



FUNDING PROPOSAL GUIDELINES

A. MANDATE

The Government of Alberta, Advanced Education provides funding to granting councils and agencies across Alberta to support the delivery of part-time, nonformal adult learning opportunities. The granting council for Edmonton is **Edmonton Community Adult Learning Association (ECALA)**. ECALA distributes over \$1.14 million dollars annually to non-profit organizations to provide Community Adult Learning Program (CALP) opportunities for adult Edmontonians who face social and financial barriers to learning.

The overall objective of the funding is to strengthen the ability of non-profit organizations to meet the needs of foundational learners. Foundational learning focuses on basic literacy and the knowledge, skills and abilities that enable individuals to participate as neighbors and citizens, pursue further learning and have satisfying and meaningful employment. Additionally, English language skills are essential for newcomers to Alberta to settle into local communities, reduce barriers to employment, and become full participants in society. Immigrants often require flexible learning environments to support diverse learning needs, whereby community-based organizations are well-positioned to respond to these learning needs as well as supports available through collaborative efforts and coordination of services within Edmonton. Parent-child literacy is also a critical contributor to literacy development and school readiness. Parent-child literacy strategies focus on strengthening and building the basic literacy skills of parents resulting in enhancing the oral language and early literacy of children from birth to age 6 and foster the involvement of parents in their children's learning.

Organizations interested in applying for the Grant should clearly demonstrate that their program will result in reducing social and economic barriers for learners which may include:

- Low literacy or learning challenges, including a diagnosed or undiagnosed learning disability;
- Cultural or social isolation, including:
 - English language challenges facing newcomers to Edmonton
 - Individuals who are marginalized in society
 - Other barriers to participating in the community
- Challenges in learning within a formal context
- Personal or family challenges, including issues related to:
 - Low income
 - Housing and/or homelessness
 - Involvement with the justice system
 - Mental health or addictions
 - Previous traumatic experiences, such as violence or abuse
 - Being unable to manage a social context effectively
 - Being unable to accomplish basic daily tasks



Organizations should interpret the list above on reducing barriers using a thoughtful, reasonable approach.

Organizations mission, vision and mandate should align with ECALA’s current Strategic Direction objectives by:

- Enhancing the voice of learners in their learning communities
- Being responsive to emerging needs in the community
- Engaging in collaborative partnerships to build meaningful relationships
- Using diverse learning and teaching methods

B. ELIGIBLE PROGRAMMING AREAS

In addition, **programs must** enhance adult learning in one or more of the following areas supported by Alberta Advanced Education’s Community Adult Learning Program (CALP) below:

1. Literacy and Foundational Learning (highest priority)

The programs must be available in Edmonton, whether in-person, or through the use of technology. Organizations are encouraged to deliver the project in collaboration or in partnership with other organizations in order to enhance access to formal post-secondary learning or to support life-long learning goals. Organizations have the flexibility to choose delivery models that will best meet the needs of the learners, including less formal learning activities, and tutoring.

Programs may include one or more of the literacy and foundational learning model categories noted below:

Adult Literacy/Numeracy Literacy is defined as the ability of adults to identify, understand, interpret, create, communicate, and use printed and written materials associated with varying contexts. Numeracy is defined as the ability to use, apply, interpret, and communicate mathematical information and ideas. Increases functional reading, writing and numeracy skills up a pre-GED level (PIACC Levels 0-2) for additional information visit <https://nces.ed.gov/surveys/piaac/litproficiencylevel.asp> Reading, writing, document use and numeracy are four of nine Essential Skills from Canada’s Essential Skills framework <https://www.canada.ca/en/employment-social-development/programs/essential-skills.html>.

English Language Learning (ELL) ELL is defined as the study and practice of the English language by individuals whose first language is other than English and who are unable to communicate fluently or learn effectively in English. Improves basic English proficiency in speaking, reading, writing



listening in English (Pre-Benchmark through CLB 5+) correlated to Essential Skills Canada's Essential Skills Framework. For further information refer to <http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.pdf>

Foundational Life Skills

Foundational Life Skills are defined as learning opportunities that facilitate the development of the basic personal and interpersonal skills required to deal with the demands and challenges of everyday life on an independent basis. Learning opportunities should improve any combination of the skills noted below to prepare a learner for further learning, employment, and/or participation in society:

- decision-making and problem-solving
- communication and interpersonal skills
- creative thinking and critical thinking
- self-awareness and empathy
- coping with emotions and stress
- intercultural competencies

Additional information available at:

<http://www.literacy.ca/content/uploads/2012/12/state-of-the-Field-2012.pdf>

Basic Computer Skills

We live in a technology rich environment which can be very difficult to navigate for someone without basic computer skills. Basic computer skills are defined as the ability of individuals to appropriately use computers and related digital technology to find, evaluate, utilize, create, and communicate in order to participate effectively in society. Projects should support the development of foundational computer skills (digital skills) to support an individual to navigate the basics of a computer, keyboard, operating device, or the internet.

