Northumberland County through telephone interviews, in-person interviews, focus groups, and online community surveys. Some of the strengths and barriers found in Northumberland County include:

Strengths

· Intentional leadership by county leaders to support and engage newcomers. This is seen imbedded in the county's strategic plan and in praxis through active financial, professional and social support towards individuals and groups supporting newcomers in the county

· Organized and insightful online tools to facilitate newcomer navigation of the county (e.g. **www.welcometonorthumberland.ca**; **www.fourinfo.com**)

· Purposeful civic engagement of newcomers by county leaders, service providers and established newcomers. These include strong, well-established newcomer groups (New Canadians Centre, Northumberland Hispanic Cultural Club, Northumberland Newcomers Network, etc.), as well as other associations, networks, and municipal task forces

· Northumberland County is recognized by many as a rural leader in providing community transportation

· Friendly and supportive neighbours

Barriers

· Despite having low unemployment rates, the opportunities offered are primarily within the agribusiness, construction, and manufacturing industries. Skilled newcomers have found limited employment opportunities and reported feeling underemployed

· While recognized as a leader in rural transportation, there is room for enhancement. This is particularly relevant for newcomers upon first arrival who may not have immediate access to private transportation

· Limited infrastructure for urban-to-rural migrants seeking commodities such as high-speed internet. This was acknowledged as a limitation by both community members and county leaders, while recognizing this is part of the transition to a rural setting

· Newcomer information not well advertised upon arrival. Many newcomers unsure of where to find initial information and connections.

· Immigrant newcomers from countries where English is not the first language have faced significant language barriers when looking for employment. This has also impacted the way in which they make connections with others in their community.

Please see this project's companion case study document for details:
Newcomer Engagement and Social Capital in Rural Communities: Spotlight on Northumberland County

| APPENDIX III: PROJECT ETHICS

1. Research Participants

Recruitment

The Rural Ontario Institute, which provided key contacts for each of the three Counties, identified initial referrals. After contacting these individuals we made further connections in each community.

Participants were recruited from referrals, environmental scan research and community outreach to ensure a wide representation of key informants.

The key contacts per county were:

Dufferin County	Keith Palmer, Director of Community Services Jane Hall, County of Dufferin Community Services & CAREDufferin
Huron County	Meighan Wark, County Librarian and Director of Cultural Services Kristin Crane, Huron County LIP Project Manager
Northumberland County	Dindin Villarino, Immigration Coordinator Cassie Bullard, Economic Development

Method	DUFFERIN COUNTY				HURON COUNTY				NORTHUMBERLAND COUNTY			
	Community	Leadership	Newcomers	Service Providers	Community	Leadership	Newcomers	Service Providers	Community	Leadership	Newcomers	Service Providers
Phone Interview	5	4	2	7	4	2	5	7	13	12	8	2
In-person Interview	57	--	20	--	1	--	--	2	--	--	6	--
Focus Groups	--	--	--	--	3	--	13	--	--	--	25	--
Online Survey	1	--	1	--	1	--	1	--	--	--	--	--
Total by stakeholder	**63**	**4**	**23**	**7**	**9**	**2**	**19**	**9**	**13**	**12**	**39**	**2**
Total by county	**97**				**39**				**66**			
TOTAL	**202**											

2. Risk Assessment & Prevention

Minimal Risk

Participating in this research did not raise any risk of harm. Participants were provided with the opportunity to withdraw from the research if they felt any possible harm.

Risk Prevention – Anonymity & Confidentiality

Anonymity was an option offered to participants. Participants' names were not attributed to any comments and, unless otherwise stated, were solely used in the list of participants.

Confidentiality was ensured for all participants. The data collected will only be stored and used for the purpose of this evaluation. Access is limited to the Rural Ontario Institute and to Platinum Leadership Inc. Future researchers who may wish to access anonymized information may contact the Rural Ontario Institute for permission to access it. Data was collected and will be stored by Platinum Leadership Inc., for at least 5 years, in password-protected data storage.

In all cases, participants had the options to not answer questions, answer off-the-record, and to withdraw at any time.

All of these items were explained in writing and/or verbally to all participants prior to engaging with them through interviews, focus groups or surveys.

3. Informed Consent

Informed Consent Process

Participants were presented with a consent form (for in-person interviews) and/or consent text via email (for phone interviews where email was available). Researchers went over the consent form with participants and all participants provided an oral consent prior to being interviewed.

Multi-media release forms were given to participants in settings where photo or video were recorded, such as focus groups, community events and in-person interviews.

Participant Withdrawal

The right to withdraw was stated in the consent form. Participants had the right to withdraw from the study any time before February 28, 2017. They were able to do so in person or via email.

4. Multi-Media

Audio

Researchers had the option to record interviews to ensure accuracy of data collection in the reporting. If researchers used this option, consent was received from participants and noted in the transcribed interviews. Recordings were deleted from all devices once interviews were transcribed.

