
Contents

Alberta Settlement and Integration Program	2
Supports for Newcomer Integration	2
Call for Proposals	2
Application Guidelines	3
Mandate.....	3
• Government of Alberta	3
• Alberta Settlement and Integration Program (ASIP)	3
2022-2024 Supports for Newcomer Integration Services	4
Call for Proposals	4
• Stream 1: Settlement and Community Support Services	5
• Stream 2: Language Assessment and Referral Services	7
• Stream 3: English as an Additional Language (EAL) Drop-in Services	9
• Application Requirements	11
• Evaluation & Selection	11
• Expectations of Successful Applicants	11
• Freedom of Information and Protection of Privacy (FOIP) Acknowledgement	12
Appendix A: Glossary	13
Appendix B: Settlement and Community Supports Services	18
Appendix C: Language Assessment and Referral Services	21
Appendix D: EAL Drop-in Services	24
Appendix E: Resources for Writing Proposals	26

Alberta Settlement and Integration Program

Supports for Newcomer Integration

Call for Proposals

Objective

Supports for Newcomer Integration (SNI) grant funding provides settlement and integration services to support newcomers to reach their full economic potential while they live and work in Alberta.

Department: Alberta Labour and Immigration

Contact: All inquiries pertaining to this Call for Proposals (CFP) should be directed to newcomersupports@gov.ab.ca.

Closing Date and Time: Applications must be received electronically by **11:59 a.m. mountain standard time (MST) on Tuesday, January 4, 2022.**

Applicants are responsible for ensuring they submit their application on time. An acknowledgement email will be sent upon receipt. If you do not receive an acknowledgement email by January 4, 2022, please email newcomersupports@gov.ab.ca to advise us.

Hard copies will not be accepted.

Total Duration: Grants are limited to **24 months** in duration (April 1, 2022 – March 31, 2024), with the possibility of extension for 12 additional months.

Applicants' Information Call

There will be an opportunity for applicants to ask questions related to this CFP. Preference will be given to questions submitted in advance to newcomersupports@gov.ab.ca by **11:59 p.m. on Monday, December 7, 2021.**

- **Date:** Monday, December 13, 2021
- **Time:** 10:30 a.m. to 12:00 p.m. MST
- **Teams Meeting Link:**
 - Join on your computer or mobile app
[Click here to join the meeting](#)
 - Or call in (audio only)
[+1 587-415-7406](tel:+15874157406) (Phone Conference ID: 501 233 494#)

To ensure fairness and transparency, the Applicants' Information Call will be a final opportunity to have questions answered directly prior to the submission deadline. If applicants submit questions after this call, they may be responded to in writing and posted publicly to ensure consistent information is available to all prospective applicants.

For those who are unable to submit questions or participate on the call, information will be posted on our website at <https://www.alberta.ca/alberta-settlement-and-integration-program.aspx>.

Application Guidelines

Mandate

As outlined in Section 95 of the Constitution Act (1867), immigration is an area of shared federal and provincial jurisdiction.

Government of Alberta

Immigration is about growing the economy and creating jobs for Albertans. Alberta has always been a destination of choice for talented and qualified people from around the world. Newcomers require the appropriate settlement and integration services while they live and work in Alberta, to support them to reach their full economic potential.

The Government of Alberta is committed to growing the economy so that all Albertans share in future prosperity. [Alberta's Recovery Plan](#) outlines bold actions that focus on building, diversifying and creating jobs. New Albertans support the Alberta Recovery Plan by bringing an entrepreneurial drive to start new businesses and skills that help employers address labour shortages and revitalize rural communities.

The Ministry of Labour and Immigration ensures programs, services and processes effectively and efficiently support the government's priorities and ensure newcomers can fully participate.

Alberta Settlement and Integration Program (ASIP)

The Alberta Settlement and Integration Program responds to emerging needs by providing funding for services that complement government immigration priorities and direction.

The program seeks to optimize the immigration system and economic integration experience of newcomers through four prioritized areas of focus:

- **Improve settlement information accessibility:** Improve information delivery of settlement services for more timely access and address gaps in settlement information.
- **Build communities' receptive capacity to better serve newcomers' needs:** Develop the capacity of communities, which includes workplaces and service-providing organizations, to support newcomers as well as increase public awareness, knowledge and understanding of newcomer needs, and intercultural communications competence.
- **Respond to emerging needs and under-served clients:** Target supports to meet the needs of particular immigrant groups and regions that require unique or additional support.
- **Support initiatives that will result in improved newcomer labour market integration outcomes:** Improve information sharing among employers and organizations (third party and government), connect newcomers to appropriate existing programs and services, and support workplace integration.

ASIP fills gaps in newcomer services in Alberta by providing funding for complementary frontline settlement and integration services for newcomers that are not funded by Immigration, Refugees and Citizenship Canada (IRCC).

2022-2024 Supports for Newcomer Integration (SNI) Services

Call for Proposals

ASIP promotes and complements the effective distribution of services across the province. Through the call for proposals, Supports for Newcomer Integration (SNI) grants will provide settlement and language supports and services for newcomers while they live and work in Alberta, ensuring they have the appropriate supports to reach their full economic potential. SNI grants contribute to the overall infrastructure of the immigration service delivery system in Alberta.

The 2022-2024 SNI CFP will include three streams:

- **Stream 1: Settlement and Community Supports Services**
 - This stream will fund settlement services to provide newcomers the supports they need while they live and work in Alberta.
- **Stream 2: Language Assessment and Referral Services**
 - This stream will fund services to provide newcomers with English language assessment, and help identify training options on their pathway to labour market attachment.
- **Stream 3: English as an Additional Language (EAL) Drop-in Services**
 - This stream will fund alternative, flexible and short-term English language learning opportunities.

