ALBERTA SETTLEMENT AND INTEGRATION PROGRAM (ASIP) 2020-2021 CALL FOR PROPOSALS APPLICATION GUIDELINES

OBJECTIVE: To provide grant funding for settlement and integration services and initiatives that support newcomers to reach their full economic potential while they live and work in Alberta.

The 2020-2021 ASIP Call for Proposals includes two sections to which applicants may apply:
- **Section 1:** **Supporting Newcomer Integration (SNI)**
- **Section 2:** **Settlement, Integration and Language Projects (SILP)**

DEPARTMENT: Alberta Labour and Immigration

CONTACT: All inquiries pertaining to this Call for Proposals should be directed to NewcomerSupports@gov.ab.ca

TOTAL DURATION:

Section 1: Supporting Newcomer Integration Grants are limited up to 12 months in duration with the possibility to extend for an additional 12 months.

Section 2: Settlement, Integration and Language Projects – Workforce Development Training Initiative Grants are limited up to 24 months in duration.

CLOSING DATE AND TIME:

Section 1: Supporting Newcomer Integration (SNI) applications MUST be received electronically by Friday, July 10, 2020 at 11:59 p.m. MDT

Section 2: Settlement, Integration and Language Projects - Workforce Development Training Initiative applications MUST be received electronically by Thursday, October 1, 2020, at 11:59 p.m. MDT

> **Note:** Section 2 of the 2020-2021 Call for Proposals is a response to the extraordinary challenges facing Alberta (e.g. COVID-19 and the rapid economic downturn). Proposals must be based on research and evidence to be able to implement training ideas quickly and efficiently. Providers will have 18 weeks (June 2, 2020 – October 15, 2020) to develop their evidence-based proposals.

It is the responsibility of the applicant to ensure their application is received on time. An acknowledgement email will be sent upon receipt. If you do not receive an acknowledgement email, please email NewcomerSupports@gov.ab.ca to advise us.

Hard copies will NOT be accepted.

SUBMISSIONS:
- Send the complete application package in **one** email to NewcomerSupports@gov.ab.ca

- Title the email subject line as "**Your Organization Name**": CFP [SNI or SILP] 2020-2021 Application
- If there are server restrictions that prevent you from sending large email attachments, please send an email to NewcomerSupports@gov.ab.ca indicating that you will need to send multiple emails in order to fulfill all the submission requirements, and proceed to do so.

APPLICANTS' CONFERENCE CALLS:
There will be an opportunity for applicants to ask questions related to each section of the CFP.

Section 1: Supporting Newcomer Integration
> Date: **Monday, June 15, 2020**
> Time: **9:30 - 11:00 a.m.**
> Conference Call: 780-409-9282 or 1-866-792-1317
> Conference Call ID: 5170614
>
> Preference will be given to questions submitted in advance to NewcomerSupports@gov.ab.ca by **11:59 p.m. on June 10, 2020.**

Section 2: Settlement, Integration and Language Projects – Workforce Development Training Initiative (two calls)
> Date: **Tuesday July 7, 2020**
> Time: **9:30 -11:00 a.m.**
> Conference Call: 780-409-9282 or 1-866-792-1317
> Conference Call ID: 5170614
>
> Preference will be given to questions submitted in advance to NewcomerSupports@gov.ab.ca**.**
>
> Date: **Tuesday September 15, 2020**
> Time: **9:30 AM -11 AM**
> Conference Call: 780-409-9282 or 1-866-792-1317
> Conference Call ID: 5170614
>
> Applicants are encouraged to submit their additional questions and inquiries to NewcomerSupports@gov.ab.ca in the time between the two calls. The Settlement and Language Programs team will respond to all submitted questions during the Applicants' Calls.

Responses to questions from Section 1 and Section 2 calls will be posted on our website at https://www.alberta.ca/alberta-settlement-and-integration-program.aspx.

To ensure fairness and transparency, the applicants' conference calls will be the **final** opportunity to have your questions answered prior to the submission deadlines.

