



Guidelines for the Intensive Newcomer Support (INS) Grant



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SUPPORT (INS) GRANT

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This resource is available on the Manitoba Education website at www.edu.gov.mb.ca/k12/docs/support/ins_grant/index.html.

Available in alternate formats upon request.

CONTENTS

Guidelines for the Intensive Newcomer Support: Project Grant and Contingency Grant	1
Rationale	1
Intensive Newcomer Support (INS) Grant—Components	1
Project Eligibility Requirements	2
Requirements for New Proposals	3
Reporting Requirements	4
Programming Considerations	5

Developing Intensive Newcomer (EAL/Literacy) Programming for Learners from Refugee/War-Affected Backgrounds	6
Purpose of Intensive Newcomer Programs	6
Developing and Implementing an Intensive Newcomer Program	7
Research	8
Planning	10
Implementation	11

Web-Based Resources	12
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Definitions	13
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GUIDELINES FOR THE INTENSIVE NEWCOMER SUPPORT: PROJECT GRANT AND CONTINGENCY GRANT

These *Guidelines for the Intensive Newcomer Support (INS) Grant* provide Manitoba school divisions with direction for developing programming for newcomer adolescent and young adult learners in Grades 6 to 12 with significantly disrupted/limited education due to war, civil conflict, poverty, or cultural backgrounds.

Rationale

Newcomers with disrupted schooling and limited English-language and literacy skills require specialized and intensive early intervention support services that meet their educational needs within age-appropriate settings. Through such services, students are more likely to stay in school and acquire the foundational skills required for general and EAL-supported programming, graduate with a Senior Years diploma, continue their studies in the post-secondary and adult education systems, and/or successfully transition to the workplace.

Intensive Newcomer Support (INS) Grant—Components

Grant	Description	Application Procedure
Project Grant	Grant for innovative, divisionally-coordinated, and specialized intensive programming for Middle and Senior Years newcomer EAL learners who are from refugee/war-affected backgrounds and have disrupted learning/low literacy. The programming should address essential language, foundational academic and literacy skills, and cultural orientation.	School divisions submit a proposal to Manitoba Education by May 31 of each year. Funding announcements will be made by June 15.
Contingency Grant	Application-based grants for school divisions experiencing high numbers of late enrolment EAL learners with disrupted learning/low literacy backgrounds.	School divisions apply on an as-needed basis from November 30 onward.

INS funding may be used in addition to the English as an Additional language (EAL) Support Grant.

Project Eligibility Requirements

Programming and initiatives eligible for Intensive Newcomer Support must

- be divisionally coordinated and demonstrate that the school division has a plan and a programming model supported by research and appropriate practices
- be specifically designed for EAL newcomer learners (Grades 6 to 12) who may be at risk of educational failure or dropping out of school and who
 - have been appropriately assessed and identified as newcomer students from backgrounds of war, civil unrest, high poverty, or cultural factors that limited their opportunities for education
 - have been in Manitoba or Canadian schools for two years or less
 - lack essential English-language and academic skills required for an age-appropriate placement because of limited formal education. These students are referred to as Literacy, Academics and Language (LAL) learners in the *Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming*
- provide specialized intensive programming focused on language, literacy, foundational academic skills, and cultural orientation, for a period of six months to two years

Programming will

- cluster newcomer students or take a cohort approach in a low-enrollment classroom setting
- provide for multigrade and multi-age appropriate programming
- provide specialized programming for a minimum of 50% of the instructional day
- provide programming distinct from and beyond the regular EAL support provided
- provide opportunities for students to participate with their age-peers in general programming wherever they can be successful
- prepare students for transition to general and EAL-supported programming, as appropriate

While psychosocial and cultural supports are an essential part of such programming, they should not be the sole component of a division's INS project.

Requirements for New Proposals

To be considered for an INS project grant for the upcoming school year, school divisions/districts should submit proposals by May 31 of the current school year. For more information, please visit www.edu.gov.mb.ca/k12/docs/support/eal_sup_grant/index.html.

