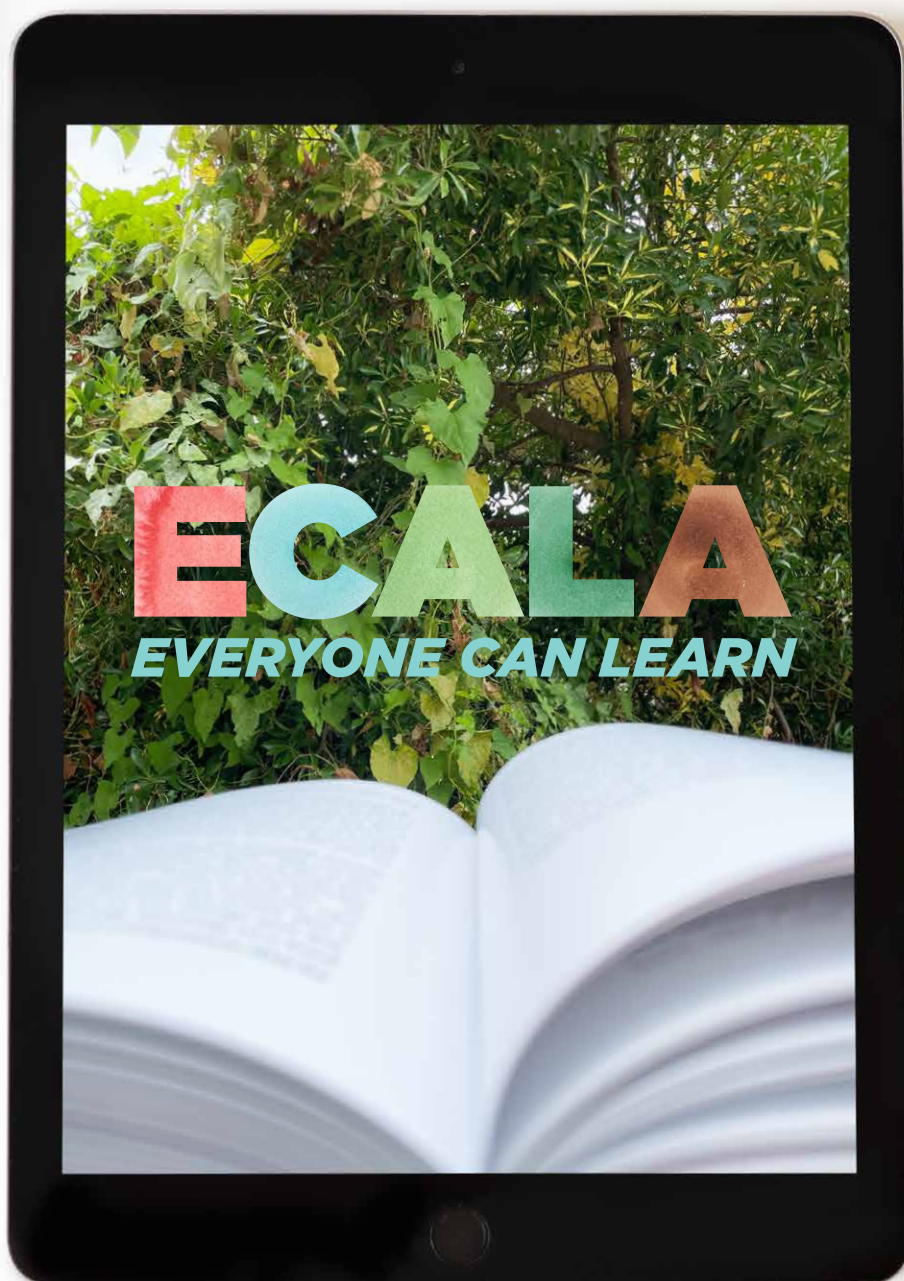


Impact Report

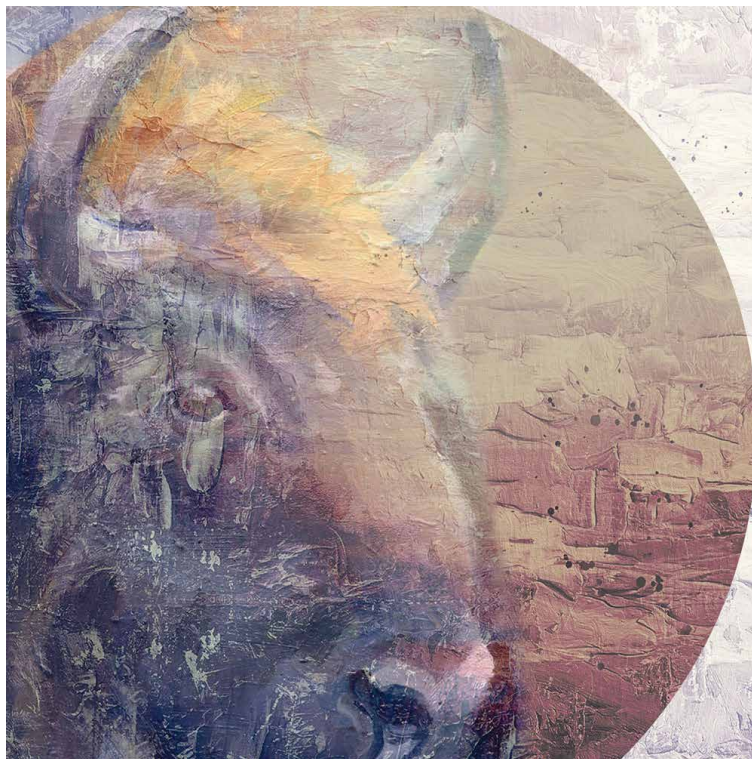
July 1st 2021 – June 30th 2022

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Honouring **Our Land & First Peoples**

ECALA honours our land that we gather on, land that has been home for many First Peoples, our ancestors, the caregivers of Turtle Island. The land for centuries has been a traditional meeting ground, gathering place, and travelling route for centuries. This place where we live and gather is acknowledged to be the territory covered by Treaty 6 and in Region 4 of the Métis Nation of Alberta. We honour the terms of treaty in perpetuity when we declare peace and friends, as long as the sun shines, water flows, and grass grows.



We are honoured to share what Creator of all things has loaned to all Nations, and humbly acknowledge that we are all related.

We are all treaty people.

ECALA is committed to working toward the equity and justice the Treaty promised.

Message from the Board Chair

We want to thank every Agency for your excellent programs and Advanced Education (AE) - Government of Alberta Partners Cora Roberts, Brian Yaeck, Pratima Lobin, Foundational Learning and Skills Development Unit. They quickly understood the critical work and impact of the CALP Grant and completed the first phase of the CALP Grant review with the Assistant Deputy Minister and Minister. The Review has the potential to open the door to future investments and opportunities for adult foundational learners in Edmonton.

