Indigenous Stream Proposal & Funding Guidelines

2020/21

ECALA

Alberta Government

Email complete proposal to grants@ecala.org on or before

Friday, January 31st, 2020

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A. Mandate

The Government of Alberta, Advanced Education ministry provides a Community Adult Learning Program (CALP) Grant to ECALA each year to support the delivery of part-time, non-formal literacy and foundational learning opportunities to adults with financial and social barriers in Edmonton.

ECALA is a granting council that distributes almost $2 million dollars within the CALP Grant mandate to non-profit organizations through a competitive granting process. Funding is distributed to successful applicants throughout the funding year, which typically runs from July 1st to June 30th.

The overall objective of the funding is to strengthen the ability of non-profit organizations to meet the needs of foundational learners in Edmonton. Foundational learning opportunities which focus on literacy and foundational learning incorporate the development of foundational life and essential skills within their curriculum, leading to adult learners acquiring new skills, meeting the needs of learners, and positively change learners lives. Literacy, English language, basic digital skills, numeracy, and foundational life skills proficiency often result in a change in participant life outcomes such as the ability to learn, improved health status, increased civic participation, better social engagement, positive economic performance, and knowledge of the justice system.

A.1 What's New

Oral Presentation

2020/2021 Indigenous Proposals are due on or before January 31st, 2020. Organization submitting a 2020/2021 Indigenous Proposal will be invited to deliver an hour-long oral presentation to our Indigenous review committee on either Feb 10th and 11th. Once you have submitted your proposal make sure to save those dates in your calendar. Refer to the Oral Presentation information sheet for more information.

Tutoring

ECALA is now able to allocate funding to organizations to deliver tutoring as a mode of delivery. Tutoring is generally a volunteer-based practice in which a tutor facilitates an adult's learning through specialized, additional, or basic instruction, either individually or in a small group.

Please note: in order to record in your proposal and final report the projected hours of direct tutoring that learners receive through tutoring you must use the following equation:

- One-on-one tutoring: if 5 learners work individually with a tutor for 2 hours per week for 10 weeks, you would record 100 hours (5 learners x 2 hours x 10 weeks = 100 hours total)
- Small group tutoring: If one tutor works simultaneously with 5 learners on their individualized learning plans for 2 hours for 10 weeks, you would record 20 hours (2 hours x 10 weeks = 20 hours total).

When proposing and reporting on your tutoring numbers, please ensure that you submit the **unique numbers** for both the number of learners and the number of tutors your organization works with.

B. Eligible Organizations

Organizations interested in applying for ECALA funding **must use the ECALA Proposal Forms** and meet the following operational requirements:

- Be a legal entity incorporated for a minimum of two years under one of the following Alberta Statutes: The Societies Act, Part 9 of the Companies Act, the Libraries Act, the Métis Settlements Act, and the Postsecondary Learning Act. In cases where the Service Organization is not a legal entity, a Legal Host approved by ECALA may receive the grant on behalf of the service organization

- File non-profit or charity annual returns on time and can provide Proof of Filing with the proposal

- Operate as an organization with sound practices in governance, planning, and management of learning opportunities, 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, harassment, privacy, confidentiality, and vote on matters in accordance with written policies and procedures,

- Hold regular Board meetings and maintain a record of minutes documenting key decisions made including personnel, program, and funding allocation

- Identify all cash-funding sources and dollar amounts, In-kind (non-cash) in the proposal, and can demonstrate no overlap of funding from other funding sources

C. Eligibility

Eligible learning opportunities **must be delivered 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.

Please note: Learning opportunities should be structured to only include **one** of the categories noted below. If you are applying for funding under more than one category you are required to submit one proposal for each category so the proposal can be given to the appropriate review committee.

C.1 Literacy and Foundational Learning (LFL) Highest priority for funding	
Adult Literacy	Adult Literacy is defined as the ability of adults to identify, understand, interpret, create, communicate, and use printed and written materials associated with varying contexts. The primary outcome of adult learning should be the development of reading, writing, and/or document use skills up to and including a pre-GED level. Reading includes understanding materials written in sentences or paragraphs; writing includes communicating by arranging words, numbers and symbols on paper or a computer screen; document use includes finding, understanding or entering information (e.g. text, symbols, numbers) in various types of