*Family Literacy**

Family Literacy programs are one way organizations may begin to address the literacy and foundational learning needs of parents/adults. They focus on helping parents/primary caregivers become more confident in their role as a child's first teacher. Promoting the value and development of emergent literacy and language skills from birth to 6 years of age helps adults understand how this skills are the foundation to learning to becoming readers and writers. These programs provide parents with skills and strategies so they learn how to provide literacy rich environment in the home for their children through practical and everyday activities. Children can be present for all or part of the program, or they may not be directly involved at all.



***If Family Literacy is part of your proposal, please call the office to receive details on professional and legal requirements.** Models which support Ethno-cultural or Indigenous Learning will also be considered **providing** the required professional development component are met. The following are the only approved funded models under Family Literacy:

- *Books for Babies – a facilitated program that encourages parents to discover the importance of introducing books to children beginning at birth.*
- *Books Offer Our Kids Success (B.O.O.K.S.) – a facilitated program where book-sharing ideas are modeled, and parents are given guidance in choosing books for their children. They are also shown ways to encourage extending the learning through activities like crafts or dramatic play.*
- *Building Blocks – a home visitation program where “builders” provide strategies, ideas, and knowledge on how to use everyday activities in the home to promote literacy development and create literacy-rich environments.*
- *Literacy And Parenting Skills – a program designed to build on existing parenting skills of participants, expand on their ability to develop their children’s language and literacy skills, and encourage parents to work on their own literacy skills*
- *Magic Carpet Ride – a program that parents and preschool children engage together in activities that enhance development of oral language, early literacy and social interaction skills.*
- *Parent-Child Mother Goose®- a group program for parents and their babies and young children, focused on oral language development and strengthening the parent-child bond.*
- *Rhymes That Bind – a program that promotes oral language development for parents and children in a positive, supportive environment through group-based delivery.*
- *Storysacks – a program that supports the development of early literacy skills through interactive storytelling and activities based on a book. Parents are mentored and coached on how to use resources and activities to support their child’s emergent literacy and language development.*

2. Community Capacity Building

Community Capacity Building Programs support the development of individuals, families and/or the community by complementing, building upon, and/or bridging new or current programs provided to foundational skills a learners is trying to achieve, or has achieved, or it may be an opportunity to attract learners who may not recognize or admit the need to improve their literacy and foundational skills. Programs should include one or more of the following:

- workplace readiness
- higher levels of education readiness
- support local or indigenous language/culture
- address mental health issues
- prevent or support victims of violence and abuse
- prevent substance abuse
- promote parenting skills



- applied research to support improving program delivery in one or more of the areas identified above.

ECALA allocates funding to very few agencies in this category each year. If you are considering applying under this funding category you are encouraged to contact the ECALA office before you begin your proposal.

C. ELIGIBLE ORGANIZATIONS

Eligible organizations that are funded to deliver Community Adult Learning Programs agrees to meet the following operational requirements:

- Be a legal entity incorporated for a minimum of two years under one of the Alberta Statutes; Societies Act or Part 9 of the Companies Act
- Operate as an effective non-profit organization with sound practices in governance, and in the planning and management of programs, finances and personnel
- Operate under bylaws which support structure and decision-making processes, and develop and adhere to operational policies and procedures, including conflict of interest guidelines and vote on matters in accordance with written policies and procedures
- Hold regular meetings and maintain a record of minutes documenting key decisions made including personnel, program, and funding allocations
- Ensure that annual returns are filed yearly with Alberta Corporate Registry
- Keep ECALA informed of changes to the current board membership and program
- Collect fees for all learning opportunities for learners who can afford to pay must pay fees. Grant funds can only be used to reduce fees for learners that demonstrate a financial need except Family Literacy and volunteer tutoring programs. Organizations must have an effective policy in place to reduce fees for learners with a financial barrier and include fees collected in the [Proposal](#) and [Financial Report Template](#)
- Uses funding for costs outlined in [Financial Report Template](#) and non-capital purchases only
- Identify all cash funding sources and dollar amounts, In-kind (non-cash) in the proposal, and is able to demonstrate no overlap of funding from other funding sources
- Insure the operations of the organization under a contract of general liability insurance, in an amount of not less than \$2,000,000.00 inclusive per occurrence, insuring against bodily injury, personal injury and property damage, including loss of use.
- Ensure that all staff and volunteers who work with or may have unsupervised access to children have a current security clearance/criminal record check on file
- Comply with Alberta's Personal Information Protection Act and Workers' Compensation Act, if applicable
- Acknowledge that programs were made possible by funding from the Government of Alberta and ECALA on all materials that are printed, produced or created, such as reports, advertising, signage, brochures, websites and videos
- Provide current program schedule in order to facilitate program visits and the interviewing of learners
- Make available when requested annual records pertaining to the program including: staff qualifications, promotional and instructional materials, registration, attendance, evaluation and financial tracking
- Keep annual records for an additional 5 years in the event of an ECALA program records audit