In addition to addressing the Project Eligibility Requirements specified on page 2, proposals should incorporate the following topics:

1. **Needs assessment:** Describe the characteristics and anticipated number of newcomer EAL learners to be served by the programming. How were their educational and other needs identified? Who was involved in this process?
2. **Community/Divisional/School Profiles:** Describe the community, the division, and the schools where INS programming will be offered and include a brief description of existing related programming. Who are the partners? What school and community resources will be drawn on?
3. **Consultation and Planning Process:** Describe the consultation and planning process used to develop the proposal. What research has guided the development of this project? Describe the process by which partners involved in the community/school planning process will be involved with review and planning as the project is implemented.
4. **Actions to Be Taken and Programming Model:** What are the expected student outcomes (in academic and socio-cultural domains) of this project? See Sections 5 and 6 of the *Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming* for relevant information. Outline key actions and essential elements of the model developed or to be developed. How will you ensure the core elements of language, literacy, and academic foundations are addressed in an appropriate manner? How will students be prepared for transition into general and EAL-supported programming? What opportunities will students have to participate with their age-peers in general or EAL-supported programming and school activities?
5. **Determining the Impact:** What indicators will demonstrate progress for students and the project as a whole, and how will you collect evidence (data)? Evidence can be both qualitative and quantitative.
6. **Coherence:** Provide a statement of the relationship between this proposal and existing, relevant programming. Provide an indication of school board and divisional commitment and alignment with divisional policies.
7. **Budget:** Outline major programming cost elements such as human resources and materials (form provided).

Reporting Requirements

1. **School divisions with existing INS grants will submit a brief written summary** of the year's INS Project by May 31 each year. The report should include
 - the number of students and a general description of the population served during the year
 - the essential elements of the programming model
 - a summary of **each project or site**, if INS programming is delivered through more than one project or site, including each project's or site's
 - planned outcomes for students (in general, not student-specific) for the year (include language, literacy, academic, and socio-cultural components)
 - results (end of year status, data, or anecdotal evidence, if applicable)
 - confirmation of the division's intent to continue the project in the same form next year
 - a proposed budget for the next academic year (on the form provided)

If the division is requesting an increase in funding due to increases in the programming offered or the number of students being served, a written proposal with details must be submitted at this time.

2. Financial Reporting

The report of actual expenditures related to the previous school year's INS Grant is due by October 31 of the following academic year.

Programming Considerations

The following points outline characteristics of effective programming for newcomer students who require intensive and specialized support. Consideration of these characteristics may assist in planning divisional/district initiatives for these students.

Effective programming

- incorporates a plan for EAL development
- incorporates instructional strategies for literacy development
- provides opportunities for learning that integrate English language, literacy, and subject-area content
- helps students orient themselves to the new classroom, school, and community cultures
- features teachers with strong EAL and literacy teaching strategies and experience
- ensures appropriate materials are available and used
- allows for parent and family outreach
- provides educational and career planning supports
- includes academic and social/emotional counselling and supports
- reflects current research and experience concerning promising practices and appropriate programming for such learners
- may include opportunities to extend learning in and beyond the regular school day, such as peer tutoring, volunteer and paid literacy and tutoring programs during, before or after school, summer school courses, and other initiatives

DEVELOPING INTENSIVE NEWCOMER (EAL/LITERACY) PROGRAMMING FOR LEARNERS FROM REFUGEE/WAR-AFFECTED BACKGROUNDS

Purpose of Intensive Newcomer Programs

A 2002 study published by George Mason University's Virginia Collier and Wayne Thomas provides a strong argument for the need for intensive specialized programming. The researchers followed more than 210,000 minority-language students from 1985 to 2001 to determine what programs were most effective in assisting their academic development.

Among the authors' conclusions

- Bilingual programs and extended EAL programs, with at least four years of intensive enriched-language support, gave students the best chance of reaching high levels of academic achievement and had the lowest drop-out rates.
- The strongest predictor of EAL students' academic achievement was the amount of formal schooling they had received in their first language—the more primary language grade-level schooling, the higher their achievement in the second language.
- Students with no proficiency in English needed at least four years of enriched support to perform at a language level appropriate for their grade level.

The intensive “newcomer” (United States), EAL “bridging” (Australia), and English literacy development (Ontario) programs have emerged as responses by school boards and schools to support students, adolescents, and young adult learners, in need of intensive EAL and literacy teaching. These are specialized programs developed by a school or a cluster of schools to provide learners with the foundational language, literacy, and numeracy skills that are essential to their future language and academic learning. Adolescent and young adult learners need specialized programming that allows them to make up for lost time, to be able to function successfully in school, and, eventually, to graduate from high school or an adult learning centre.

Teachers in mainstream classes are often overwhelmed and are challenged in their ability to assess and provide appropriate support that allows students to overcome the language and academic difficulties they encounter. Learners from such backgrounds and needs are likely to benefit from specially designed intervention programs that provide them with opportunities to develop foundational literacy and EAL skills, and the essential academic or subject-specific concepts and skills required for their eventual success in mainstream classrooms. The goal of these programs is to ensure students can benefit from the educational opportunities and be successfully integrated into secondary school programs and/or adult/post-secondary programs.

