

Intensive Newcomer Support  
(INS) Project Grant

# Expenditure Report For 2022/2023 School Year

Return to INS Grant, 1577 Dublin  
Avenue, Winnipeg MB R3E 3J5

Email: [LOBdirector@gov.mb.ca](mailto:LOBdirector@gov.mb.ca)

**DUE AT END OF PROJECT**

School Division:

Project Title / Description:

Project Contact:

Phone:

Email:

Expenditure Items	INS Funds Expensed 2022/2023 (please itemize)
1. Human resources (specify role and salary, including honoraria)	
	Subtotal: \$
2. 2022/2023 professional development	
	Subtotal: \$
3. Release time (# of teachers x # of days) (specify reasons)	
	Subtotal: \$
4. Material resources	
	Subtotal: \$
5. Other (itemize and give amounts)	
	Subtotal: \$
Total expensed	
	TOTAL: \$

INS grant amounts  
for 2023/2024 may be  
adjusted after receipt of  
the expenditures report  
for the 2022/2023 school  
year.

Contact:  
Learning and Outcomes  
Branch, Manitoba  
Education and Early  
Childhood Learning

Email:  
[LOBdirector@gov.mb.ca](mailto:LOBdirector@gov.mb.ca)

Phone: 204-945-8463

**NOTE: Prior approval  
from Manitoba  
Education and Early  
Childhood Learning is  
required on changes to  
expenditures.**

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# Intensive Newcomer Support Grant Criteria

For complete information about the grant, please refer to the *Guidelines for the Intensive Newcomer Support (INS) Grant* at [www.edu.gov.mb.ca/k12/docs/support/ins\\_grant/index.html](http://www.edu.gov.mb.ca/k12/docs/support/ins_grant/index.html).

For your convenience, the following is a summary of the INS grant requirements.

Important: To qualify for the INS grant, programming and initiatives must

- be divisionally co-ordinated
- offer specialized intensive programming for Middle and Senior Years learners who have interrupted schooling and/or are from war-affected/refugee backgrounds and/or have low literacy in their first language
- provide specialized intensive programming focussing on language, literacy, foundational academic skills, and cultural orientation
- provide for multi-grade and multi-age appropriate programming
- provide specialized programming for a minimum of 50% of the day
- provide programming distinct from and beyond the regular EAL and E-credit support provided
- provide opportunities for students to participate with their age-peers in general programming whenever they can be successful
- prepare students to transition to general and EAL-supported programming, as appropriate

Qualifying programming and initiatives will also

- cluster newcomer students or take a cohort approach in a low-enrollment classroom setting

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## Considerations for Effective Programming

Effective programming and initiatives

- incorporate a plan for EAL development
- incorporate instructional strategies for literacy and numeracy development
- provide opportunities for learning that integrate English, literacy, and foundational subject-area content
- help students orient themselves to the new classroom, school, and community cultures
- feature teachers with experience and training on EAL and literacy pedagogy and strategies
- ensure appropriate materials are available
- provide educational and career planning supports
- include academic as well as social/emotional counselling and supports
- reflect current research and experience concerning promising practices and appropriate programming
- may include opportunities to extend learning beyond the school day (such as peer tutoring, volunteering, paid literacy and tutoring programs, before- or after-school programs, summer programs, and other initiatives)
- allow for parent and family outreach

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## Contingency Fund

Limited funds will be available for school divisions experiencing high numbers of late enrollment of EAL learners or students with interrupted schooling/low literacy backgrounds.

These funds can be accessed after November 30 and onward by submitting a request that indicates the number of new

enrollments of EAL learners or students with interrupted schooling/low literacy backgrounds, as well as the division's plans to meet their educational needs. Please send requests for contingency funding to the Learning and Outcomes Branch, Manitoba Education and Early Childhood Learning, at [LOBdirector@gov.mb.ca](mailto:LOBdirector@gov.mb.ca).

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## Three-Part Reporting for INS Grants

1. A brief **written summary** of the current year's INS project (anecdotal, due by the end of May). The report should include the following:
  - number of LAL students served
  - general description and/or demographics of students
  - essential elements of the program
  - for each program or site:
    - a summary, planned outcomes (language, literacy, academic, and socio-cultural components) for students
    - data that reflects the impact of the INS funding on the project (e.g., attendance rates, time it took to progress from Phase 1 to Phase 2, social and academic English language acquisition, effects of the intensive supports on the well-being of the student, etc.)
  - confirmation of intent to continue in the INS project for the next school year and a proposal or plans for programming for the next school year
2. A **proposed budget** for the next school year (on form provided, due by the end of May) detailing anticipated expenses. Please remember that the INS grant supplements the EAL support grant and the per-pupil allocation.
3. An **expenditure report** of expenses related to the INS project grant is due by the end of October of the following academic year.