Note: Applicants may submit more than one proposal. Due to the potential for conflict of interest, an organization is not eligible to apply to both the Language Assessment and Referral Services and English as an Additional Language Drop-in Services streams.

Applicants

Eligible applicants for all three streams are:

- Non-profit organizations

Eligible organizations must:

- be a legal and registered entity in Alberta;
- have the ability, including financial management, to implement a grant agreement; and
- be able to demonstrate their ability to deliver the service activities in the stream(s) to which they are applying. In addition, applicants must meet the following:
 - **Stream 1:** Applicants must have a minimum of two years of demonstrated experience providing settlement and integration services to newcomers.
 - **Stream 2:** Applicants must have a minimum of two years of demonstrated experience providing English language assessment and educational support services to newcomers.
 - **Stream 3:** Applicants must have a minimum of two years of demonstrated experience providing language support and language training services to newcomers.

For detailed eligibility information, proceed to the following stream sections.

Stream 1: Settlement and Community Support Services

This stream will fund complementary settlement and integration supports for newcomers that are **ineligible** for federally funded services. Newcomers must have the appropriate supports they need to contribute to Alberta's economy while they live and work in Alberta.

Activities

The following eligible activities will ensure newcomers have the appropriate supports to meet their settlement and integration needs:

- **Needs assessment:** Provide a formal review of client needs across a broad spectrum of settlement and integration areas to develop personalized service plans.
- **Orientation and Information:** Provide information products (print and/or electronic), and/or offer individual and/or group orientation and information sessions to provide clients with knowledge about the community and relevant systems (e.g. mainstream programs) that will help them integrate.
- **Referrals:** Provide referrals to programs beyond the scope of the service (e.g. employment-readiness programs, Ministry of Community and Social Services programs, food bank, Alberta Immigrant Nominee Program, federal government, etc.)
- **Translation and Interpretation:** Provide translation and interpretive services to eliminate barriers and ensure equitable access to settlement and integration supports required as part of the newcomer's service plan.
- **Outreach:** Make community connections to ensure clients are aware of settlement and integration supports.

Note: Other activities that your proposal identifies to meet an unmet need in your community may be considered for funding.

It is expected clients will receive a needs assessment to determine what supports they require. The assessment should be used to develop a client-centred service plan for addressing their settlement and integration needs and ensuring their full economic potential.

Clients may access any eligible Settlement and Community Support Services activities that relate to their service plan, but may not require every activity to address their settlement and integration needs.

Applicants are encouraged to expand their services into rural communities, as appropriate.

Your proposal should include an evidence-based rationale and target number for the delivery of each activity you intend to provide, for each fiscal year.

Eligible Beneficiaries

- Naturalized Canadian Citizens
- Temporary residents who hold a work permit under the:
 - Temporary Foreign Worker (TFW) program
 - International Mobility Program (IMP)
 - Post-Graduation Work Permit (PGWP) program
- Refugee Claimants

Your proposal should include an evidence-based target for the number of beneficiaries you will serve for each fiscal year.

Financial Considerations

Grant funding will be awarded based on an evidence-based, detailed and justified budget. Your total budget should include all costs associated with delivering the eligible activities in the stream. Your budget should fall within the range of **\$250 - \$400 cost per client**. This should be determined by using the following formula:

$$\text{Total Budget (\$)} \div \text{Target Number of Beneficiaries (\#)} = \text{Cost per Client (\$/client)}$$

If your budget falls outside of this range, please make sure to include a clear rationale.

All applications will be considered on the evidence of need as demonstrated in the proposal. Funding will be allocated to organizations, including Francophone immigrant-serving organizations, in Edmonton, Calgary and the rest of the province. It is anticipated that up to two organizations may be funded in both Edmonton and Calgary.

Eligible costs include:

- Costs associated directly with the delivery of the service
- Costs associated with addressing barriers to accessing your service activities
- Detailed administrative costs (up to 15% of grant budget)
- In-kind costs (if applicable)
- Childminding (if applicable) – see glossary (Appendix A) for definition

Ineligible costs include:

- Childcare (see glossary for definition)
- Hosting of conferences
- Parking fees (see glossary for definition)

Outcomes

The activities outlined in this stream contribute to the following outcomes:

- Newcomers have greater awareness of available resources, programs and services to support their settlement and integration
- Newcomers have greater awareness of current resources, programs and services to support their labour market integration
- Newcomers have increased ability to access programs and services
- Newcomers have increased ability to connect with communities

Outcomes will be measured through the online Settlement and Community Support Services Outcomes Measurement Survey, as provided by the Government of Alberta.

Refer to Appendix B for the Settlement and Community Supports Services Logic Model and detailed reporting requirements.

Stream 2: Language Assessment and Referral Services

This stream will fund services to provide clients with an English language assessment and assist them in identifying education or training options related to language abilities and needs on a pathway to labour market attachment.

Activities are meant to complement and not duplicate services available through the federal government.