Video & Photography

In some cases, such as in focus group or in-person interviews, participants were video-recorded and/or photographed for communication materials by the Rural Ontario Institute and Platinum Leadership Inc., (e.g., report, website, newsletter, brochures, videos, etc.). Explicit consent was a prerequisite in all cases.

5. Data Transcription:

Platinum Leadership Inc. researchers transcribed all data according to strict confidentiality requirements. Data was collected and will be stored by Platinum Leadership Inc., for at least 5 years, in password protected data storage.

APPENDIX IV:
RESEARCH METHODOLOGY

This research project involved the following:

1. Preliminary Research

An environmental scan and literature reviews were conducted to gather information on social capital and newcomers as well as more detailed data for each of the counties. These include academic articles and Internet searches for Council minutes, local programming information, and other sources. The environmental scans assessed what the counties have done in the past two years to address newcomers and to generate social capital in their communities.

2. Consultation Focus

We looked for the following information:

· Intended and unintended outcomes

· Barriers, lessons learned from community successes and failures and other findings

· Developmental processes

· Operational processes, including leadership, coordination and transcendental processes that support engagement and build local social capital

· Reflections on what happened in each community, lessons learned from their experiences and potential next steps

· Best practices, emerging practices, resources, tips and tools for supporting newcomer engagement

To do so, we asked the following research questions, asking follow-up questions as necessary:

3. Stakeholder Questions for Community, Leadership and Service Providers

Individual Experience with Newcomers

· Approximately, how many newcomers have you interacted with in the past 6 months? In what capacity?

· In your experience, how have newcomers received support in your community?

· In your experience, how socially connected is the average newcomer in your community? (Likert scale)

Newcomer Social Capital Resources - Assessment

· What social supports and resources are available to newcomers? This could include people, organizations, information and more.

· Have newcomers contributed to your community? How?

Additional Questions for Community

Newcomer Social Capital Resources – Assessment

· Who helped you when you needed support during a major change in your life?

· What types of help did you receive?

Additional Questions for Leadership, Service Providers

Social Capital – Community Evaluation

· Given your role within (insert community name), does the County track the levels and opportunities to foster community engagement? In what ways?

· Does (insert community name) track newcomer participation and contributions? In what ways?

Advice & Referrals

· What advice would you offer communities wanting to enhance engagement and social support with and for newcomers?

· Who else should I interview to gain insight into newcomer experiences in your community?

· Any additional comments?

4. Stakeholder Questions for Newcomers

Individual Social Capital - Assessment

· How long have you lived or worked in (insert community name)?

· How would you describe your experience of moving to (insert community name)?

· In what ways were you connected to people or information in (insert community name) previous to your arrival?

· In your experience, how socially connected is the average newcomer in your community? (Likert scale)

· With whom have you been socialized in the past 6 months?

Newcomer Social Capital Resources - Assessment

· Who helped you when you needed support during the first year of you living in (insert community name)? In what ways?

· Do you participate in any community groups such as social clubs, faith community, and volunteering? In what capacity?

· Which supports and resources do you use in the community?

· Are there any resources you don't use? If there are, what changes could be made to make you more likely to use them?

· How have you contributed to the community?

Advice & Referrals

- What advice would you offer communities wanting to enhance engagement and social support with and for newcomers?

- Who else should I interview to gain insight into newcomer experiences in your community?

- Any additional comments?

5. Target Population & Key Informants:

The Rural Ontario Institute identified Dufferin, Huron and Northumberland Counties for this project.

Our target population was divided into four stakeholder groups, listed alphabetically:

1. Community members & groups
2. Leadership
3. Newcomers
4. Service providers

Key informants were identified for each of those stakeholder groups through the environmental scan, literature search, and through referrals. We also asked participants after the interviews for referrals of people we could contact for the purposes of our investigation.

6. Method of Engagement & Data Collection:

The following are the community consultation methods used in the study, which took place from January 16, 2017 until February 24, 2017. All data was collected and organized in two versions: 1) identifying stakeholder group, interviewee names, 2) anonymized.

Focus groups

Focus groups took place in existing community group meetings, events, and programs. These focus group opportunities were identified by our contacts in the communities and through our environmental scan for each County. Focus groups were primarily conducted in Bayfield (Huron County), Shelburne (Dufferin County) and Cobourg (Northumberland County).

Focus groups notes were written on a flipchart and transcribed into a Microsoft Word Office document. Researchers took detailed notes throughout the focus group to provide as much information as possible.

Interviews

Interviews were our primary method of consultation for this study. Most participants shared with us approximately 45 minutes of their time to go over the research questions, either in person or by phone.

Notes were typed directly into a template developed by Platinum Leadership Inc. Notes included as much information and context possible.

Surveys

Surveys were made available to those individuals unable to participate in focus groups or interviews. This method was not recommended to us by our County contacts, due to expected low response rates.

Surveys were conducted using Survey Monkey and remained open from until February 24, 2017.

| APPENDIX V: PARTICIPANT LIST

Thank you to all who so generously shared of their time and perspective to make this research possible.