After great efforts, including submitting our Case for Support to the Minister last year, Reports and meetings, ECALA received positive news in March 2022 that a three-year funding term was approved. A three-year term is excellent news as it bridges our funding over election cycles and provides three years of conditional Agency funding, allowing Agencies to better plan and forecast budgets.

In January 2022, ECALA began work on the Indigenous Adult Literacy Curriculum and Resource Toolkit Project. The primary scope of this project is for Indigenous educators and tutors to use this introductory toolkit to incorporate literacy skill-building in community-based learning opportunities. The curriculum and resources are designed to address gaps that may prevent some agencies from creating ethical spaces for literacy programming for Indigenous adults. We were fortunate to have the presence and participation

of Elders, Traditional Knowledge Keepers, Indigenous Educators, Indigenous Learners and invested community members who gathered to share knowledge that will help guide and contribute to this framework and resource toolkit. The session I attended provided an opportunity to share personal, relatable situations that led to some excellent discussion on possible ways to enhance the lives and opportunities of Indigenous Adult learners. After leaving the session, I felt humbled and a better person. Thank you to our Indigenous Working Group, Elder Edward Lavalley, Elder Leona Carter and Phyllis Steeves, for their guidance in the project's scope and process, and their contributions to the Curriculum Guide and resources. I also would like to recognize the extensive contributions from the contractor, Lee Grace, and our Indigenous Education Liaison, Brittany Whitford.