ALBERTA SETTLEMENT AND INTEGRATION PROGRAM (ASIP) 2020-2021 CALL FOR PROPOSALS 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

A top priority of the Government of Alberta is to support the economy and create jobs for Albertans. Our immigration system enables newcomers to make Alberta home and contribute their talents and expertise to growing our province and supporting economic recovery.

The Ministry of Labour and Immigration ensures "programs, services, and processes effectively and efficiently support the government's priorities, meet the needs of job creators to support a thriving economy and ensure newcomers can fully participate."

The *2020-2023 Labour and Immigration Business Plan* identifies settlement and integration funding as a key initiative. Newcomers must have the appropriate settlement and integration supports, including labour-focused training opportunities, to reach their full economic potential.

ALBERTA SETTLEMENT AND INTEGRATION PROGRAM (ASIP)

The Alberta Settlement and Integration Program supports the government's immigration priorities and direction.

ASIP is designed to support prioritized areas of focus for maximum impact on improving the settlement and integration experience of newcomers and their socio-economic outcomes.

1. **Improve settlement information accessibility.** Improve information delivery of settlement services for more timely access and address gaps in settlement information.

2. **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, intercultural communications competence, etc.

3. **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.

4. **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.

2020-2021 ASIP CALL FOR PROPOSALS

The 2020-2021 ASIP Call for Proposals includes two unique sections that will provide grant funding for services and initiatives to meet the settlement and integration needs of newcomers. Applicants are encouraged to read and follow the Application Guidelines Section that pertains to the grant funding for which they are applying.

SECTION 1: SUPPORTING NEWCOMER INTEGRATION (SNI)

ASIP fills service gaps in the province by providing funding for complementary frontline settlement and integration services for newcomers that are not funded by Immigration, Refugees and Citizenship Canada (IRCC). This section of the 2020-2021 ASIP Call for Proposals involves bringing together several different solicitations into one streamlined approach for grant funding for settlement and integration services.

SNI grants will provide settlement and language supports and services for newcomers while they live and work in Alberta, ensuring they reach their full economic potential.

Please proceed to [Section 1: Supporting Newcomer Integration](#)

SECTION 2: SETTLEMENT, INTEGRATION AND LANGUAGE PROJECTS (SILP)

ASIP is designed to be flexible and responsive to emerging needs through program-funded SILP grants. The 2020-2021 ASIP Call for Proposals is specifically focusing the SILP grants to help newcomers successfully attach to employment to contribute to Alberta's economic recovery.

The intent of the **Settlement, Integration and Language Projects (SILP) – Workforce Development Training Initiative** is to address newcomer unemployment, as well as employment gaps, by providing urgently needed labour market attachment training. Training opportunities will ensure newcomers have the skills and abilities to reach their full economic potential and are able to contribute to the economy recovery needs.

Please proceed to [Section 2: Settlement, Integration and Language Projects – Workforce Development Training Initiative](#)

2020-2021 ASIP Call for Proposals Application Guidelines Section 1: Supporting Newcomer Integration (SNI)

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APPLICATION GUIDELINES
SECTION 1: SUPPORTING NEWCOMER INTEGRATION (SNI)

ASIP promotes and complements the effective distribution of services across the province. Newcomers must 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.

For a streamlined approach to settlement and integration supports for newcomers, the 2020-2021 SNI Section of the Call for Proposals (CFP) will include three streams:

- **Stream 1:** Settlement and Community Supports
- **Stream 2:** Language Assessment and Referral Services
- **Stream 3:** English as a Second Language Drop-in Services

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

DURATION: Grants will be awarded for up to 12 months in duration (October 1, 2020 – September 30, 2021) with the possibility to extend for an additional 12 months.

All SNI applications must be received by **Friday, July 10, 2020 at 11:59 p.m. MDT**.

APPLICANTS

Eligible applicants for all three streams include:

- Non-profit organizations

Eligible organizations must 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 training services to newcomers.

SNI STREAM 1: SETTLEMENT AND COMMUNITY SUPPORTS

The SNI Settlement and Community Supports streamlines provincially funded settlement and integration supports to ensure a broader reach to more clients who are ineligible for federal settlement and support services.