Anonymous Community Members (1)....... Focus Group at Exeter Town Hall, Huron County
Anonymous Newcomers (13) .... Focus Group, New Canadians Centre, Northumberland County
Anonymous Newcomers (3).................... Focus Group at Bayfield Library, Huron County
Anonymous Community Members (46)..... 3rd Annual Shelbrrr Fest, Dufferin County
Anonymous Newcomers (20)................. 3rd Annual Shelbrrr Fest, Dufferin County
Anonymous Community Member (2)........ Online Survey Participants
Anonymous Newcomers (2).................... Online Survey Participants

Adams, Kimberlee
Allanson, Nancy .... Executive Director, Trent Hills Economic Development
Almadani, Ibrahim
Almadani, Moemen
Almadani, Muzainah
Al Salihi, Abdulla
Al Salihi, Mohammed
Al Salihi, Sama
Berriman, Teresa .... Store Owner
Birtch, Tracey.............. Director of Social Research & Planning Council/Community Impact, United Way
Black-Scott, Rebecca .... Employment Services Consultant, Georgian Career and Employment
Community Services
Borowec, Dan.............. Economic Development & Tourism Director, Northumberland County
Buck, Tracey
Burman, Brenda .... Manager, Georgian College Centre for Career and Employment Services;
CAREDufferin
Campbell, Kate .... Communications Director, Northumberland County
Chambers, Pat
Cole, Maureen
Cox, Sinead .... Curator of Engagement & Dialogue, Huron County Museum
Crane, Kristin.............. Immigration Liaison, County of Huron
Del Medico, Lori-Jane... Children Services Manager, County of Dufferin;
Upper Grand District School Board
Delorme, Sheryl........... Store Owner, Northumberland County
Deyong Liz
Dillon, Terry................ Station Manager & DJ, Northumberland's Newcomer Multicultural Radio Station
Dillon, Thelma
Dillon, Zachary
Dillon, William
Dillon, Draydan
Dillon, Mason
Duffty, Mariya
Erb, Ryan .... Executive Director, United Way
Faye, Tan
Finnigan, Jeannette....... Librarian, Seaforth Library
Fisher, Grace
Fonovic, Branden .... Member of Refugee Sponsorship Group,
Our Lady of Mercy Roman Catholic Parish, Port Hope

Gear, Anne .... Manager, Brighton YMCA
Gibson, Wendy .... Economic Development Officer, Economic Development Office - Cobourg
Ginn, Jim .... Mayor and Warden, Municipality of Central Huron
Hall, Jane .... Data Analysis Coordinator, Community Services - Children Services,
                            County of Dufferin; CAREDufferin
Halton, Gillan .... Location Strategies, Consulting Services, Northumberland County
Hamilton, Sherry .... Office Manager, Brighton-Cramahe Chamber of Commerce
Harrison, Debbie
Haslam, May
Hertzberger, Mark .... Co-Chair, Newcomer Settlement Huron-Perth; Former Project Manager,
                            United Way Multicultural Association of Perth-Huron
Ireland, Cathy
Jamieson, Rebekah .... Volunteer, Out of a War Zone Sponsorship Group
Janiga, Robert .... Library Clerk, Brighton Public Library
Jenkins, Amanda
Jones, Erin .... The Centre for Employment and Learning of the Avon Maitland School Board
Keachie, Trish .... Team Member, Syrian Refugee Family Sponsorship
Keightley, Judy
Kelly, Jane .... Editor/Publisher, Watershed Magazine
Ker, Lori .... Volunteer, New Neighbours
Lander, David .... United Church Minister/Refugee Sponsorship Committee Member/Coordinator
Lbotha, Veronica
Lehnen, Christa .... Branch Assistant/Community Information Librarian - Huron County Library
Leitch, Marcia
Lennon, Sonny .... Team Leader/Coordinator, Trent Hills Community Refugee Initiative
Lewis, Trevor .... Volunteer, New Neighbours; Director of Public Works, CFUW;
                            Board Member, Food Bank
Liang, Joanne .... Settlement Worker, Wellington County Settlement Program
Linfield, Hayley .... ESL Instructor
Lusis, Tom .... Economic Development: Talent Attraction Initiative, County of Wellington
MacDonald, Robert
Maya, Luz Ofelia .... Office Administrator/Settlement Counsellor, New Canadians Centre
McCabe, Samantha .... Rural Response Counsellor, Family Transition Place
McCann, Carol .... Chair, Downtown Coalition Advisory Committee for Cobourg Council - Downtown
McCarthy, Warren
McCaughey, Marjorie
McDonald, Hugh .... Chair, Brighton Refugee Immigrant Needs Group (BRING)
Mees, Kari .... Community Development Officer, Trent Hills Municipality
Moore, Jennifer
Morrell, Kyle
Morris, Diana .... General Manager, Dufferin Board of Trade
Nichol, Paul .... Manager - Huron Business Development Corporation
Ojeda, Emilio .... Chef/Innovation Coordinator- Ontario Agri-food Venture Centre
Oosthuisen, Annatjie
Orrell, Sheila
Overholt Tait, Pauline
Palmer, Keith .... Director of Community Services, County of Dufferin
Pareja, Mario .... Business Owner (KIA Coburg), Newcomer Business Network Co-Chair
Penagos, Sebastian
Penagos, Steven
Perkins, Richard