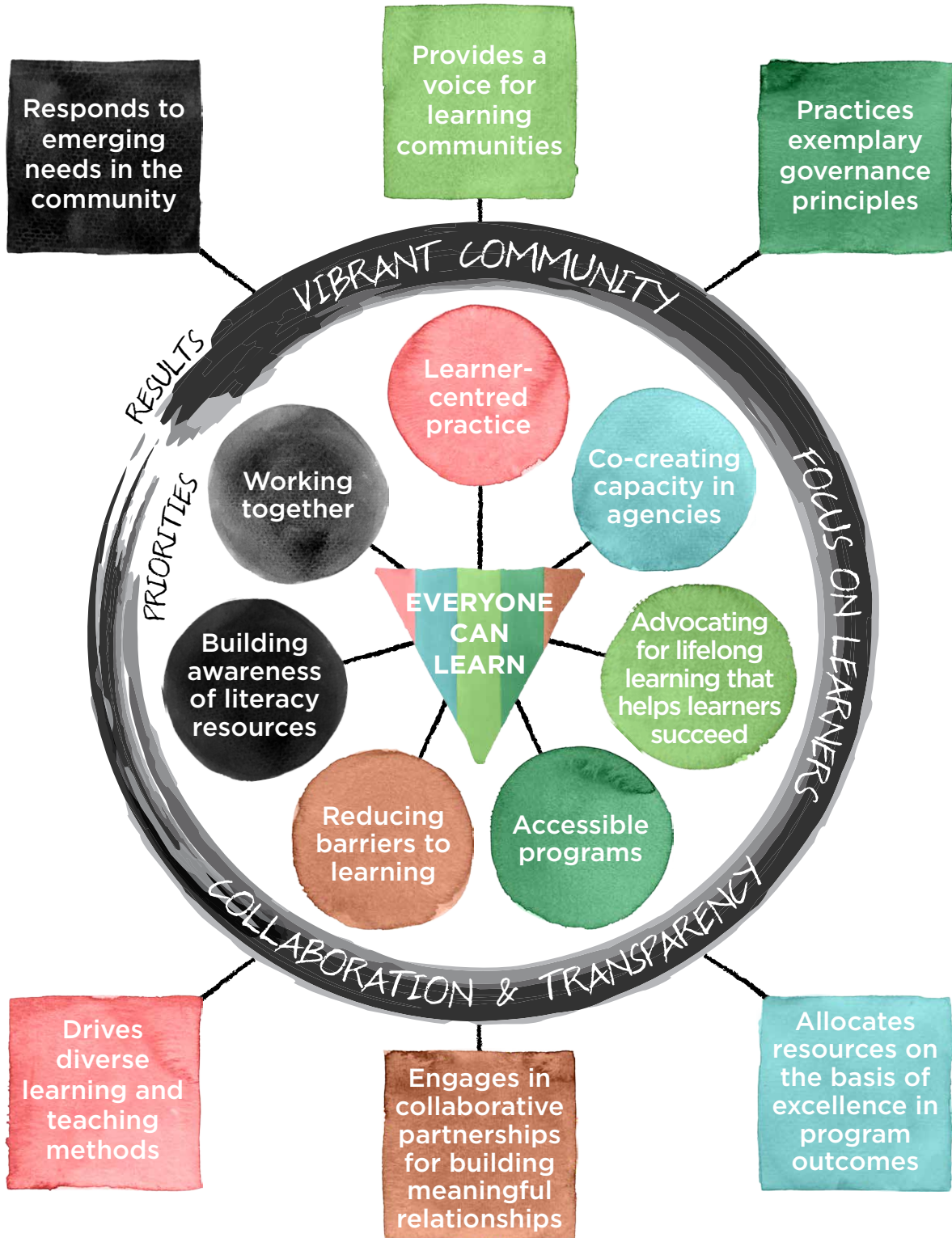
2022 has been a breath of fresh air with all the positive impacts for adults in classes and working with tutors while we still learn the new "normal" for living in our COVID-19 world. We are looking forward to another year of learning together. Please stay safe, and let's continue to persevere.

— Andrew Norton, PMP, C.E.T.

Strategic Direction

2022-2023

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Message from the Executive Director

ECALA staff implemented the

**11 year-two strategies
&
22 actions**

of ECALA's 2020-2023 Strategic Plan Framework covering **all four strategic priorities**:

- Programming supported by ECALA is accessible and learner-centred.
- Increased awareness of the benefits of adult literacy and foundational learning resulting in increased funding available.
- Learner pathways are established through agency collaboration.
- Learners and agency staff benefit from capacity-building and foundational skills.

Thank you to the amazing ECALA Team Wendy Peverett, Brittany Whitford, Leanne Adegbonmire, Marnie Rempel Friesen and Chelséa Legg-St. Pierre for their exceptional support to educators and volunteers. Together with funded agencies,

we met or exceeded all 52 indicators of success

in our Strategic Plan Framework based on agency and learner recommendations in ECALA's 2019 Community Needs Assessment.

I truly love our work together, ensuring "everyone can learn".