Newcomers must have the appropriate supports to be able to contribute to the economic recovery needs. Settlement and Community Supports activities are intended to ensure eligible newcomers receive the settlement and integration supports they need while they live and work in Alberta.

ACTIVITIES UNDER STREAM 1

The following eligible activities in the Settlement and Community Supports stream 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:** Disseminate information products (print and/or electronic) and/or facilitate 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 develop the life skills they need to integrate into the community.
- **Referrals:** Provide referrals to appropriate agencies outside 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 awareness of available 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 results of the needs assessment should be used to develop a client-centred service plan for how the client will achieve their settlement and integration needs to ensure their full economic potential.

Clients may access eligible activities in the Settlement and Community Supports stream that relate to their service plan. Clients may not require every activity to achieve their settlement and integration needs.

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

Your proposal should include an **evidence-based target number for the delivery of each activity** you intend to provide.

BENEFICIARIES

Eligible beneficiaries for Settlement and Community Supports activities include:

- 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.

FUNDING 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. It is recommended your budget should fall within the range of **$250 - $400 cost per client**. This should be determined by using the following formula:

> **Total Budget ($) ÷ Target Number of Beneficiaries (#) = Cost per Client ($/client)**

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

It is anticipated, up to two organizations will be funded in both Edmonton and Calgary. Funding for communities in the rest of the province will be considered on the evidence of need as demonstrated in your proposal.

OUTCOMES

The activities outlined in the Settlement and Community Supports 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 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

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

SNI STREAM 2: LANGUAGE ASSESSMENT AND REFERRAL SERVICES

Language Assessment and Referral Services are intended to provide clients with an English language assessment and assist eligible newcomers in identifying education or training options related to language abilities and their needs on a pathway to labour market attachment.

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

ACTIVITIES UNDER STREAM 2

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 and/or remote delivery
- **Educational Counselling (EC):** Review the client's educational and/or occupational history to create a plan that aligns with the client's occupational goals and language skills. This can be completed through a brief engagement and/or an in-depth EC session.
- **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 ESL and training opportunities programs.
- **Networking:** Assessment Centres are also responsible for quarterly ESL Advisory Committee meetings where language providers and government representatives share information on issues, research, best practices, innovative approaches, and come up with solutions to obstacles that newcomers face in order to integrate.
- **ESL Directory:** Compile all available language training into a directory; activity occurs separately in both Northern and Southern Alberta.

Clients may not require every activity to achieve their settlement and integration needs.

Your proposal should include an **evidence-based target number for the delivery of each activity** you intend to provide.

BENEFICIARIES

Eligible beneficiaries for Language Assessment and Referral Services activities include:

- Permanent Residents
- Naturalized Canadian Citizens

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

FUNDING 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. It is recommended your budget should fall within the range of **$200 - $250 cost per client**. This should be determined by using the following formula:

> **Total Budget ($) ÷ Target Number of Beneficiaries (#) = Cost per Client ($/client)**

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

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.

SNI STREAM 3: ENGLISH AS A SECOND LANGUAGE (ESL) DROP-IN SERVICES

ESL Drop-in Services fill a significant gap in ESL programming for newcomers in the province. While language training is best provided through consistent, ongoing and more formal programming, many newcomers experience one or more barriers to accessing this kind of language training. For example, working shift work, restrictive eligibility criteria and wait lists for other programs.

ESL Drop-in Services are intended to provide alternative open, flexible, and short-term English language learning opportunities to eligible newcomers to improve or maintain their English proficiency when they are unable to access regular ESL programming. They are not meant to replace or duplicate regular ESL programming.

ACTIVITIES UNDER STREAM 3

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

- **English language training:** Provide clients with language opportunities for newcomers who experience one or more barriers to learning English in regularly scheduled ESL classes.
  ESL 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 target number for the delivery of the activities**.

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.