Generally, the aims of such programs are to

- develop students' foundational literacy skills in English (and possibly their first or home language)
- develop English-language proficiency
- provide instructional strategies that integrate language and content that enables students to develop a firm academic foundation
- provide subject-area concepts and skills appropriate to age and year levels
- assist students to adapt to the new culture, to gain multicultural understanding, and to promote intercultural communication and develop basic survival skills
- prepare students for and facilitate their integration that will allow them to transition to and perform successfully in a regular school program
- support students in developing appropriate study skills or learning-how-to-learn skills
- monitor and address the welfare and settlement needs of students who may have significant health and well-being issues associated with trauma and years spent in a war zone or refugee camp
- encourage secondary students to continue their education and increase their access to long-term educational opportunities
- assist students to decide on and access appropriate educational and vocational pathways

Developing and Implementing an Intensive Newcomer Program

School divisions must make many decisions before developing and implementing an effective model that serves the needs of their EAL/Literacy newcomer population. It is important to address a number of issues at each stage of the development and implementation process, which are as follows:

- research
- planning
- implementation

Important themes and corresponding questions that should be addressed are provided below for each stage, as guidelines for developing a newcomer program. In addition, a list of additional web-based resources are provided for reference.

Research

Research is essential to developing an effective program and implementation plan. In developing a research plan, consider the following questions:

Leadership: Who will take leadership for this initiative? How will they form and convey the vision of the program? What needs to be done to conduct initial research on existing programs and to enlist support in designing and implementing a new program?

Defining potential students: How will potential students be identified? What criteria (e.g., length of time in Canada/Manitoba, age, educational background, first-language literacy level, EAL level, war-affected/refugee experiences, etc.) must be established to assist in defining the learners who are most at risk when they first arrive in your school or school division?

Goal setting: What should be the goals and student-learning objectives for language, literacy, and content? Are these goals realistic given the daily schedule and expected time that students will remain in the program? Do we need different goals for learners who arrive at age-appropriate placements of Grades 6 to 9 versus learners in Grades 10 to 12 due to time factors and students transitioning to adult learning programs or the workplace?

Program design: What do we need to consider in developing an effective and research-based program? How do we align program design with student needs and identify divisional resources? Consider the following elements:

- **Existing models and promising practices:** Does our school division have established program models or information about program models in other jurisdictions that may be helpful?
- **Stakeholder input:** How can information gleaned from stakeholder groups help in designing the program?
- **Numbers of students and grade levels:** How many students will be served and at which grade levels? (Determine which grade levels to serve and how students will be organized. For example, some programs combine middle school and high school students in one location but do not commingle the two levels, except for an initial literacy class.)
- **Nature of the program:** Will it be a full- or half-day program?
- **Limitations on student participation:** How long should students remain in the program?
- **Location:** Where should the program be located and should it be a program within a school or at a stand-alone site? (Most newcomer programs are housed within a school with larger EAL or bilingual programs and share resources such as space, staff, and materials. Some school divisions find that a central location in a school or at a separate site is the most effective way to utilize their resources.)
- **Languages of instruction:** What languages will be used for instruction? (Some school divisions have had some success combining EAL with literacy instruction in the first language.)

- **Courses offered:** Which courses will be offered? Depending on the size of the program and the availability of resources, students should have course options appropriate to their age and educational backgrounds. Some programs focus on an instructional design that features integrated units appropriate for students' different language and literacy levels. In Senior Years, it is important that students earn some credits that will help meet graduation requirements through EAL designated courses, specialized EAL SICs, and Department-developed EAL courses, as they become available.
- **Curriculum:** Does new curriculum need to be developed? Students need exposure to an accelerated curriculum that covers the basic or essential concepts and skills necessary for future educational success. Intensive newcomer teaching staff often need to develop curricula, assessment measures, and classroom materials tailored to fit their own programs and student populations.
- **Social/Emotional supports:** How can a safe learning environment be created and additional social/emotional counselling and community support programs be offered? (Students from war-affected backgrounds may have experienced trauma that impacts on their readiness and capacity for learning.)
- **Extending time for learning:** Are there opportunities to extend the time for learning? Are there opportunities to involve students in clubs, tutoring programs, classes, and study sessions beyond the regular school day?
- **Integrating students:** Are there opportunities for newcomer students to interact with English-speaking students? Extracurricular clubs and sports provide one means of promoting interaction. Joint activities, such as service learning or community projects offer another approach.
- **Transportation:** What provisions have been made for the transportation of students?
- **Assessment of learners:** How will students be assessed to measure student growth in language, literacy, and content knowledge? The goals of the program will influence this process, as will Departmental EAL curriculum. Departmental Guidelines for the initial assessment, placement, and ongoing monitoring of EAL learners should be followed.
- **Student transition:** How will students transition from the program? Planning for transition must be done well before students exit the program.
- **Monitoring students:** What procedures and resources are required to monitor students' success after they leave the program?

