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**Intensive Newcomer Support (INS)
Project Grant**

Proposed Budget For 2024/2025 School Year

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

Email: LOBdirector@gov.mb.ca

DUE AT START OF PROJECT	
School Division:	
Project Title / Description:	
Project Contact:	
Phone:	Email:

PROGRAM OVERVIEW AND ELIGIBILITY

- | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. How many Literacy, Academics and Language (LAL) students is your school division anticipating for the 2024/25 academic year?</p> <p>2. On average, what percentage of in-school time do LAL students spend in LAL-specific programming, and what percentage of time do they spend with their similar-age-peers in general programming?</p> <p style="text-align: center;">% LAL % GEN</p> | <p>3. Is the LAL-specific programming time spent</p> <ul style="list-style-type: none"> • clustered with other LAL students • one-on-one with a teacher or educational assistant • other arrangement (specify) | <p>4. Will the INS-funded programming be divisionally co-ordinated? Yes No</p> <p>5. Will the INS-funded programming be distinct from regular EAL support (including E-credit support)? Yes No</p> |
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Expenditure Items	INS Funds Requested 2024/25 (please itemize)
<p>1. Human resources (specify role and salary, including honoraria)</p>	
	Subtotal: \$
<p>2. 2024/25 professional development (specify relationship to LAL programming)</p>	
	Subtotal: \$
<p>3. Release time (# of teachers x # of days) (specify reasons)</p>	
	Subtotal: \$
<p>4. Material resources</p>	
	Subtotal: \$
<p>5. Other (itemize and give amounts)</p>	
	Subtotal: \$
<p>Total requested:</p>	<p>TOTAL: \$</p>

INS grant amounts for 2024/2025 may be adjusted after receipt of the expenditure report for the 2023/2024 school year.

Contact:
Learning and Outcomes Branch
Manitoba Education and Early Childhood Learning
Email: LOBdirector@gov.mb.ca
Phone: 204-945-8463

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



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.

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

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

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.

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.