Activities

The following eligible activities in the Language Assessment and Referral Services stream will ensure newcomers have the appropriate supports to meet their settlement and integration needs:

- **English language assessment:** Provide clients with an English Language Assessment through face-to-face, hybrid, and/or remote delivery.
- **Educational Counselling (EC):** Review the client's educational and/or occupational history to create a plan that aligns with their occupational goals and language skills. This can be completed through a brief engagement and/or an in-depth EC session(s).
- **Information and referrals:** Through group and/or individual sessions, provide clients with information about Canadian Benchmark Levels (CLBs) and educational/language options as well as referrals to appropriate EAL training opportunities and/or programs.
- **Networking:** Assessment Centres are also responsible for quarterly EAL Advisory Committee meetings where language providers and government representatives share information on issues, research, best practices, innovative approaches, and offer solutions for newcomers facing obstacles to integration.
- **EAL Directory:** Compile all available language training into a directory; activity occurs separately in northern and southern Alberta.

Organizations must have the ability to provide all of the above-noted activities; however, clients may not require each of the activities to address their settlement and integration.

Your proposal should include an evidence-based rationale and target number for the delivery of each activity you intend to provide, in each fiscal year.

Eligible Beneficiaries

- Permanent Residents
- Naturalized Canadian Citizens

Your proposal should include an evidence-based target for the number of beneficiaries you will serve in each fiscal year.

Financial Considerations

Grant funding will be awarded based on an evidence-based, detailed and justified budget. Your total budget should include all costs associated with delivering the eligible activities in the stream. Your budget should fall within the range of **\$200 - \$250 cost per client**. This should be determined by using the following formula:

$$\text{Total Budget (\$)} \div \text{Target Number of Beneficiaries (\#)} = \text{Cost per Client (\$/client)}$$

If your budget falls outside of this range, please make sure to include a clear rationale.

Eligible costs include:

- Costs associated directly with the delivery of the service
- Costs associated with addressing barriers to accessing your service activities
- Detailed administrative costs (up to 15% of grant budget)
- In-kind costs (if applicable)
- Childminding (if applicable) – see glossary for definition

Ineligible costs include:

- Childcare (see glossary for definition)

- Hosting of conferences
- Parking fees (see glossary for definition)

Outcomes

The activities outlined in the Language Assessment and Referral Services stream contribute to the following ASIP outcomes:

- Newcomers have greater awareness of available resources, programs and services to support their settlement and integration
- Newcomers have increased ability to access programs and services

Refer to Appendix C for the Language Assessment and Referral Services Logic Model and detailed reporting requirements.

Stream 3: English as an Additional Language (EAL) Drop-in Services

EAL Drop-in Services fill a significant gap in EAL programming for newcomers in Alberta. While language training is best provided through consistent, ongoing and formal programming, many newcomers face barriers to accessing this kind of language training. Examples of common barriers to attend formal programming include shift work with varying hours, restrictive eligibility criteria, and complications from being on waitlists for multiple programs.

This stream will fund alternative, flexible, and short-term English language learning opportunities to eligible newcomers to improve or maintain their English proficiency while they are unable to access regular EAL programming. The intention of drop-in services is to be an alternative to regular EAL programming, not to replace or duplicate it.

Activities

The following eligible activities in the EAL Drop-in Services stream will ensure newcomers have the appropriate supports to meet their settlement and integration needs:

- **English language training:** Provide language opportunities for newcomers who experience one or more barriers to learning English in regularly scheduled EAL classes.
- **EAL Literacy training:** Provide highly barriered clients with specialized basic-level literacy training opportunities, though regularly scheduled classes.

Note: A volunteer may provide the language training to clients; however, a qualified staff member must deliver the literacy training.

Your proposal should include an evidence-based rationale and target number for the delivery of the activities in each fiscal year.

Eligible Beneficiaries

Primary eligible beneficiaries for activities include:

- Permanent Residents
- Naturalized Canadian Citizens

If your program has available seats, and there are no permanent residents or naturalized Canadian citizens on a wait list, refugee claimants and/or temporary residents with a work permit may also be included.

Your proposal should include an evidence-based target for the number of beneficiaries you will serve in each fiscal year.

Financial Considerations

Grant funding will be awarded based on an evidence-based, detailed and justified budget. Your total budget should include all costs associated with delivering the eligible activities in the stream. Your budget should fall within the range of **\$350 - \$600 cost per client**. This should be determined by using the following formula:

$$\text{Total Budget (\$)} \div \text{Target Number of Beneficiaries (\#)} = \text{Cost per Client (\$/client)}$$

If your budget falls outside of this range, please make sure to include clear justification and rationale.

Eligible costs include:

- Costs associated directly with the delivery of the service
- Costs associated with addressing barriers to accessing your service activities
- Administrative costs (up to 15% of grant budget)
- In-kind costs (if applicable)
- Childminding (if applicable) – see glossary for definition

Ineligible costs include:

- Childcare (see glossary for definition)
- Hosting of conferences

- Parking fees (see glossary for definition)

Outcomes

The activities outlined in the EAL Drop-in Services stream contribute to the following ASIP outcomes:

- Newcomers have increased ability to connect with communities

Outcomes will be measured through the online English as an Additional Language Drop-In Services Outcomes Measurement Survey, as provided by the Government of Alberta.

Refer to Appendix D for the EAL Drop-in Services Logic Model and detailed reporting requirements.

Application Requirements

The following components will ensure a complete application:

- Signed Application Form
- Service Description
- Signed Budget
- One (or two maximum) signed reference letter(s) or email(s) speaking to the applicant's knowledge and experience regarding the proposed service delivery
- Signed letter(s) from other funding source(s) or email from funder(s) acknowledging funds they are providing for the proposal, if applicable

Evaluation & Selection

Applications received by the submission deadline will be screened for eligibility. A review committee, whose recommendations will be considered by department staff, will score eligible applications. All applicants will be notified of the results of their application.

