

A person is sitting on a large, dark, textured rock. They are wearing blue denim jeans and grey sneakers. In their hands, they hold a silver Polaroid camera and a smartphone. A teal rectangular box is overlaid on the upper part of the image, containing white text.

2021-2022 NEEDS ASSESSMENT

ECALA Grant Recipient
Submissions

CALP NEEDS ASSESSMENT

Grant Recipients develop and plan their learning opportunities based on needs assessments. Needs Assessments determine unmet learning needs in the community. To ensure the appropriate allocation of resources and supports, grant recipients assess the needs of their communities on a regular basis and make strategic decisions based on knowledge gained from needs assessments, including greater awareness of social and economic barriers that may prevent adults from participating in foundational learning.

Needs assessments may be formal and informal and should consider information from other sources. Needs assessments should also be informed by mapping and engaging with the community.

***WOMEN AND SENIORS TARGET
DEMOGRAPHIC LISTED IN NON-ELL
FUNDED GRANT RECIPIENTS***

COLLABORATION PORTAL

This year for the first time, ECALA offered agencies the opportunity to share their needs assessment information in our Collaboration Portal. Eight agencies chose to enter their data in this way. Thank you to these agencies for sharing:

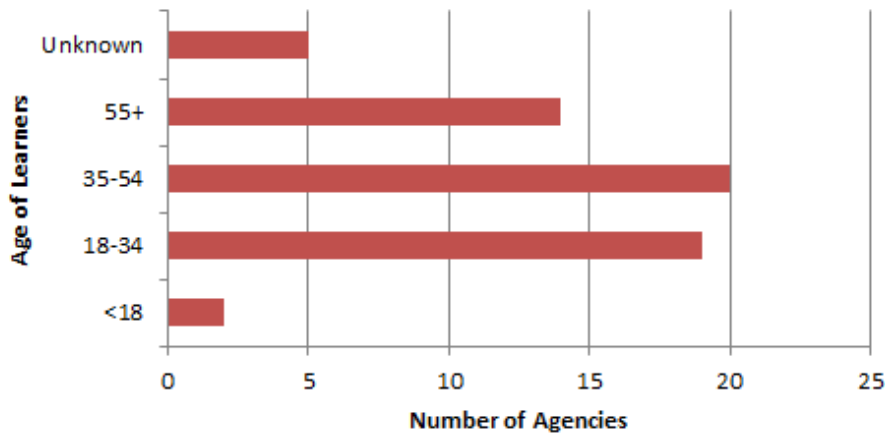
- Action for Healthy Communities Society
- Centre for Family Literacy Society
- Connect Society
- Dickinsfield Amity House
- Edmonton City Centre Church Corporation
- HIV Network of Edmonton Society
- Indo-Canadian Women's Association
- The Learning Centre Literacy Association

The information in the following sections was summarized from the Needs Assessments completed on the Collaboration Portal and from the “Ability to Deliver” needs assessment sections of agency applications and interim reports.