- Include a copy of any materials produced as a result of ECALA funding in a useable format for ECALA to share with its membership and the public
- Contact ECALA to request approval for changes to the program and discuss any challenges in delivering the program as they arise
- Be an **ECALA member** in good standing. Membership Application is on ECALA website www.ecala.org. Membership Applications can be completed after the organization is notified they are successful in receiving funding. Membership year is July 1 to June 30.

D. ELIGIBLE PROGRAMS

Eligible Programs must demonstrate in their proposal that the program:

- Uses a holistic and learner-centered approach
- Reflects the results of the organization's needs assessment into the project
- Program will be delivered between **July 1, 2018 and June 30, 2019** within Edmonton's city limits
- Is non-credit and part-time, generally not more than 20 hours per week
- Recognizes that working with adults is different that working with children: Adults have a wealth of life experiences as well as immediate needs and goals. In addition, incorporates recognized adult learning principles including the enhancement of learner confidence and self-advocacy skills
- Understands why a learner might go to them for learning and support, and how they might approach setting goals and creating a learning plan with that learner
- Integrates literacy and Essential Skills (*Reading, Document Use, Numeracy, Writing, Oral Communication, Working with Others, Thinking, Computer Use and Continuous Learning*) development into areas of high interest to adults
- Uses appropriate learner assessment tools, and be able to understand why and when to use them
- Provides pathways for learners to transition successfully from and to related programs or next steps (*i.e. to employment or to further learning*)
- Attends to diversity and the meaningful participation of marginalized Edmontonians, in particular women, youth, seniors with social and economic barriers
- Leverages collaborations and partnerships with other agencies in Edmonton to deliver these learning opportunities
- Maximizes learner accessibility and best serves the community's needs
- Does not unnecessarily replicates locally available learning opportunities and courses currently funding under the ECALA's Regular Funding allocations for 2017/2018
- Uses a qualified instructor, i.e., ELL – ATESL Best Practises for Adult ESL/LINC programming 2009 <https://www.atesl.ca/resources/best-practices-adult-esl-and-linc-programming-alberta/best-practice-statements-and-guidelines/>



E. ELIGIBLE LEARNERS

Eligible learners include:

- Adults 18 years of age and older who reside in Edmonton. Youth may be served on an exception basis only, where community need is identified, a more appropriate youth-serving organization is not available, and the funded organization has taken the necessary precautions (e.g., security clearances, consent from legal guardian)
- Priority must be given to Canadian citizens and permanent residents. Temporary foreign workers may participate in funded learning programs if space allows (excludes visitor visa holders, refugee claimants and minister's permits)

F. REQUIRED REPORTING AND PROGRAM EVALUATION

a. Measurement and Evaluation

As part of the provincial Community Adult Learning Program (CALP), all funded programs must report on the Evaluation Measures in [Regular Program Final Report](#). The [Measurement and Evaluation Table](#) outlines the reporting requirements for the [Regular Program Final Report](#) for quantitative data.

Agencies must allow ECALA to observe a class, interview learners and instructors during program visits.

The ECALA [Regular Program Final Report](#) must be completed and **submitted electronically** at the end of the project in addition to a [Financial Final Report in Excel](#). Templates for both of these reports are included in the Proposal Package or by contacting ECALA.

In addition, an [ECALA Measurement and Evaluation Guide](#) is also available for your reference when completing your grant proposal and Final Report. The [ECALA Measurement and Evaluation Guide](#) will be available in early 2018 for agencies who receive ECALA funding. ECALA has been advised that changes will be released by Advanced Education to the Measurement and Evaluation Matrix for the 2018/19 funding year in early 2018 which will be reflected in ECALA's Guide.

b. Submit Copies of Materials Produced

Organizations must submit a copy of materials or research produced in a usable and branded format which were created during the program using ECALA funding. ECALA may make these materials and research available to other learning providers in the province.