Complete proposals will be scored based on the following criteria:

- Demonstrated need for the service – 15 points
- Service delivery design – 30 points
- Ability to deliver – 20 points
- Risk identification and management – 10 points
- Budget – 25 points

Additional considerations for selection include:

- Provincial and regional needs and priorities; and
- Available funding.

Expectations of Successful Applicants

Upon project approval, successful grant recipients agree to:

- demonstrate sound financial and personnel management
- submit complete, timely and accurate reports in accordance with the following table:

Reporting Requirements	Reporting Period	Due Date	Report Contents
Report #1	April 1, 2022 – September 30, 2022	October 31, 2022	As outlined in SCHEDULE C of the Grant Agreement
Report #2	October 1, 2022 – March 31, 2023	April 30, 2023	As outlined in SCHEDULE C of the Grant Agreement
Report #3	April 1, 2023 – September 30, 2023	October 31, 2023	As outlined in SCHEDULE C of the Grant Agreement
Report #4	October 1, 2023 – March 31, 2024	April 30, 2024	As outlined in SCHEDULE C of the Grant Agreement

NOTE: Refer to Appendix B, C & D for detailed reporting requirements; reporting templates will be made available after the grant agreement has been signed.

- respond to further information requests regarding the funded service
- assist department staff with verification of agreement compliance (file audits, client follow-up)
- comply with the terms and conditions of the Grant Agreement

Freedom of Information and Protection of Privacy (FOIP) Acknowledgement

The grant recipient must comply with the privacy requirements of the *Freedom of Information and Protection of Privacy (FOIP) Act* insofar as it applies to the recipient's operations and the personal information the recipient has access to, collects, or uses in providing the services under the agreement. The grant recipient is required to protect the confidentiality and privacy of personal information accessible to the recipient or collected under the agreement.

All documents submitted to Alberta Labour and Immigration become the property of the Government of Alberta, and are subject to the disclosure provisions of FOIP. This Act allows any person right of access to records in the custody or under the control of the department subject to specific exceptions. To learn more about the application of the Act to your proposal, visit: <http://www.servicealberta.ca/foip/resources/guidelines-and-practices.cfm>

Appendix A: Glossary

Term	Definition
Alberta Immigrant Nominee Program	The Alberta Immigrant Nominee Program is an economic immigration program operated by the Government of Alberta with the Government of Canada's department of Immigration, Refugees and Citizenship Canada. Individuals, together with their spouse/common-law partner and dependent children, who apply to the program and are successful, will receive a nomination certificate.
Beneficiary	Newcomer, employer, service provider or a community who/that gains an advantage as a result of ASIP intervention. Each stream of ASIP CFP has different beneficiaries; always refer to its specific section to learn about eligible beneficiaries.
Child care	The ongoing care of children by a day-care centre, babysitter or other provider while parents are working.
Childminding	<p>This is non-licensed babysitting service for newcomer parents who are enrolled and participating in ASIP activities. Parents must be on-site with their children to qualify for childminding services. This service is only provided during daily class activities, excluding breaks and lunchtime. Parents are responsible to take care of their children during all daily breaks and at all times when off the premises.</p> <p>When labour market access participants are off-site for job placements or similar activities, service providers will not provide this service and should encourage parents to secure regular licensed care for children placed in childminding during class training.</p>
Community	Locations and/or groups comprised of people with similar characteristics or goals (e.g. shared sense of belonging).
Connect	To make contact with a person, group, or service to gain information, access services or develop a relationship/network.
Convention Refugees	Convention refugees are outside their home country or the country they normally live in. They are not able to return because of a well-founded fear of persecution based on: race, religion, political opinion, nationality, or membership in a social group, such as women or people of a particular sexual orientation. The Immigration and Refugee Board of Canada is responsible for accepting/rejecting claims for refugee status.
Cost per Client	Cost per client is determined by dividing the total budget by the target number of beneficiaries. The total budget should include all costs associated with the service delivery of the stream.

Expenses	Expenditures (\$\$ amounts) paid out by the organization as costs of delivering programs and services. All expenses must be supported by the organization's annual financial statement.
First Time Drop-In Learner	A learner who is participating in English as an Additional Language (EAL) Drop-in Services for the first time.
Information	Provide verbal and/or print material(s) to inform clients about a specific topic that will support them to settle and integrate while they live and work in Alberta (e.g. where to apply for low-income housing). Service can be provided in individual or group sessions.
In-kind Contributions	Contributions of goods or services, other than cash, such as space, equipment or financial services.
Implementation Plan	Description and timeline of the steps that must be taken in order to achieve the proposed program's goals and objectives. It gives the reader an idea of how the program will unfold and it often illustrates the breakdown of smaller and more manageable goals (helpful while filling out service description template).
Integration	A two-way process that involves commitment on the part of newcomers to engage in life in Canada as well as on the part of Canadians to welcome and give value to the rich cultural diversity that newcomers bring.
Intersecting identity factors	Identity factors refer to characteristics such as gender, age, culture, language, sexual orientation, education ability, geographic location, migration status, faith, ethnicity and socio-economic status. The overlapping of these characteristics contributes to one's experiences and influences the achievement of intended outcomes of an initiative.
Logic Model	Tool used by funders, managers and evaluators of the programs to evaluate the effectiveness of a program or to guide the organization during planning and implementation phases. Logic models are usually a graphical depiction of the logical relationships between the resources, activities, outputs and outcomes of a program. The fundamental purpose of constructing a logic model is to assess the "if-then" (causal) relationships between the elements of the program; if the resources are available for a program, then the activities can be implemented, if the activities are implemented successfully then certain outputs and outcomes can be expected.
Measurement Plan	A plan for measuring the outcomes of your project. The plan identifies what will be measured, how (survey, focus group, pre/post-test, etc.), when and by whom.
Naturalized Canadian Citizen	Naturalization is the process through which immigrants acquire Canadian citizenship. Landed immigrants who have met certain criteria are eligible for Canadian citizenship by naturalization. The criteria for acquiring citizenship