Perry, Chauncy .... Business Owner, Northumberland County

Redden, Cathy .... Municipal Councillor, Municipality of Trent Hills

Reyes, Marta

Rinaldi, Lou .... MPP, Provincial Government

Rumble, Beth .... Branch Services Librarian, Huron County Library

Ryan, Laura .... Mayor & Warden of Mono

Sabine, Gayle

Sample, Dan .... Newcomer; Counsellor, Town of Shelburne

Scace, Judy

Scerni, Courtenay

Schneider, Tammy .... Publisher, Snap Dufferin

Seguin, Suzanne .... Councillor; Community Services, City of Cobourg; Business Owner; Lighthouse Press - Historical story

Sellar, Rob

Sickinger, Rick .... Cultural Development Officer, Cultural Services Department, County of Huron

Simpson, Carol .... Executive Director, Workforce Planning Board

Skorski, Liz .... Newcomer; Board Member & Director, Dufferin Board of Trade; Committee Chair, Dufferin Women in Business.

Smith, Laurie .... Physician Liaison, Campbellford Memorial Hospital, Trent Hills Municipality

Sylvia, Durance .... Volunteer, Out of a War Zone Sponsorship Group

Tan, Faye .... Settlement Worker (SWIS), Clarington and Northumberland Region - New Canadians Centre

Thornley-Hall, Carol

Valles, Carmela .... Volunteer Secretary, Northumberland Hispanic Cultural Club; Carmela Valles Immigration Consulting

Vanderkamp, Helen

Vodden, Marsiwi

Walas, Mark .... Mayor, Town of Brighton

Waring, Rae .... Member of Sponsorship Group, Trinity Church

Wood-Clark, Gail .... Employment Counsellor/Job Developer, The Centre for Employment and Learning of the Avon Maitland District School Board

We are especially grateful to our lead contacts in each of the three Counties involved in this project:

Cassie Bullard .... Administrative Clerk, Economic Development, County of Northumberland

Kristin Crane .... Immigration Partnership Project Manager, County of Huron

Jane Hall .... Data Analysis Coordinator, County of Dufferin Community Services - Children's Services

Keith Palmer .... Director of Community Services, County of Dufferin

Dindin Villarino .... Business Immigration Coordinator, Economic Development & Tourism, County of Northumberland

Meighan Wark .... County Librarian and Director of Cultural Services, County of Huron

Your wisdom and connections were a great support to our research. Thank you.

| APPENDIX VI: BIBLIOGRAPHY

Social Capital

Bryant, C.-A., & Norris, D. (2002). **Measurement of Social Capital**: The Canadian Experience. Statistics Canada.

Claridge, T. (2004, January 7). **Definitions of Social Capital**. Retrieved from Social Capital Research: www.socialcapitalresearch.com/literature/definition.html

Clarke, J. (2014). Beyond social capital: a capability approach to understanding Refugee Community Organisations and other providers for « hard to reach » groups. **International Journal of Migration**, 10(2), 61-72.

Elliot, S., & Yusuf, I. (2014). 'Yes, we can; but together': social capital and refugee resettlement. **Kōtuitui: New Zealand Journal of Social Sciences Online**, 9(2), 101-110.

Keeley, B. (2007). Human Capital – A Bigger Picture. Dans B. Keeley, **Human Capital: How what you know shapes your life** (pp. 102-105). (OECD) Organisation for Economic Co-operation and Development.

Lochhead, C. (2005). Civic Participation, Social Capital and the Labour Market Integration of Newcomers. **Canadian Issues, Summer**, 35-38.

Nawyn, S. J., Gjokaj, L., Agbényiga, D., & Grade, B. (2012). Linguistic Isolation, Social Capital, and Immigrant Belonging. **Journal of Contemporary Ethnography**, 41(3), 255-282.

Piracha, M., Tani, M., & Vaira-Lucero, M. (2016). Social capital and immigrants' labour market performance. **Papers in Regional Science**, 95(Supplement 1).

Reimer, B. (2011). Measuring Social Capital: Comparing Community and National-level Results. The Canadian Rural Revitalization Foundation.

Reimer, B. (2011). Social Exclusion through Lack of Access to Social Support in Rural Areas. **Social Statistics, Poverty and Social Exclusion: Perspectives from Quebec, Canada and Abroad**. Montreal: Les Presses de l'Université de Montréal.

Reimer, B. (2016). Social Exclusion through Lack of Access to Social Support in Rural Areas. Dans G. Fréchet, D. Gauvreau, & J. Poirier, **Social Statistics, Poverty and Social Exclusion** (pp. 152-160). Les Presses de l'Université de Montréal.