DEMOGRAPHICS

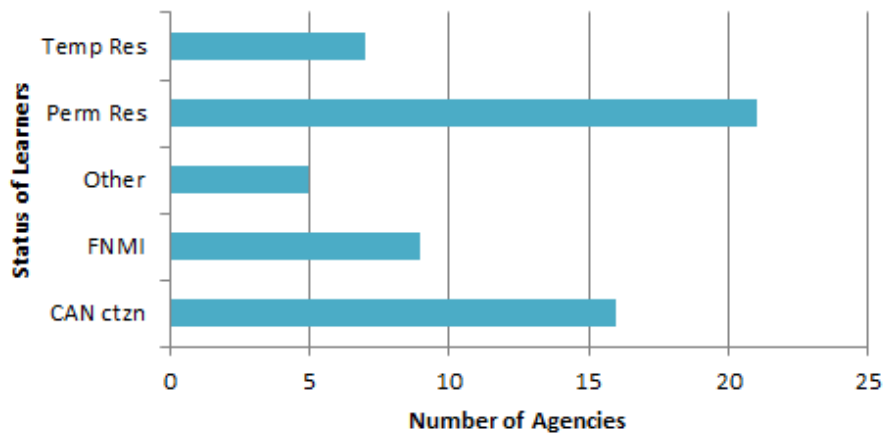
Ages of Learners Served



LISTEN & SILENT
are spelled with the
same letters

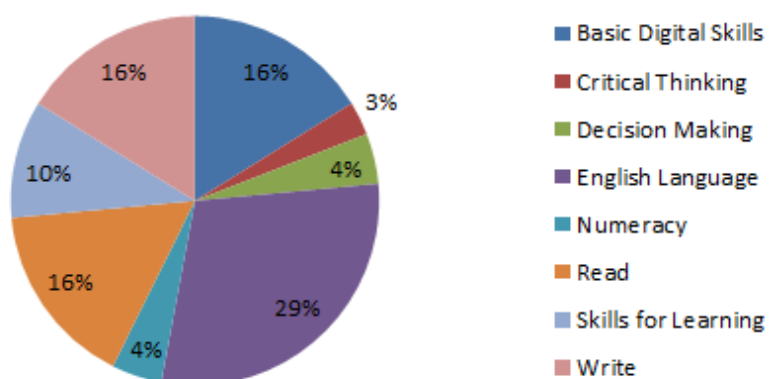
Think About It ツ

Status of Learners Served



UNMET LEARNER NEEDS THAT FALL UNDER THE CALP UMBRELLA

Unmet Learner Needs



OTHER UNMET LEARNER NEEDS

Unmet needs that do not fall under the CALP umbrella are broad ranging, from settlement and housing to assistance with parenting to a sense meaning and improved soft skills.



RESEARCH AND EVIDENCE

A breadth of research and evidence was shared in this section. Agencies are relying on in house data, information shared with partners, evidence from local agencies (such as the ECALA Needs Assessment) as well as municipal, provincial, and national sources.

Agencies showed creativity in citing research and evidence. This is one area where other agencies could benefit from perusing others' Needs Assessments for new ideas.

One clear trend from multiple agencies is the increase in immigrant population in Edmonton, with the majority having neither English nor French language proficiency. This language barrier also impacts numeracy and financial literacy skills. A number of agencies cited women and seniors as specific target groups within the newcomer/immigrant population. This focus on newcomer/immigrant populations is especially relevant given that even agencies that do not specifically provide English language learning opportunities have identified it as an unmet need.



COMMUNITY ENGAGEMENT AND MAPPING

Most agencies completing the Needs Assessment demonstrate awareness of other programs in the city that offer similar services. The majority of agencies cross refer to other agencies when this best meets learner needs. A few ECALA funded learning opportunities serve niche communities in the city who would not otherwise have access to the specialized services and methods of delivery necessary to meet their needs.

100%
participation

PLANNING WITH LEARNERS

“Tell me and I forget.
Teach me and I remember.
Involve me and I learn.”
- Benjamin Franklin*

Planning with learners is a critical component of any learning opportunity created for adult foundational learners. Knowles’ adult learning principles acknowledge and support the need for adults to be key players in their learning. With this in mind, it good to note that all agencies use formal or informal needs assessments at the time of registration/intake with the agency. These are usually completed one on one with the new registrant. Many agencies reported the need to support learners in refining expectations to create realistic, achievable goals and objectives. A few agencies use more standardized tools to assess adult foundational learner skills levels.



OTHER INFORMATION

Throughout the needs assessments, the impact of COVID 19 was addressed. Some agencies cited increased social isolation having a negative impact on their populations while others noted increased social activity via technology. All agencies needed to respond quickly and pivot to alternative methods of serving their adult foundational learners as a result of the pandemic.

How will you
use this
information?

Quote submitted by Dickensfield Amity House

HOW TO USE THIS INFORMATION

- a. Networking – discover whom other agencies are serving, what services they are offering and see if there are any areas of overlap that your agency could capitalize on
- b. Research – comb through other agencies' research and evidence to find sources relevant to your agency – and then use it!
- c. Referrals – become more familiar with the services of other ECALA funded agencies so you can make appropriate referrals as you support your adult foundational learners