	generally include a residency requirement, knowledge of English or French and basic knowledge of Canada.
Needs Assessment	The process by which a service delivery practitioner determines what information, referrals and support a particular client requires.
New Client	A client who has not previously received service activities by the provider.
Newcomers	Individuals born outside of Canada destined for or living in Alberta, either temporarily or permanently; an individual self-identifies as a newcomer until he/she identifies as integrated.
Orientation	Explanation and provision of practical guidance about specific topics to help with everyday living and working in Alberta (e.g. the process of where to find and how to apply for low-income housing). Service can be provided individually or in group sessions.
Outcome	<p>An outcome is the impact or consequence from the products or services produced. It addresses the question: What has been achieved by the project?</p> <ul style="list-style-type: none"> • Immediate outcomes: generally changes in awareness, attitude, knowledge or skill that result from the products or services produced. <i>Examples: students feel more confident interacting in English; clients are aware of their CLB levels</i> • Intermediate outcomes: changes in behaviour as a consequence of achieving one or more of the immediate outcomes. <i>Examples: students communicate more successfully outside the classroom; clients access language training appropriate to their needs.</i> • Ultimate outcomes: Changes in condition or a state of a broader population. <i>Examples: environmental, social, political changes.</i>
Outcome Measure	<p>The percentage change in the target population/group that results from the products and/or services delivered. Measurement tools include: administering a follow-up procedure with each learner/client, administering a knowledge test to demonstrate improvement as a result of direct instruction, conducting a survey, organizing a focus group, etc.</p> <ul style="list-style-type: none"> • Good example: The number and percentage of learners who complete the program, who increase their score by 10 or more points on pre-/post-questionnaire. • Poor example: the number of learners attending the program. This is not an outcome measure because we do not know what impact the program has on the learners. This would be an example of an output (total number of clients) rather than an outcome. (See Output and Output measure for clarity).
Output/Output Measures	<p>The number of products and services produced by the activities (deliverables).</p> <p><u>Examples include:</u> number of materials or resources developed, number of clients served, number of workshops delivered, or number of community members who attended the workshops.</p>

Outreach	The process by which non-profit organizations make connections with communities (e.g. cultural groups, faith-based communities, etc.) to ensure newcomers are aware of settlement and integration services.
Parking Fees	Employer-paid permanent parking costs for employees during an employment, contract, or project. If an employee incurs parking fees due to attending stand-alone meetings required for the project, such expense can be claimed against travel costs indicated in the project's budget.
Permanent Resident (PR)	A person who has been given legal, permanent resident status by immigrating to Canada, but is not a Canadian citizen. Permanent residents are citizens of other countries.
Referral	The process by which a client is directed to the appropriate organization(s) or agency(ies) for information, training or services. Upon completion of a needs assessment, the service delivery practitioner might provide some pieces of information directly and refer the client to the best source for other types of information.
Returning Client	A client that has previously received services from a provider and is returning in the current grant agreement to access more services.
Returning Drop-In Learner	A learner who is continuing with training or has participated in previous training in English as an Additional Language (EAL) Drop-in Services
Professions	Regulated NOC 0, A & B occupations and trades. The ALIS website https://alis.alberta.ca/occinfo/certifications-in-alberta/ has examples.
Settlement	The process of setting up one's life in a new country; involves meeting basic needs, accessing education and/or the labour market, connecting with community and addressing other personal, emotional, financial and spiritual needs.
Service Provider	Any person or organization in the public or private sector that provides services to newcomers including Immigrant Serving Organizations, EAL providers, employment services and mainstream service providers.
Smaller Centres and Rural Areas	All Alberta territory lying outside of the Calgary and Edmonton metropolitan areas.
Surplus	Surplus is the difference between the total expenses and the total revenue when the expenses are less than the revenue. Surplus funds are considered grant dollars and are restricted by the Settlement and Language Programs (SLP). If there are unused (surplus) funds that the recipient wishes to use for a different purpose from what was originally agreed upon, the recipient must submit a written request to the Minister of Labour and Immigration before the

	end of the grant agreement term. Surplus grant funds cannot be put in a reserve fund or transferred between different programs.
Temporary Resident with a work Permit	A temporary resident is a foreign national who is legally authorized to enter Canada for temporary purposes. Temporary residents with a work permit have legal authority to work in Canada under the Temporary Foreign Worker Program, International Mobility Program or Post-Graduate Work Permit Program.
Welcoming	Involves a continuum of activities (awareness, education) that create opportunities for the integration of newcomers.

Appendix B: Settlement and Community Supports Services

Outcomes will be measured through the online Settlement and Community Support Services Outcomes Measurement Survey, as provided by the Government of Alberta.