	documents, such as tables or forms. The outcomes correlate to the Essential Skills from Canada's Essential Skills framework.
Numeracy	Numeracy is defined as the ability to use, apply, interpret, and communicate mathematical information and ideas. Numeracy is one of nine Essential Skills from Canada's Essential Skills framework. To align with that framework, the primary intended learning objective should be using numbers and thinking in quantitative terms to complete tasks, up to and including a pre-GED level.
Basic Digital Skills	Basic Digital Skills are defined as the ability of individuals to appropriately use and understand digital systems, tools and applications, and to process digital information. This includes skills to find, evaluate, utilize, create, and communicate in order to participate effectively in society. The primary intended learning objective is the development of foundational digital skills to support an individual to navigate the basics of a computer, tablet, smartphone, keyboard, operating device, or the internet.
Foundational Life Skills	The Foundational Life Skills category is defined as learning opportunities that facilitate the development of the fundamental competencies that adults require to be able to participate in foundational learning and/or everyday life on an independent basis. These are the basic reading, writing, oral and numeracy skills that learners need to be able to start on or continue working towards their learning goal. (This category is more about skill development than content.)
English Language Learning	English Language Learning 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. The primary intended learning objective should be to help learners gain proficiency in speaking, listening, reading, and writing in English. These outcomes correlate to the Essential Skills from Canada's Essential Skills framework.

C.2 Community Capacity Building (CCB)
Supplemental Programming (Maximum 15% of ECALA Allocations)

Community Capacity Building (CCB)	CCB Programs complement, build upon, and/or bridge new or current programs provided to foundational skills learners so that they can thrive and reach their full potential. Community Capacity Building Programs are for adults who no longer need to learn the basic skills—programs focus more on content and attaining knowledge. Programs should include one or more of the following: - employment readiness - higher levels of education readiness (GED) - Indigenous language/culture - address mental health issues

	o parenting skills

C.3 Modes of Delivery

Modes of delivery are the ways in which programming may be delivered in order to achieve specific learning objectives. Organizations may deliver programming through one or more of the following modes of delivery:

Courses are instructor-led educational experiences delivered to the same group of learners that focus on addressing participants' learning goals through a relevant and structured curriculum. Courses are designed in such a way that the content of individual sessions builds on the content of previous sessions to support learners to achieve the learning goals of the course, increasing the importance of a learner attending each session.

Learning Activities (lowest priority) are instructor-led learning opportunities that are scheduled with set times for learners to improve their skills or knowledge on a particular topic through a participatory or hands-on approach. Unlike courses, learning activities generally do not involve a highly structured curriculum, and, because the content of individual sessions may or may not build on the content of previous sessions, learner success does not require attending every session.

Family Literacy creates opportunities for adults to increase their confidence and begin to develop an identity of themselves as learners. To be offered within a Literacy and Foundational Learning category, family literacy learning opportunities must clearly focus on the development of adult foundational skills. Family Literacy courses or learning activities must utilize Family Literacy philosophy and best practices.

Tutoring is generally a volunteer-based practice in which a tutor facilitates an adult's learning through specialized, additional, or basic instruction, either individually or in a small group. The practice of tutoring is learner-centred and learner-driven and is a two-way learning experience based on mutual respect from which the tutor and the adult learner(s) benefit.

C.4 Learning Opportunity Requirements

Organizations must demonstrate in their proposal that the learning opportunity:

- Uses a holistic and learner-centred approach

- Reflects the results of the organization's needs assessment

- The learning opportunity will be delivered between July 1, 2020 and June 30, 2021 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 than 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 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)

- Leverages collaborations and partnerships with other organizations in Edmonton to deliver these learning opportunities

- Does not unnecessarily replicates locally available learning opportunities and courses currently funded in Edmonton

- Uses a qualified instructor

D. 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 opportunities if space allows (excludes visitor visa holders, refugee claimants and minister's permits)

E. Successful Applicants

E.1 Grant Requirements

Successful applicants who receive ECALA funding must:

- Keep an electronic copy of the submitted proposal package to use to review during the funding year and use to provide actual budgets, course/learning activity actuals and evaluation data in the Final Report using the same forms that were approved in the allocation process.

- Ensure funding allocated are accounted for separately from other funds received and track all revenue and expenses including in-kind contributions; Use funding for costs outlined in Financial Report Template and non-capital purchases only

- Provide the required information to allow ECALA to observe a class and interview learners, facilitators and organization staff

- Keep ECALA informed of changes to the current board membership, and current liability insurance

- Contact ECALA to request approval for changes to the learning opportunity and discuss any challenges in delivering the learning opportunity as they arise

- 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 or vulnerable individuals have a current security clearance/criminal record check on file

- Comply with Alberta's Personal Information Protection Act, Digital Privacy Act and Workers' Compensation Act, if applicable

- Acknowledge that learning opportunities 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. Download the ECALA logo from our website here

- Make available when requested annual records pertaining to the learning opportunity 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 records audit

- Be an ECALA member in good standing (to become a member, fill in our Membership Application). Membership year is July 1st to June 30th.