G. GRANT TIMELINE AND PAYMENT SCHEDULE

- January 26, 2018 – 4:00 P.M deadline for Proposals
- Mid to late June 2018 – Notification of funding decisions
- Early July 2018 - Allocation of 50% advance available by request
- Mid January 2019 – Allocation of 25% interim payment available by request
- Friday, July 12, 2019 -- Final Report Due and remaining 25% allocation available if all reporting requirements are met

H. PROPOSAL EVALUATION

All proposals will be evaluated by a Proposal Review Committee (PRC). The PRC will be comprised of experts in the eligible funding category. Points for the Proposal will be distributed as follows:

1. Program Need* 15 points
 - Identify the issue you plan to meet with your program
 - Provide evidence to demonstrate the need for the project
 - Explain why this need cannot be addressed by existing services or programs
 - What makes your program unique?
 - Any potential opportunities to collaborate or partner to meet this need?

2. Program Details 30 points
 - Program Description
 - Target Population and projected number of learners
 - Proposed location(s), days of the week and times (morning, afternoon, Saturday)
 - Key Learning Objectives
 - Highlight learning activities and materials and other resources that will help learners achieve the learning goals
 - How do you apply adult foundational learning principles in your activities with learners?
 - Attract adults with foundational learning needs to program
 - Criteria or process to identify learners have financial barriers and/or social barriers
 - List the program staff positions, their qualifications, foundational learning expertise and key responsibilities. ELL proposals must include ESL teaching qualifications.

3. Outcomes and Evaluation Measurement Plan 15 points
 - Describe your organization’s outcomes and evaluation process or plan for this program.
 - What tools do you use to track outputs and indicators (See Measurement and Evaluation Table Final Report)?



- How will you verify progress toward these outcomes?
- What information or evidence will confirm how well you have met the outcomes?

4. Ability to Deliver Project 20 points

- Provide an overview of anticipated program activities and a detailed timeline.
- What activities will the learner engage in?

5. Financial Report Template 20 points

- Program summary with proposed revenue and expenditures

** Needs assessments provide the best tool to assess the needs of the community on a regular basis to inform direction and to determine program priorities. Needs assessments may be formal or informal and should consider information from other sources, such as needs assessments completed by other organizations, statistical data, and demographic information. Needs assessments are not an assessment of a community's "wants" or what might be popular, but should identify the learning gaps that are present within a community, particularly for those learners who may not otherwise have a voice. Needs assessments should also be informed by an understanding of community assets.*

If you are applying for the first-time or if you are not currently receiving funding from ECALA for your program or part of your program, speak with ECALA staff at 780-415-5520 or email ed@ecala.org to book a time to discuss your proposal. This conversation will help you decide whether to proceed.

I. BEFORE YOU COMPLETE YOUR PROPOSAL

New program grants typically range from \$5,000 to \$20,000.00. Only a limited number of new program grants are awarded each year based on annual funding priorities. A **New Program Proposal Form** must be used in addition to all of the documents noted in the **Pre-screen Criteria** document.

Currently funded programs under the Regular Program Grant in 2017 – 18 use the Proposal Form for Currently Funded Programs.

Currently funded agencies will receive information in December on workshops designed to address frequently asked questions you may have related to completing the Proposal Package.

In addition to the guidance provided in this document, have you:



J. Pre-screen Criteria and Deadline

- Used the [Pre-screen Criteria](#) document and reviewed the [Proposal Evaluation](#) information to:
 - Compare your draft proposal to the Proposal Guideline. Does your Project meet the requirements in the RFP Guideline?
 - Did you provide clear and concise information so the Proposal Review Committee will score your proposal as excellent?
- Included all documents at the end of the Proposal Template in your email submission to ECALA
- Included the Declaration page signed by two signatories in which **one must be the Board Chair or Treasurer**

K. Proposal Instructions

- The Proposal can be 8 – 10 pages per program.
- Group your courses into program based on the same programming area (i.e. group all of your ELL courses under ELL Program)
- Both [Currently Funded Proposals](#) and [New Program Proposals](#) use the same [Financial Report Template](#)
- Provide one budget per Program area
- Include your total budget in Question 6 of the proposal

Email complete proposal by 4:00 p.m. to info@ecala.org by **Friday, January 26, 2018**