Settlement and Community Supports Services Logic Model

Inputs	Activities	Outputs	Immediate Outcomes	Intermediate Outcomes	Long Term Outcomes
Funding Facilities Staff Program Design Policies/Procedures Professional Development and Training for Quality Assurance	Assess clients' needs	# of clients served; # of newcomers served without a service plan; # of service plans developed; # of clients receiving Information & Orientation; # of Information & Orientation sessions; # of referrals provided; # of clients receiving interpretation services; # of clients receiving translation services; # of interpretation services provided; # of translation services provided; # of attendees at workshops and presentations; # of group Information & Orientation sessions	1. Clients understand their needs. 2. Clients are aware of the resources, programs and services available to help meet their needs. 3. Clients know how to access resources, programs and services in the community. 4. Clients are able to access resources, programs and services in the community. 5. Clients are aware of opportunities to connect with community. 6. Clients know how to access opportunities to connect with community. 7. Clients are able to connect with community.	1. Clients access the supports and services they need in the community. 2. Clients engage in activities that connect them to community.	Newcomers meet their settlement and integration needs.
	Develop clients' service plans				
	Provide clients with information & orientation				
	Refer clients to appropriate programs and services				
	Provide translation and interpretation				
	Conduct group information & orientation sessions				
	Outreach				
	Follow-up on clients				



Reporting Requirements for Settlement and Community Supports

Two reports must be submitted: the first after 6 months and the second after 12 months. The following data are to be included in each report. Reporting templates will be provided.

Clients served	Measurement
Gender	Totals for number of male, female and other clients served
Age	Totals for clients served by age categories
Education	Totals for clients served by education level
Technical/Vocational Training	Totals for clients served by type of previous training obtained
University/College Education	Totals for clients served by level of previous education obtained
Immigration Status	Totals for clients served by type of immigration status
Employment Status	Totals for clients served by current employment status
Current Occupation in Canada	Totals for employed clients served by occupation
Country of Origin	List of top five countries of origin
Language of Origin	List of top five languages of origin
Dependents in Canada	Totals for dependents of clients served
Official Language of Choice	Totals for clients served by official language of choice
Length of Residency	Totals for clients served by length of time in Alberta
Activities	
Assess clients' needs	Total for clients served, broken down by new and returning clients; Total for newcomers served without a service plan (one-time)
Develop clients' service plans	Total number of service plans developed
Provide clients with information & orientation	Total number of clients receiving Information & Orientation broken down by new and returning clients; Total number of Information & Orientation sessions provided
Refer clients to appropriate programs and services	Total number of referrals provided
Provide translation and interpretation	Total number of clients receiving interpretation services; Total number of clients receiving translation services; Total number of interpretation services provided; Total number of translation services provided
Conduct group Information & Orientation sessions	Total number of attendees at workshops and presentations; Total number of group Information & Orientation sessions
Outreach	Total number of outreach activities
Follow-up on clients	# of clients who accessed supports and services they need in the community; #of clients engaged in activities that connect them to community
Immediate Outcomes of Activities (upon completion of Service Plan)	
Settlement and Community Supports (SCS) clients understand their needs.	# and % of SCS clients reporting they understand their area of need
SCS clients are aware of the resources, programs and services available to help meet their needs.	# and % of SCS clients reporting they are aware of the relevant resources in community to help them meet their needs
SCS clients are aware of the resources, programs and services available to help them attach to the labour market.	# and % of SCS clients reporting they are aware of the relevant resources in community to help them attach to the labour market
SCS clients know how to access resources, programs and services in the community.	# and % of SCS clients reporting they have the information they need to meet their needs; # and % of SCS clients reporting they know how to access appropriate resources, programs and/or services to help meet their needs
SCS clients are able to access resources, programs and services in the community.	# and % of SCS clients reporting they are confident about what they need to do next # and % of SCS clients reporting they are ready to act

SCS clients are aware of opportunities to connect with community.	# and % of SCS clients reporting they are aware of the relevant opportunities to connect with community
SCS clients know how to access opportunities to connect with community.	# and % of SCS clients reporting they have the information they need to connect with community; # and % of SCS clients reporting they know how to connect with community
SCS clients are able to connect with community.	# and % of SCS clients reporting they are confident about what they need to do next to connect with community; # and % of SCS clients reporting they are ready to act to connect to community
Intermediate outcomes	Measures at 90 days after service
SCS clients access the supports and services they need in the community.	# and % of SCS clients reporting they have accessed supports and services in the community; # and % of SCS clients reporting that the services provided helped them with accessing the supports and services they needed
SCS clients engage in activities that connect them to community.	# and % of SCS clients reporting they have engaged in activities that connect them with the community; # and % of SCS clients reporting that the services provided helped them to engage in activities that connect them with the community

Appendix C: Language Assessment and Referral Services

Language Assessment and Referral Services (LARS) Logic Model

Inputs	Activities		Outputs	Immediate Outcomes	Intermediate Outcomes (90 Days & 6 Months)	Long Term Outcomes
Funding Facilities Staff Program Design Language Assessment tools Policies/Procedures Professional Development and Training for Quality Assurance	Assess client needs	LARS Clients	Client demographics; # of new and return clients assessed; # of new and return clients reassessed; Total # of referrals provided; Total # of referrals by type of referral; Total # of new and return clients receiving Employment Counselling; Total # of new and return clients receiving brief Language and Vocational Assessment services; Language assessment results for all clients assessed; # of Language and Vocational Assessment Information sessions	1. LARS clients are aware of their Language Benchmark test results 2. LARS clients are aware of the opportunities they can pursue with their language benchmark results 3. LARS clients are aware of the programs and services available to them in the community 4. LARS clients know where to go to register for the programs and supports available to them 5. LARS clients are confident of the next steps they need to take to pursue their language and training goals	1. LARS clients are enrolled in or pre- registered for language and training programs aligned with their Benchmark levels and language and training goals. 2. LARS clients access the supports and services they need to pursue their language and training needs.	Adult immigrants and refugees have completed or are in the process of completing their language and/or employment training. Adult immigrants and refugees achieve their required English language proficiency. Adult immigrants and refugees can achieve their occupational goals.
	Provide language assessments					
	Provide information on training and educational opportunities					
	Refer clients to appropriate programs and services					
	Provide Educational Counselling					
	Follow-up on clients					
	Conduct group info sessions					
	Collaborate with other service providers					

Direct Program Influence

Indirect Program Influence

Reporting Requirements for Language Assessment and Referral Services

Two reports must be submitted: the first after 6 months and the second after 12 months. The following data are to be included in each report. Reporting templates will be provided.