Reimer, B., & Tachikawa, M. (2008). Chapter 6. Capacity and Social Capital in Rural Communities. Dans L. P. Apedaile, N. Tsuboi, & R. Gibson (Éd.), **Revitalization: Fate and Choice**. Rural Development Institute, Brandon University. Retrieved from revitalization.brandonu.ca/index.php?pageid=6

Reimer, B., Lyons, T., & Ferguson, N. (2008). Social capital as social relations: the contribution of normative structures. **The Sociological Review**, 56(2), 256-274.

Reimer, B., Lyons, T., Ferguson, N., & Polanco, G. (2008). Social Capital as Social Relations: the contribution of normative structures. **Sociological Review**, 56(2), 256-274.

Scrivens, K., & Smith, C. (2013). Four Interpretations of Social Capital: An Agenda for Measurement. **OECD Statistics Working Papers**. Retrieved from dx.doi.org/10.1787/5jzbcx010wmt-en

Statistics Canada. (2016). **Population and Dwelling Count Highlight Tables, 2016 Census**. Retrieved from Statistics Canada: www12.statcan.gc.ca/census-recensement/2016/dp-pd/hlt-fst/pd-pl/Table.cfm?Lang=Eng&T=701&SR=26&S=3&O=D&RPP=25&PR=35&CMA=0&CSD=0

Statistics Canada. (2013). **General Social Survey Social Identity, 2013 Main Survey**. Retrieved from: www23.statcan.gc.ca/imdb-bmdi/instrument/5024_Q1_V3-eng.htm

The New Rural Economy (NRE2) . (2003). **Building Rural Capacity in the New Economy: NRE2 Annual Report**

The New Rural Economy (NRE2). (2005). **NRE Site Profile Update**

Yih-teen Lee, B., Reiche, S., & Song, D. (2010). How do newcomers fit in? The dynamics between person-environment fit and social capital across cultures. **International Journal of Cross Cultural Migration**, 10(2), 153-174.

Additional Resources

Attracting & Retaining Immigrants: A Tool Box of Ideas for Smaller Centres. (2011, September). Retrieved from Inter-Cultural Association of Greater Victoria: www.icavictoria.org/welcome-centre/resources/toolbox-of-ideas/

Burr, K. (2011, February). **Local Immigration Partnerships: Building Welcoming and Inclusive Communities through Multi-Level Governance**. Retrieved from Pathways to Prosperity: Canada: p2pcanada.ca/best-practices/local-immigration-partnerships-building-welcoming-and-inclusive-communities/

Caldwell, W., Khan, B., & Labute, B. (2016). **Best Practices: Immigrant Attraction and Retention in Rural Ontario**. Retrieved from Pathways to Prosperity: Canada: p2pcanada.ca/wp-content/blogs.dir/1/files/2016/01/Labute-Poster-2016.pdf

Caldwell, W., Labute, B., & Khan, B. (2015, July). **Immigrant Attraction and Retention in Perth County**. Retrieved from waynecaldwell.ca/Projects/workingwithimmigrants/Perth%20County%20Report.pdf

Cavaye, J. (2004). **Understanding Community Development**. Cavaye Community Development.

CIC Ontario Resource Guide. (2011, September). Retrieved from Pathways to Prosperity: Canada: p2pcanada.ca/best-practices/cic-ontario-resource-guide-2/

Community Immigrant Retention in Rural Ontario (CIRRO). (2011). Retrieved from Pathways to Prosperity: Canada: p2pcanada.ca/wp-content/uploads/2011/09/Community-Immigrant-Retention-in-Rural-Ontario.pdf

Gallant, B. (2016, October). **Attraction of Francophone Newcomers in PEI**. Retrieved from Pathways to Prosperity: Canada: p2pcanada.ca/wp-content/blogs.dir/1/files/2016/10/Bonnie-Gallant-francophone-newcomers-in-PEI.pdf

Neufeld, K. H., Matthes, K., Moulden, C., Friesen, J. P., & Gaucher, D. (2016, July). **Increasing Newcomers' Sense of Belonging: Evidence-Based Strategies from Social Psychology**. Retrieved from Pathways to Prosperity: Canada: p2pcanada.ca/best-practices/increasing-newcomers-sense-of-belonging-evidence-based-strategies-from-social-psychology/

Ramos, H. (2016, October). **Mythbusting as Key to Attracting and Retaining Immigrants**. Retrieved from Pathways to Prosperity: Canada: p2pcanada.ca/wp-content/blogs.dir/1/files/2016/10/Howard-Ramos-Attracting-and-Retaining-Immigrants.pdf

Sheppard, D. (2016, October). **The Provincial Nominee Program**: **Supporting Attraction and Retention of Immigrants in Small Communities in Newfoundland and Labrador**.
Retrieved from Pathways to Prosperity: Canada:
p2pcanada.ca/wp-content/blogs.dir/1/files/2016/10/Debbie-Sheppard-Provincial-Nominee-Program.pdf