Approval and decision making: Who will secure administrative approval for the initiative and how will it be secured? Should the leadership team begin by presenting their case to an assistant superintendent of curriculum and instruction (e.g., definition of newcomer students most at risk, data on the lack of success or drop-out rates experienced by these students in regular school programs, goals for the newcomer program, and ideas about program design)?

Funding: What are the potential sources of funds for the initiative? In addition to the INS grant, the EAL support grant, and the general instructional support resources, how will resources be identified and allocated?

Planning

At the planning stage, the program is fully developed and the required supports have been identified and accessed.

School board approval: When and how will school board approval be obtained? What information does the board require about the needs of the newcomer students and programmatic alternatives to make an informed decision?

Division-level coordination: How will coordination at the divisional level be ensured? How will newcomer students most at risk and the EAL population in general have access to appropriate services and transition between the intensive newcomer program and the school programs they will move into when they exit? (The articulation process should include a sequenced curriculum for English-language acquisition and courses to help students maintain or continue developing their content knowledge or to address gaps in their educational backgrounds.)

Stakeholder input: How will the leadership team establish and maintain communication with various stakeholder groups, including other teachers and administrators, parents, and community leaders?

Program coordination: Who will be responsible for coordinating the initiative, coordinating instruction, providing staff development, and maintaining connections between the intensive newcomer program(s) and the home schools?

Program design: Does the program or model developed meet the needs of students and incorporate the research gathered earlier in the development process? Is it appropriate for the interests, needs, and resources of the school and the community? Does it reflect contemporary educational research and promising practices?

Placement policies: Do policies for identifying, assessing, placing, and monitoring newly arrived students need to be revised or formalized? What are the entry criteria and which tools will be used to assess students (e.g., English-language proficiency assessments, native literacy assessments, content-area assessments, writing assessments, and oral interviews)? Many intensive newcomer programs rely on a divisional reception or intake centre, when available, to assess and place students. Departmental guidelines for the initial reception, assessment, placement, and ongoing monitoring of EAL learners should be followed.

Data collection: How can baseline data on student achievement be collected prior to implementation of the new program to provide critical information to support subsequent formative and summative evaluations? How can student experiences and the impact on their learning be evaluated? (Relevant data from the years prior to the beginning of the program make it possible to document program effects in areas such as student achievement, drop-out rates, course offerings, and teacher preparation.)

Program evaluation: How will the program be evaluated?

Implementation

In developing an effective implementation plan, consideration should be given to a number of important factors and concerns.

Students: How will information about the program be communicated to students, parents, administrators, and teachers? Until the newcomer program becomes well-known in the school division and identification and placement procedures have been established, most potential students are identified through teacher referrals and community outreach efforts.

Recruitment of Staff:

- **Teachers:** Are there experienced teachers in the school division who are trained to address the special needs of new immigrants with EAL and literacy needs? Do the teachers have a foundation in second-language acquisition principles, cross-cultural awareness, sheltered content instruction, and literacy development?
- **Paraprofessionals:** What paraprofessional resources are required?
- **Guidance counsellors:** Are guidance counsellors available and prepared to assist students? Are guidance counsellors experienced and effective in working with students from diverse languages and cultures?
- **Translators and interpreters:** How will translation and interpretation services be provided?

Professional Learning: What professional learning opportunities will be provided for teachers in the intensive newcomer program as well as teachers who receive the students once they exit the program?

Parent/family connections: How can connections with students' families be facilitated and maintained? Can their access to community services, such as division-supported adult ESL classes or local affordable housing agencies, be facilitated?

Community outreach: What local community outreach activities are required? Are there opportunities for school and community groups to meet and discuss concerns, suggestions, or emerging issues?

Program evaluation: How will the results of the program evaluation be communicated and analyzed to allow for program improvement and for verifying that the program is meeting its goals? Does student data provide evidence of the program's effectiveness and that it is beneficial for the students it serves?

WEB-BASED RESOURCES

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DEFINITIONS

EAL Learners: These are learners whose first or primary language(s) is/are not English and who require specialized programming and/or additional services to develop English language proficiency and to realize their potential within Manitoba's school system.

Learners from Refugee/War-affected Backgrounds: These learners have immigrated to Canada as government or privately sponsored refugees, or have come from countries where war or civil breakdown has occurred. They have experienced forced displacement and the effects of war.

School-Initiated Course (SIC): This is a locally developed course that is part of the educational programming offered by the school division. SICs are developed by school divisions and schools and registered with the Department.

Significantly Disrupted Schooling: This is a lack of formal schooling, limited formal schooling, or schooling that was significantly interrupted for two years or more.



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