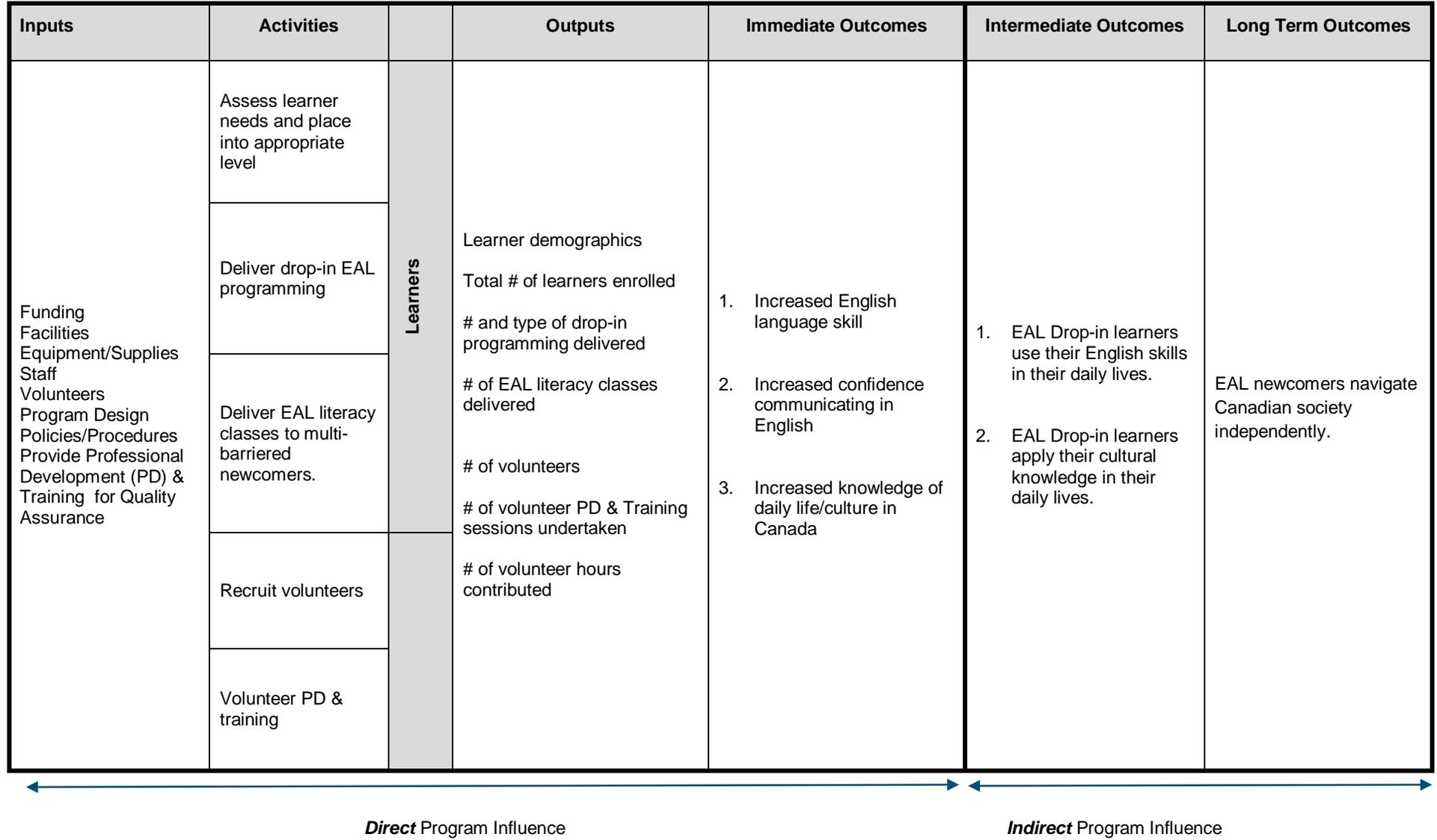
Clients served	Measurement
Gender	Totals for number of male, female and other clients served
Age	Totals for clients served by age categories
Years of Education	Totals for clients served by years of education obtained
Technical/Vocational Training	Totals for clients served by type of previous training obtained
University/College Education	Totals for clients served by level of previous education obtained
Immigration Status	Totals for clients served by type of immigration status
Employment Status	Totals for clients served by current employment status
Current Occupation in Canada	Totals, by occupation, for employed clients served
Country of Origin	List of top five countries of origin
Language of Origin	List of top five languages of origin
Fee-for-Service Clients	Totals for clients served by fee-for-service category
Activities	
Assess client needs	Totals for clients served by type of presenting need
Provide language assessments	Total number of new clients assessed; Total number of new clients re-assessed; Total number of return clients re-assessed; Assessment results by type of test
Provide information on training and educational opportunities	Total number of new clients receiving brief Language and Vocational Assessment services; Total number of return clients receiving brief Language and Vocational Assessment services
Provide Educational Counselling	Total number of clients receiving educational counselling; Total number of clients receiving educational counselling broken down by new and return clients; Total number of new and return clients receiving one, two, or three counselling sessions
Provide Referrals	Total number of direct referrals provided, broken down by new and return clients; Total number of referrals provided by referral type: <ul style="list-style-type: none"> • EAL Full time • EAL Part time • Literacy programming • Educational Programming • Employment readiness programming • Alberta Supports
Follow-up on Clients	Number of clients enrolled or pre-registered in the program; Number of clients not enrolled; Number of clients who have accessed support
Conduct group info sessions	Total number of Language and Vocational Assessment info sessions for service providers; Total number of Canadian Benchmark Levels (CLB) workshops for service providers; Total number of Info sessions <i>by</i> service providers <i>for</i> Language and Vocational Assessment clients; Total number of Language and Vocational Assessment information sessions for clients
Collaborate with other service providers	English as an Additional Language (EAL) Committee meetings; EAL Directory; Community partnerships
Immediate Outcomes of Activities	