The OECD measurement of social capital project and question databank. (n.d.).
Retrieved from Organisation for Economic Co-operation and Development (OECD):
www.oecd.org/std/social-capital-project-and-question-databank.htm

Welcoming & Inclusive Communities Toolkit. (2011, September). Retrieved from Pathways to Prosperity:
Canada: p2pcanada.ca/best-practices/welcoming-inclusive-communities-toolkit/

Dufferin County

Centre for Education and Training. (n.d.). **About Us**. Retrieved from Centre for Education and Training
www.tcet.com/about-us

Centre for Education and Training. (n.d.). **Language Assessment: Support to Community Partnership Commitees**. Retrieved from Centre for Education and Training
www.tcet.com/lang-assessment/support-to-community-partnership-committees

Compass Community Church. (2016). **Refugee Sponsorship**. Retrieved from Compass Community Church
www.thisiscompass.com/refugeesponsorship/

Corporation of Dufferin County \. (2015). **Corporate Strategic Plan 2015-2018**.
Retrieved from Dufferin County
www.dufferincounty.ca/files/releases/2015-06-12_Corporate_Strategic_Plan_Adopted__release.pdf

DC M.O.V.E.S. (2016, June). **DC M.O.V.E.S: Dufferin County Managing, Organizing, Validating, Engagement Strategies**. Retrieved from Headwaters Communities in Action
headwaterscommunities.org/wp-content/uploads/2016/05/DC-MOVES-Presentation-for-April-2.pdf

Dufferin Board of Trade. (2017). **Community Profiles: Dufferin County**. Retrieved from Dufferin
Board of Trade dufferinbot.ca/site-selection/communities/

Dufferin County. (2012). **Newcomer Settlement Supports**. Retrieved from Dufferin County
www.dufferincounty.ca/government/newcomers

Dufferin County Community Services. (2017). **The Rational of How We Budget: Community Services - Social Assistance & Employment** I Social Housing I Children Services I Homelessness Prevention.
Retrieved from Dufferin County www.dufferincounty.ca/files/content-pdf/community-services-2017.pdf

Dufferin Peel Catholic District School Board. (2016). **Newcomer Centres**. Retrieved from Dufferin Peel
Catholic District School Board www3.dpcdsb.org/schools/newcomer-centres/newcomer-centres

Headwaters Communities in Action. (2016, April). **Interactive Discussion: DC Moves Forum Thursday, April 7, 2016**. Retrieved from Headwaters Communities in Action
headwaterscommunities.org/wp-content/uploads/2016/05/Summary-of-DC-MOVES-Interactive-Discussion.pdf

Headwaters Communities in Action. (2016, September). **The Headwaters Community Well-being Report**.
Retrieved from Tamarack Institute: tamarackcci.ca/files/cwbr_singlepages_websept26.pdf

Headwaters Communties in Action. (n.d.). **Who is HCIA**. Retrieved from Headwaters Communties in Action
headwaterscommunities.org/who-is-hcia/

Orangeville Citizen. (2016, October 7). Project Safe Haven told Syrian Family Finaly to get Flight from Jordan. **Orangeville Citizen**.

Out of a War Zone. (2016). **About Us**. Retrieved from Our of a War Zone and into the Hills outofawarzone.weebly.com/about-us.html

Statistics Canada. (2011). **2011 Census Population: Dufferin County Census Profile**. Retrieved from Statistics Canada www12.statcan.ca/census-recensement/2011/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CD&Code1=3522&Geo2=PR&Code2=35&Data=Count&SearchText=Dufferin

Upper Grand District School Board. (n.d.). Community: **Upper Grand Welcomes Syrian Newcomers**. Retrieved from Upper Grand District School Board www.ugdsb.on.ca/community/article.aspx?id=63464

YMCA of Greater Toronto Area. (2015). **Employment & Immigrant Services - Immigrant Services: Language Assessment and Referral Services**. Retrieved from YMCA of Greater Toronto Area ymcagta.org/employment-and-immigrant-services/immigrant-services/language-assessment-and-referral-services.html

Huron County

Avon Maitland Schools Canada. (n.d.). **Avon Maitland Schools Canada Homestay Services**. Retrieved from Your Schools in Canada www.yourschoolsincanada.com/about-us/homestay-services/

County of Huron Economic Development. (2015). **Huron County Community Portal**. Retrieved from Make Huron Home www.makehuronhome.ca/moving-to-huron/get-settled/

County of Huron Economic Development Services. (2014). **Huron County Business Retention and Expansion Final Report**. Retrieved from Invest in Huron www.investinhuron.ca/wp-content/uploads/2013/04/HC-BR+E-Final.pdf

County of Huron Economic Development Services. (2015). **Huron County Profile**. Retrieved from Invest in Huron: Economic Development Services www.investinhuron.ca/huron-county/county-of-huron-2/

County of Huron Planning and Development Department. (2015, September 24). **Huron County Official Plan**. Retrieved from Huron County: www.huroncounty.ca/wp-content/uploads/2013/08/Huron_Official-Plan_2015.pdf

