

Month 6 Checklist

SAHs should check-in at month six by phone or e-mail, although an in-person meeting is preferable, especially if you did not hear from the Constituent Group (CG) and/or co-sponsors and/or the newcomer(s) at month three, or there were concerns or issues raised by the CG and/or co-sponsors or the newcomer(s).

For the Newcomer(s)

Housing and Finances

- How is the housing and living situation for the newcomer(s)?
- Are the newcomer(s) aware of their rights and responsibilities as tenants?
- Do the newcomer(s) know when and how to pay their rent and any other household bills (utilities, hydro, phone, internet, cable, etc.)?
- Do the newcomer(s) need any help with budgeting?
- Are the newcomer(s) aware of the repayment plan for their travel loan?

Transportation, Mobility and Community

- Are the newcomer(s) able to get to where they need to go?
- Have the newcomer(s) made any connections with persons outside of the sponsorship group?
- Do the newcomer(s) require more support to make connections with persons outside the sponsorship group, or to find or get to community activities or events?
- Do the newcomer(s) need help connecting to specific programs or groups in the community related to their interests?

Documents and Applications

- Do the newcomer(s) have all the documents they require, e.g. Social Insurance Number (SIN); Permanent Resident (PR) card etc.?
- If applicable, have the newcomer(s) submitted an application under the One-Year Window of Opportunity Provisions to bring any family members that were listed as non-accompanying on the application forms to Canada? If so, what is the status of the application?
- Do the newcomer(s) need the assistance of the SAH, CG and/or co-sponsors with the application process for any remaining documents?

Relationships and Supports

- How is their relationship between the SAH, CG and/or co-sponsors and the newcomer(s)?

- Have the newcomer(s) checked-in with a settlement agency or met with a settlement worker?

Education and Development

- How are newcomer(s) English or French language classes progressing?
- How are the children of school age progressing at school?
- If the newcomer(s) have children that are younger than 12 years of age, have they been able to access occasional childcare or afterschool activities?
- Do the newcomer(s) wish to pursue further educational studies in future, e.g. bridging programs, secondary education, vocational courses, university degrees etc., and do they have access to resources and information on how they can pursue this?
- Are the newcomer(s) aware of the vocational classes, courses and diplomas that are available to them?
- Are the newcomer(s) interested in volunteering to improve their English or French language skills and to gain Canadian work experience, and do they have access to resources and information on how they can pursue this?

Other Needs

- Are there any other needs the newcomer(s) have?
- If yes, what are the needs and how does the SAH, CG and/or co-sponsors plan to address these?

Questions for the CG and/or Co-Sponsors

- How is the SAH, CG and/or co-sponsors relationship with the newcomer(s)?
- How are relationships between the SAH, CG and/or co-sponsors?
- Are there any issues in the sponsorship that the CG and/or co-sponsors would like to talk about with the SAH?
- Does the Settlement Plan need to be adjusted? If so, how?

- Does the CG and/or co-sponsors need any help from the SAH?
- Do the CG and/or co-sponsors need any support, resources or training from the SAH or RSTP?
- Do the CG and/or co-sponsors know how to access further training and support if they need it?

Issues for Follow-Up

- Issues identified for follow-up at last check-in resolved?
- Any issues identified for follow up at next check-in?