Language Assessment and Referral Services (LARS) clients are aware of their Language Benchmark test results.	# and % of clients reporting they are aware of their language benchmarks
LARS clients are aware of the opportunities they can pursue with their language benchmark results.	# and % of clients reporting they understand what their benchmark level will allow them to do
LARS clients are aware of appropriate language and employment training opportunities.	# and % of clients reporting they are aware of the resources in community to help them with their language and training needs
LARS clients are aware of how to access appropriate language and/or employment training opportunities.	# and % of clients reporting they have the information they need to pursue their language and training needs; # and % of clients reporting they know how to access appropriate language and/or employment training opportunities
LARS clients are confident of the next steps they need to take to pursue their language and training goals.	# and % of clients reporting they are confident about what they need to do next; #and % of clients reporting they are ready to act; # and % of clients reporting their needs were met; # and % of clients reporting that they are satisfied with services and information they received
Intermediate outcomes	Measures at 90 days and 6 months after service
Language and Vocational Assessment clients are enrolled in or wait-listed for language and training programs aligned with their Benchmark levels and language and training goals.	# and % of clients reporting they have enrolled or pre-registered in language and/or employment training opportunities; # and % of clients reporting they have accessed other support services; # and % of clients reporting that the services provided helped them with their language and/or employment training needs
Language and Vocational Assessment clients access the supports and services they need to meet their language and training needs.	# and % of clients reporting they have accessed other support services; # and % of clients reporting that the services provided helped them with their language and/or employment training needs; # and % of clients reporting their needs were met; # and % of clients reporting that they are satisfied with services and information they received

Appendix D: English as an Additional Language (EAL) Drop-in Services

Outcomes will be measured through the online English as an Additional Language Drop-in Services Outcomes Measurement Survey, as provided by the Government of Alberta.

EAL Drop-in Services Logic Model



Reporting Requirements for EAL Drop-in Services

Two reports must be submitted: the first after 6 months and the second after 12 months. The following data are to be included in each report. Reporting templates will be provided.

Learners served	Measurement
Gender	Totals for number of male, female or other learners served
Age	Totals for learners served by age categories
Years of Education	Totals for learners served by years of education obtained
Immigration Status	Totals for clients served by type of immigration status
Employment Status	Totals for learners served by current employment status
Current Occupation in Canada	Totals for employed clients served by occupation
Country of Origin	List of top five countries of origin
Language of Origin	List of top five languages of origin
Activities	
Assess learner needs	# of first-time learners assessed & placed; # of returning learners assessed & placed
Deliver drop-in EAL programming	# of first-time learners in EAL drop-in classes; # of returning learners in EAL drop-in classes; # of first-time learners in EAL drop-in tutoring; # of returning learners in EAL drop-in tutoring; # of learners in EAL drop-in programming taught by volunteers; # of learners in EAL drop-in programming taught by paid instructors; # of learners in morning classes/activities; # of learners in afternoon classes/activities; # of learners in evening classes/activities; # of learners in Saturday classes/activities
Deliver EAL literacy classes to multi-barriered newcomers	# of first-time learners in EAL literacy classes; # of returning learners in EAL literacy classes
Recruit volunteers	# of volunteer teachers; # of volunteer hours contributed
Volunteer PD & training	# of Volunteer training sessions (internal) # of Volunteer PD sessions (external)
Immediate Outcomes of Activities	
EAL Drop-in and literacy learners have increased English language skill.	# and % of learners who report improved English language skill; # and % of learners who advance a level
EAL Drop-in and literacy learners have increased confidence communicating in English.	# and % of learners who report increased confidence communicating in English
EAL Drop-in and literacy learners have increased knowledge of daily life/culture in Canada	# and % of learners who report increased understanding of life in Canada

Appendix E: Resources for Writing Proposals

The following resources are provided to support the development of proposals:

- <https://hygger.io/blog/how-to-write-project-proposal/>
- <https://proposalsforngos.com/top-10-tips-to-write-a-great-project-proposal/>
- <https://open.alberta.ca/dataset/83bc6043-7973-4d89-83c7-490b7dde4776/resource/13e61382-6299-4678-a974-f1662da03ea0/download/2010-writing-grant-proposal-information-bulletin.pdf>
- <https://www.grandchallenges.ca/funding-opportunities/innovator-toolbox/write-your-proposal/>
- <https://landusekn.ca/resource/writing-grant-proposal-alberta-culture-tourism-board-development-program>