Huron Local Immigration Partnership. (2015). **Make Huron Home Fall 2015 Newsletter**. Retrieved from Make Huron Home www.makehuronhome.ca/wp-content/uploads/2015/03/MHH-fall-2015-newsletter-New-Settlement-Counsellor-serving-Huron-County.pdf

Statistics Canada. (2016). C**ensus Profile 2016 - Census - Huron County, Ontario**. Retrieved from Statistics Canada www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/page.cfm?Lang=E&Geo1=PR&Code1=01&Geo2=CD&Code2=3540&Data=Count&SearchText=Huron

United Way Perth. (2015). **United Way Perth-Huron Launches 2015 Newcomer Outreach and Needs Assessment (NONA) Project**. Retrieved from South West Health Line southwesthealthline.ca/displayArticle.aspx?id=25689&region=HuronPerth

Northumberland County

Borowec, D., Moore, J., & Savill, E. (2015, February 18). **Council Report 2015-12: County of Northumberland County Council Agenda**. Retrieved from northumberland.civicweb.net/document/21704

Community Training and Development Centre. (2015). **What We Do**. Retrieved from The Community Training and Development Centre: ctdclearningplace.com/wp-content/uploads/2015/09/whatwedo-1.pdf

Community Training and Development Centre. (2015). Who We Are. Retrieved from The Community Training and Development Centre: ctdclearningplace.com/who-we-are/

Fleming College. (2016, September). **News: Fleming College Cobourg Campus to Offer English Classes for Newcomers**. Retrieved from Fleming College: flemingcollege.ca/news/fleming-college-cobourg-campus-to-offer-english-classes-for-newcomers-to-canada/

FourInfo.com. (2016). **Northumberland Hispanic Cultural Club**. Retrieved from FourInfo.com: fourinfo.cioc.ca/record/NLD0116

Horizons of Friendship. (2015). **Who We Are**. Retrieved from Horizons of Friendship: www.horizons.ca/Who-We-Are

Kawartha Pine Ridge District School Board. (n.d.). **Students: Well-Being: Equity, Diversity and Inclusion - Newcomers to Canada**. Retrieved from Kawartha Pine Ridge District School Board: www.kprschools.ca/en/students/well-being/equitydiversityandinclusion/newcomers.html

Longwell, K. (2016, June 22). **Cobourg volunteers help new Canadians learn English - Syrian refugees eager to learn English**. Retrieved from NorthumberlandNews.com: www.northumberlandnews.com/news-story/6733051-cobourg-volunteers-help-new-canadians-learn-english/

MediaPlus Village. (2013). **Our Titles**. Retrieved from MediaPlus Village: www.mediaplusvillage.com/bal/?page_id=5

New Canadians Centre. (n.d.). **Women's Groups**. Retrieved from New Canadians Centre Peterborough: www.nccpeterborough.ca/?p=12816

New Canadians Centre. (2008). **Migrant Farm Workers Project**. Retrieved from New Canadians Centre Peterborough: www.nccpeterborough.ca/?page_id=1969

New Canadians Centre. (2008). **SWIS Program**. Retrieved from New Canadians Centre Peterborough: www.nccpeterborough.ca/?page_id=2748

New Canadians Centre. (2014, September 12). **ESL classes at NCC Cobourg**. Retrieved from New Canadians Centre Peterborough: www.nccpeterborough.ca/?p=8993

New Canadians Centre. (2015). **First Days Here: Language Training**. Retrieved from Welcome to Northumberland County: welcometonorthumberland.ca/en/firstdayshere/languagetraining.asp

New Canadians Centre. (2015, July 27). **Spanish Conversation Circle (Cobourg)**. Retrieved from New Canadians Centre Peterborough: www.nccpeterborough.ca/?p=10097

New Canadians Centre. (n.d.). **Activities and Events**. Retrieved from New Canadians Centre Peterborough: www.nccpeterborough.ca/?page_id=64

New Canadians Centre. (n.d.). **Community Connections Program**. Retrieved from New Canadians Centre Peterborough: www.nccpeterborough.ca/?page_id=56

Northumberland Central Chamber of Commerce. (2016). **About Us: Mission, Vision & Values**. Retrieved from Northumberland Central Chamber of Commerce: nccofc.ca/about-us

Northumberland County. (2013). **County Profile: Experience Northumberland**. Retrieved from Northumberland County: www.northumberlandcounty.ca/en/common/County Profile - Website.pdf

Northumberland County. (2015). **About Northumberland: Northumberland Newcomer Radio**. Retrieved from Welcome to Northumberland County: www.welcometonorthumberland.ca/en/aboutnorthumberland/Newcomer-Radio.asp

Northumberland County. (2015). **About Northumberland: The Immigration Portal Project**. Retrieved from Welcome to Northumberland County: www.welcometonorthumberland.ca/en/The-Immigration-Portal-Project.asp

Northumberland County. (2015). **About Northumberland: Resource Committee on Refugee Sponsorships and Settlement**. Retrieved from Welcome to Northumberland County: welcometonorthumberland.ca/en/aboutnorthumberland/Refugee-Resettlement.asp