FUNDING 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. It is recommended your budget should fall within the range of **$350 - $600 cost per client**. This should be determined by using the following formula:

> **Total Budget ($) ÷ Target Number of Beneficiaries (#) = Cost per Client ($/client)**

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

OUTCOMES

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

- Newcomers have increased ability to connect with communities

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

INFORMATION FOR ALL SNI APPLICANTS

The following information and requirements apply to applicants across all three SNI streams.

APPLICATION REQUIREMENTS

To ensure you have a complete application package, please **refer to SNI Appendix A**.

EVALUATION AND SELECTION

Applications received by the submission deadline will be screened for eligibility and a review committee will score eligible applications. All applicants will be notified of the results of their application.

Proposals will be assessed based on the following:
- Demonstrated need for the service
- Service delivery design
- Ability to deliver
- Risk management plan
- Budget

Additional considerations for selection include:
- Provincial and regional needs and priorities; and
- Available funding.

ACCOUNTABILITY AND REPORTING EXPECTATIONS

Upon approval, successful grant recipients agree to:
- demonstrate sound financial and personnel management
- respond to further information requests
- assist department staff with verification of agreement compliance (file audits, client follow-up)
- comply with the terms and conditions of the grant agreement

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

The grant recipient must submit complete, timely, and accurate reports in accordance with the following table:

Reporting Requirements	Reporting Period	Due Date	Report Contents
Interim Report	October 1, 2020 – March 31, 2021	April 30, 2021	As outlined in **SCHEDULE C** of the Grant Agreement
Final Report	April 1, 2021 – September 30, 2021	October 31, 2021	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*.*

SNI APPENDIX A: SNI APPLICATION REQUIREMENTS
(FOR YOUR REFERENCE)

The *electronic version* of the following documents are **required for a complete** 2020-2021 SNI application package:

- ☐ Application Form *(excel and signed pdf)*
- ☐ Service Description Template *(word)*
- ☐ Budget (***excel***)
- ☐ Supporting Documents (***combined into one pdf***)
  - Signed letter(s) from other funding source(s) or email from funder(s) acknowledging their funds for the proposed budget **(if applicable)**
  - One (or two maximum) signed reference letter(s) or email(s) speaking to the applicant's knowledge and experience regarding the proposed service delivery
  - Most recent annual financial statement
  - Organizational chart and staff list associated with the delivery of the stream activities

Please note that only complete applications will be considered.

COMPLETED APPLICATION PACKAGE MUST BE RECEIVED BY JULY 10, 2020, 11:59 MDT

SNI APPENDIX B: SETTLEMENT AND COMMUNITY SUPPORTS

Settlement and Community Supports Logic Model

Inputs	Activities	Outputs	Immediate Outcomes	Intermediate Outcomes	Long Term Outcomes
Funding Facilities Staff Program Design Policies/Procedures PD and Training for Quality Assurance	Assess clients' 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	# of clients served # of newcomers served w/o 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.

Direct Program Influence   **Indirect** Program Influence

Reporting Requirements for Settlement and Community Supports

Two reports to be submitted: the first after 6 months and the second after the 12th month. The following are the data 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 5 countries of origin
Language of Origin	List of top 5 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 w/o 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 the 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)	
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.

SNI APPENDIX C: LANGUAGE ASSESSMENT AND REFERRAL SERVICES

Language Assessment and Referral Services (LARS) Program 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 PD and Training for Quality Assurance	Assess client needs Provide language assessments Provide information on training and educational opportunities Refer clients to appropriate programs and services Provide Educational Counseling Follow-up on clients Conduct group info sessions Collaborate with other service providers	**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 (support) 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

Direct Program Influence   *Indirect* Program Influence

Reporting Requirements for Language Assessment and Referral Services

Two reports to be submitted: the first after 6 months and the second after the 12th month. The following are the data 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 for employed clients served by occupation
Country of Origin	List of top 5 countries of origin
Language of Origin	List of top 5 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 Counseling	Total number of clients receiving educational counseling Total number of clients receiving educational counseling broken down by new and return clients Total number of new and return clients receiving 1, 2, or 3 Counseling sessions
Provide Referrals	Total number of direct referrals provided broken down by new and return clients Total number of referrals provided by referral type: • ESL Full time • ESL 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 accessed support
Conduct group info sessions	Total number of Language and Vocational Assessment info sessions for service providers Total number of CLB workshops for service providers Total number of Info sessions *by* service providers *for* Language and Vocational Assessment clients Total number of Language and Vocational Assessment information sessions for clients