E.2 Reporting Requirements

All funded organizations agree to file the following reports on or before their deadlines:

- Learning opportunity schedule upon receipt of the allocation letter

- Complete Final Report Package (submit in word; Declaration page can be a PDF)

- Measurement and Evaluation Table (submit in Excel only)

- Financial Template with Actuals (submit in Excel only)

E.3 Evaluation Requirements

As part of the provincial Community Adult Learning Program (CALP), all funded organizations must report on the Evaluation Measures using the Final Report template. The Measurement and Evaluation Table outlines the reporting requirements for the Proposal (projected) and the Final Report (actual) for quantitative data. Organizations must allow ECALA to observe a class and interview learners and instructors during learning opportunity visits. In addition, the Granting Council Data Collection Guide is also available for your reference when completing your grant proposal and Final Report. Workshops and small group coaching and mentoring are also available to support the collection of OME data.

F. Funding Process

ECALA funding supports Indigenous literacy and learning opportunities that meet the unique needs of Indigenous learners with components of both an Indigenous framework and adult learning principles. Eligible categories and requirements can be found in the 2020/2021 ECALA Indigenous Proposal & Funding Guidelines. Applicants interested in submitting an Indigenous Expression of Interest must adhere to all aspects of the ECALA Proposal & Funding Guidelines with the exception of direction related to the Indigenous proposal process.

ECALA's Indigenous Advisory Committee, after reviewing 2018-19 Indigenous proposals, created an Edmonton-based Best Practice Protocols Framework that maintains respectful protocol practices when evaluating future proposals. The Indigenous Proposal Funding Recommendations of the Edmonton-based Indigenous Advisory Committee include the:

- Development of a review process based on Indigenous concepts of community-building to provide an opportunity for the Indigenous community to articulate their own literacy needs
- Use a Trauma-Informed approach to ensure the impact of Intergenerational trauma and subsequent issues on learning are supported in all learning opportunities
- Incorporation of cultural humility/cultural safety into the review process and funded learning opportunities
- Recognition of the Indigenous oral model in applying for funding

Inherent in the First Peoples Principles of Learning is the concept of the interconnectedness of values and learning within daily life. The First Peoples Principles of Learning are generally recognized as reflecting commonly accepted perspectives on education by BC First Peoples. The First Peoples Principles can further serve as a tool in providing context and background when planning to incorporate Indigenous content into programming; subsequently underlining best practice when working with Indigenous learners.

F.2 Oral Presentation

Oral Presentation will be up to one-hour in length. Organizations should review the information provided in their Indigenous Program Call for Proposals prior to the Oral Presentation and ensure that the presentation highlights:

- co-creating the learning opportunity content with Elders and Indigenous Community Knowledge Keepers
- time with Elders in the classroom and involves ceremony (i.e. smudge, sharing circles, etc.)
- First People's principles of learning:
  - connection to the wellbeing of the self, the family, the community, the land, the spirits, and the ancestors.
  - holistic, reflexive, reflective, experiential, and relational learning.
  - focus on connectedness, reciprocal relationships, and a sense of place.
  - knowledge is embedded in memory, history, and story.
  - exploration of one's identity

Organizations are also required to demonstrate that all staff members have knowledge of Indigenous history and Legacy education.

Organizations who receive Indigenous Program Funding are required to develop a plan to support adult literacy training specifically for instructors and facilitators supporting urban Aboriginal people.

Community Adult Learning Program (CALP) Grant recipient organizations must also complete required staff training. Refer to the CALP Guidelines for additional information.

F.3 Indigenous Literacy & Foundational Learning Pre-Screen

Organization Name:

Project Name:

Oral Presentation Pre-Screen

☐ Written application and Oral Presentation submitted

☐ Phone call/meeting to discuss application further:

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_____

☐ Outcomes of the Oral Presentation:

_____

_____

Proposal Pre-Screen

☐ Completed application received by January 31st, 2020

☐ Current insurance and audited financial statements dated: [insert date/year]

☐ Meets all CALP requirements:
- Takes place between July 1st 2020 to June 30th 2021
- Part-time, non credit program
- Take place in Edmonton (with exception to land based organization that may occur in traditional territories)
- Method in place to collect outcome, measurement, and evaluation data
- Process for establishing whether learners have financial barriers
- Learners are over 18 years of age and are at the foundational learning level

☐ Proposal includes:
- All documents listed in the 2020/2021 Organization Information Checklist

☐ Financial Template includes:
- No capital costs
- Admin costs do not exceed 20%
- Cultural resources/Elders
- Appropriate for activities and resources proposed

G. Grant Timeline and Payment Schedule

- January 31st, 2020: Proposal Deadline

- February 10th and 11th, 2020: Oral Presentation

- Mid to late June 2020: Notification of funding decisions

- Early July 2020: Allocation of **60% advance** available by request

- Mid-January 2021: Allocation of **30% interim payment** available by request

- Friday, July 9th, 2021: Final Report Due and **remaining 10% allocation** available if all reporting requirements are met

H. First-time Applicants

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 grants@ecala.org to book a time to discuss your proposal. This conversation will help you decide whether to proceed.

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