Northumberland County. (2015). **Daily Living: Youth**. Retrieved from Welcome to Northumberland County: welcometonorthumberland.ca/en/dailyliving/youth.asp

Northumberland County. (2015). **Doing Business: Newcomer Loan**. Retrieved from Northumberland County: www.welcometonorthumberland.ca/en/doingbusiness/Newcomer-Loan.asp

Northumberland County. (2015). **Doing Business: Northumberland Newcomers Network**. Retrieved from Welcome to Northumberland County: www.welcometonorthumberland.ca/en/doingbusiness/Northumberland-Newcomers-Network.asp

Northumberland County. (2015). **Doing Business: Opportunities for Agribusiness**. Retrieved from Welcome to Northumberland County: www.welcometonorthumberland.ca/en/doingbusiness/opportunitiesforagribusiness.asp

Northumberland County. (2015). **Newcomer Radio**. Retrieved from Welcome to Northumberland County: www.welcometonorthumberland.ca/en/aboutnorthumberland/Newcomer-Radio.asp

Northumberland County. (2015, November 2). **News: Northumberland County to host immigration forum: Free event highlights community work for refugees**. Retrieved from Northumberland County: www.northumberlandcounty.ca/en/news/index.aspx?feedId=2d650f1c-649d-4571-b89c-bde2daf61f10

Northumberland County. (2015). **Prosperity for immigrant women**. Retrieved from Welcome to Northumberland County: www.welcometonorthumberland.ca/en/aboutnorthumberland/Prosperity-for-Immigrant-Women.asp

Northumberland County. (2015). **Transportation Master Plan (TMP)**. Retrieved from Northumberland County: www.northumberlandcounty.ca/en

Northumberland County. (2016). **Departments - County Administration: 2016 Business Plan and Budget**. Retrieved from Northumberland County: www.northumberlandcounty.ca/en/departments_countyadministration_corpservices/resources/2016Finance-BP/2016-Business-Plan---Economic-Development--Tourism.pdf

Northumberland County. (2016). **Economic Development Department Overview**.
Retrieved from Northumberland County:
www.northumberlandcounty.ca/en/departments_countyadministration_corpservices/
resources/2016Finance-BP/2016-Department-Overview---Economic-Development-and-Tourism.pdf

Northumberland County Council. (2015, January 21). **Council Report 2015-03:
County of Northumberland County Council Agenda**. Retrieved from Northumberland County:
northumberland.civicweb.net/document/20468/County%20Council%20-%2021%20Jan%202015.pdf

Northumberland County Council. (2015, July 15). **Council Report 2015-63:
County of Northumberland County Council Agenda**. Retrieved from Northumberland County:
northumberland.civicweb.net/document/27350/2015-07-15%20County%20Council.pdf

Northumberland County Council. (2015, November). **People, Partnership, Possibilities: Strategic
Plan 2015-2019**. Retrieved from Northumberland County:
www.northumberlandcounty.ca/eBooks/1137adde-b909-4c63-9267-46f0918f91ee.pdf

Northumberland County Council. (2016, January 20). **Council Report 2016-07:
County of Northumberland County Council Agenda**. Retrieved from Northumberland County:
northumberland.civicweb.net/document/34226/2016-01-20%20Global%20Roots%20Project.docx

Northumberland County Council. (2016, September 21). **Council Report 2016-71: County of
Northumberland County Council Agenda**. Retrieved from Northumberland County:
northumberland.civicweb.net/document/45280/2016-09-21%20County%20Council.pdf

Northumberland Family Health Team. (2016). **New Doctor: Are you looking for a family doctor?**.
Retrieved from Northumberland Family Health Team: nfht.ca/new-doctor

Peterborough Victoria Northumberland and Clarington Catholic District School Board. (2012).
Welcoming Newcomers. Retrieved from Peterborough Victoria Northumberland and Clarington
Catholic District School Board: www.pvnccdsb.on.ca/en/WelcomeNewcomers.asp

Rural Entrepreneurs Advancing Prosperity Ontario. (2015). **Northumberland Innovating on
Immigrants and Agri-food**. Retrieved from REAP Ontario:
www.reapontario.ca/northumberland-innovating-on-immigrants-and-agri-food/

Watton Employment Services Inc. (2016). **About Us**. Retrieved from Watton Employment Services Inc.:
www.watton.ca/about

Watton Employment Services Inc. (2016). **New to Canada**. Retrieved from Watton Employment Services Inc.:
www.watton.ca/job-seeker/new-to-canada/

Workforce Development Board: Local Employment Planning Council. (n.d.). **About: Who We Are**.
Retrieved from Workforce Development Board: Local Employment Planning Council: www.wdb.ca/about

Prepared for:

RURAL ONTARIO
INSTITUTE

ruralontarioinstitute.ca

Facilitated by:

PLATINUM
LEADERSHIP
INC.
Choose Excellence™

platinumleadership.com