Collaborate with other service providers	ESL Committee meetings ESL Directory Community partnerships
Immediate Outcomes of Activities	
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 relevant 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 % 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 support 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

SNI APPENDIX D: ESL DROP-IN SERVICES

ESL Drop-in Program Logic Model

Inputs	Activities		Outputs	Immediate Outcomes	Intermediate Outcomes	Long Term Outcomes
Funding Facilities Equipment/Supplies Staff Volunteers Program Design Policies/Procedures Provide PD & training for quality assurance	Assess learner needs and place into appropriate level Deliver drop-in ESL programming Deliver ESL literacy classes to multi-barriered newcomers. Recruit volunteers Volunteer PD & training	Learners	Learner demographics Total # of learners enrolled # and type of drop-in programming delivered # of ESL Literacy classes delivered # of volunteers # of volunteer PD & Training sessions undertaken # of volunteer hours contributed	1. Increased English language skill 2. Increased confidence communicating in English 3. Increased knowledge of daily life/culture in Canada	1. ESL Drop-in learners use their English skills in their daily lives. 2. ESL Drop-in learners apply their cultural knowledge in their daily lives.	ESL newcomers navigate Canadian society independently.

Direct Program Influence   *Indirect* Program Influence

Reporting Requirements for ESL Drop-in Services

Two reports to be submitted: the first after 6 months and the second after the 12th month. The following are the data 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 5 countries of origin
Language of Origin	List of top 5 languages of origin
Activities	
Assess learner needs	# of first-time learners assessed & placed # of returning learners assessed & placed
Deliver drop-in ESL programming	# of first-time learners in ESL drop-in classes # of returning learners in ESL drop-in classes # of first-time learners in ESL drop-in tutoring # of returning learners in ESL drop-in tutoring # of learners in ESL drop-in programming taught by volunteers # of learners in ESL 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 ESL literacy classes to multi-barriered newcomers.	# of first-time learners in ESL literacy classes # of returning learners in ESL 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	
ESL 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
ESL Drop-in and literacy learners have increased confidence communicating in English.	# and % of learners who report increased confidence communicating in English.
ESL 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.

SNI APPENDIX E: SNI GLOSSARY

Word	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.
Community	Locations and/or groups comprised of people with similar characteristics or goals including employers, workplaces.
Connect	To make contact with a person, group, or service to gain information, access services or develop a relationship/network.
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 Learner	A learner who is participating in ESL Drop-in Services for the first time.
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.
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.
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.
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.

Word	Definition
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	Explain and provide 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	An outcome is the impact or consequence from the products or services produced. It addresses the questions: What has been achieved by the project? • **Immediate outcomes**: generally changes in awareness, attitude, knowledge or skill that result from the products or services produced. _Examples: Students feel more confident interacting in English; Clients are aware of their CLB levels_ • **Intermediate outcomes**: changes in behaviour as a consequence of achieving one or more of the immediate outcomes. _Examples: students communicate more successfully outside the classroom; clients access language training appropriate to their needs._ • **Ultimate outcomes:** Changes in condition or a state of a broader population _Examples: environmental, social, political changes_
Outcome Measure	The % 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. • Good example: The # and % of learners who complete the program who increase their score by 10 or more points on pre-/post-questionnaire. Poor example: the # of learners attending the program. This is not an outcome measure because we do not know what impact the program had 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	The number of products and services produced by the activities (deliverables). • Examples include: # of materials or resources developed, # of clients served, # of workshops delivered, # of community members who attended the workshops, etc.
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.

Word	Definition
Permanent Resident	Permanent Resident is someone 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 Learner	A learner who is continuing with training or has participated in previous training in ESL Drop-in Services
Service Provider	Any person or organization in the public or private sector that provides services to newcomers including Immigrant Serving Organizations, ESL providers, employment services and mainstream service providers.
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.
Smaller Centres and Rural Areas	All 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 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.

APPLICATION GUIDELINES
SECTION 2: SETTLEMENT, INTEGRATION AND LANGUAGE PROJECTS (SILP)

TABLE OF CONTENTS

SECTION 2: SETTLEMENT, INTEGRATION AND LANGUAGE PROJECTS (SILP)
WORKFORCE DEVELOPMENT TRAINING INITIATIVE

Poor communication skills in English can be a significant challenge for immigrants and refugees seeking to attach to the workforce and advance in their careers. Newcomers need a more tailored approach to training in order to succeed and overcome barriers that stand in their way to being fully integrated into Canadian society.

The recent drastic drop of energy prices in Alberta and the unexpected shutdown of businesses due to COVID-19 created an unprecedented hardship on all Albertans. The unemployment rate in Alberta, as of May 2020, was more than 13%. These large and severe drops in employment across multiple sectors of the economy will have a significant impact. As Alberta begins to open it's economy through the Relaunch Strategy, newcomers, with the added barrier of language and training gaps, will need to enter a very competitive job market environment with very few job opportunities.

We are relying on the Service Providers' research of the economic and labour force needs to respond to immediate employment gaps and employer needs in order to develop the training for newcomers that can meet that need.

Note: This initiative will be open to all CLB language level targets.

APPLICANTS
Eligible applicants include:
- Non-profit organizations,
- Post-secondary institutions, or
- Registered training companies (e.g. consultants or business owners)

Additionally, eligible applicants must:
- Identify as training / educational provider (see a definition in glossary)
- Have a minimum of two years' organizational experience in training newcomers or have a partnership with an organization that has two years' experience training newcomers
- Be a current and active **Mobius Training Provider**

For projects with partnerships, the applying organization must:
- be an eligible organization listed above;
- be the fiscal agent, assume the leading role in planning the project scope, timeline and outputs;
- leads the project coordination; and
- be accountable for all project deliverables and reporting requirements.

Note: Partner organizations should actively contribute to the project goals, scope, outputs, and outcomes.

BENEFICIARIES (SEE GLOSSARY FOR DETAILS)

Eligible beneficiaries include:
- Permanent Residents including Convention Refugees
- Naturalized Canadian Citizens

Note: Learners who are currently receiving regular Employment Insurance (EI) benefits are not eligible to participate in Workforce Development Training Initiative

DURATION

Eligible projects are time-limited, up to a maximum of 24 months.

FINANCIAL CONSIDERATIONS

Maximum Cap: Up to $300,000

Eligible projects must not exceed the funding cap set for the stream.

Justification for all eligible costs **must** be included alongside **each** budget line item in the comments/explanation column on the budget sheet.

Eligible costs include:

- Costs associated directly with the delivery of the project; and
- Costs associated with addressing barriers to accessing your project activities.

Ineligible costs include:

- Learner benefits;
- Childcare; and
- Hosting of conferences

PRIORITIES

Priority will be given to:

- Projects that contribute financially or in-kind towards its activities.
- Projects that have capacity to adapt to sudden interruption of delivery and come up with an alternative delivery model by demonstrating mitigation strategies that will ensure full project completion and meet learners' outcomes (e.g. on-line delivery, blended).
- Projects that have the capacity to reach out and deliver training to rural areas if there is an identified need for workforce development

- Projects that will result in direct employment opportunity at the end of the training and will target unemployed and under-employed newcomers.

Here is the most recent provincial labour forecast information that may guide your proposal research and development: https://www.alberta.ca/job-market-forecasts.aspx

OUTCOMES

Eligible projects must address the following outcome:

- Newcomers have the ability to connect with workplaces, including increased knowledge, skills and opportunities

INFORMATION FOR APPLICANTS

EVALUATION AND SELECTION

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

Proposals will be assessed based on the following criteria:
- Demonstrated need for the project
- Project components and design
- Capacity of organization(s) to deliver project
- Risk identification and management
- Outcomes measurement plan
- Budget

APPLICATION REQUIREMENTS

To ensure you have a complete application package, please refer to SILP Appendix A.
Note: A maximum of two complete applications will be considered.

ACCOUNTABILITY AND REPORTING EXPECTATIONS

Upon project approval, successful grant recipients agree to:
- demonstrate sound financial and personnel management
- respond to further information requests regarding the project
- assist department staff with verification of agreement compliance (file audits, client follow-up)
- comply with the terms and conditions of the grant agreement

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: 2020-2021 SILP CFP CHECKLIST
(FOR YOUR OWN REFERENCE)

The *electronic version* of the following documents are **required for a complete** 2020-2021 SILP application package:

- ☐ Application Form *(excel and signed pdf)*
- ☐ Project Description Template *(word)*
- ☐ Implementation Plan *(excel)*
- ☐ Outcomes Measures (*excel*)
- ☐ Budget (*excel)*
- ☐ Supporting Documents (*combined into one pdf)*
  - Transparency Letter (if applicable): If a project is an element of a larger initiative supported by another funding body such as Immigration, Refugees and Citizenship Canada or United Way, a signed letter or email of acknowledgment from each source must be included in the supporting documents.
  - Commitment from partner (if applicable): Provide a signed letter or email of commitment from your partner organization(s) outlining their role and support for the proposed project. If the partnering organization also brings the required two years of experience with newcomers, the letter should include a description of their settlement knowledge and/or experience.
  - Reference Letter: One (or two maximum) signed reference letter(s) or email(s) speaking to the applicant's knowledge and experience regarding the proposed service delivery.
  - Organizational chart and/or staff list: If possible with names of Board members and staff
  - Most recent Annual Financial Statement

COMPLETED APPLICATION PACKAGE MUST BE RECEIVED BY OCTOBER 1, 2020, 11:59 MDT

APPENDIX B: SILP GLOSSARY

Word	Definition
Community	Locations and/or groups comprised of people with similar characteristics or goals including employers, workplaces.
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.
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.
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.
Mobius	Mobius is a web-based integrated information technology system used within Government of Alberta. It supports Individual Service Management, Employer Service Management, and Program, Service and Benefit Management. Providers across Alberta use this data system to deliver programs and services and to report on their outcomes.
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.
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.

Word	Definition
Outcome	An outcome is the impact or consequence from the products or services produced. It addresses the questions: What has been achieved by the project? • **Immediate outcomes**: generally changes in awareness, attitude, knowledge or skill that result from the products or services produced. *Examples: Students feel more confident interacting in English; Clients are aware of their CLB levels* • **Intermediate outcomes**: changes in behaviour as a consequence of achieving one or more of the immediate outcomes. *Examples: students communicate more successfully outside the classroom; clients access language training appropriate to their needs.* • **Ultimate outcomes:** Changes in condition or a state of a broader population *Examples: environmental, social, political changes*
Outcome Measure	The % 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. • Good example: The # and % of learners who complete the program who increase their score by 10 or more points on pre-/post-questionnaire. Poor example: the # of learners attending the program. This is not an outcome measure because we do not know what impact the program had 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	The number of products and services produced by the activities (deliverables). Examples include: # of materials or resources developed, # of clients served, # of workshops delivered, # of community members who attended the workshops, etc.
Permanent Resident (PR)	Permanent Resident is someone 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
Service Provider	Any person or organization in the public or private sector that provides services to newcomers including Immigrant Serving Organizations, ESL providers, employment services and mainstream service providers.
Smaller Centres and Rural Areas	All 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 before the end of the grant agreement term. Surplus grant funds cannot be put in a reserve fund or transferred between different programs.

Word	Definition
Training/Educational Provider	An organization that specializes in the development and delivery of programs that improve one's knowledge, skills, and abilities.
Welcoming	Involves a continuum of activities (awareness, education) that create opportunities for the integration of newcomers.