— Debbie Clark, MBA



Message from the Treasurer

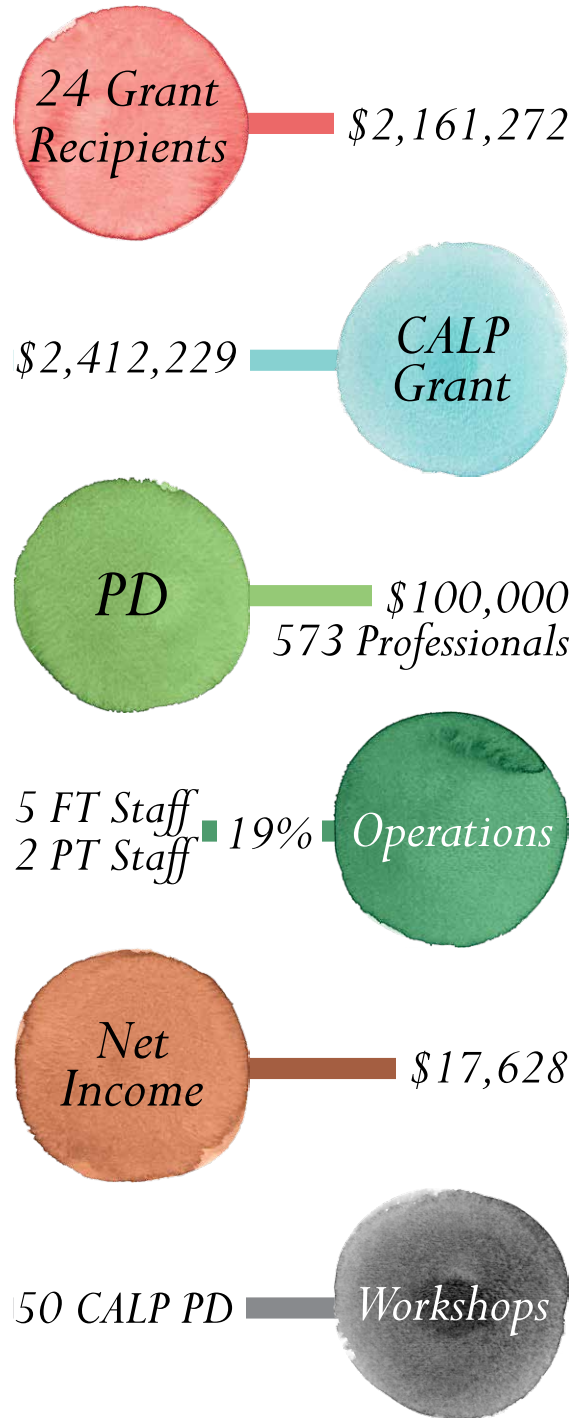
ECALA reduced its' operational costs and allocated interest earned on the CALP Grant to agencies for additional learning opportunities to reduce long wait lists for English Language Learning (ELL) and Basic Digital Skill (BDS) classes. ECALA understands the increasing stress and challenges in delivering learning opportunities when allocations do not cover actual learning opportunity costs.

ECALA allocated all the available funding for the new three-year grant term. Funding requests exceeded our AE allocation by \$1.5 million. ECALA will continue to advocate for a CALP Grant increase, partner with funded agencies to access non-CALP grant opportunities, and pursue charitable status to fund Edmonton's unmet literacy and foundational learning needs.

As most of you may be aware, with the help and support of our Government Partners at Advanced Education, ECALA received \$92,600 Expanded Service Grant for English Language Learning and Basic Digital Skill learning opportunities for newcomers fleeing war-torn countries.

ECALA's salaries and benefits expenses increased due to the addition of the part-time Grants Liaison and full-time PD Coordinator positions. Adding the new staff ensures that ECALA can meet the additional need for PD, coaching, mentoring, and grant administration. The new online Application and Reporting system and increased participation in PD are two examples of the positive impact of the new positions.

— Winston Zheng



Stories from the Professional Community

ECALA increased the number of Lunch and Learn workshops this year as educators and volunteers had less time available for PD. The sessions were very popular and will be offered again in 2022-2023 with a repeat of some topics and new requests.

An increased number of volunteer tutors participated in PD this year as ECALA offered more evening sessions.

“So very thankful for all the ways ECALA has been providing relevant PD and opportunities to share resources that meet my work schedule. Means a lot to me that you understand that 9-5 doesn’t work for everyone.”

“Thank you very much for these important topics that you offered depending on the needs of our adult learners. The work you are doing and the effort you are making to provide staff who are specialists and important topics that every teacher and learner needs in this difficult period and the transition to online learning. I benefited a lot from the workshops and coaching, and I used many methods, for example learning to play games, how to provide a safe atmosphere, how to use trauma informed practice.”

“While I knew a fair bit about trauma and brain science around trauma responses, the Intergenerational trauma approach to connect with our spirit, the need to be with our belly-button and not just our head is new to me as a settler.”

Educators reported

96% Acquired new skills

87% Increased confidence

91% Applied new skills

Three full-time and one part-time ECALA staff provided coaching and mentoring to all ECALA-funded agencies. Leadership, coordinators, educators and volunteers had the opportunity to connect with the ECALA staff and receive support based on their individual needs. New agency staff met one-on-one with an ECALA staff member to provide a customized orientation to the CALP system and guidelines.

Learner Snapshot

Learners Registered

3,591



22,149

Instructional and Tutoring Hours

Indicators of Success

The 2020 CALP Grant Guidelines require all grant recipients to collect the learner snapshot data and indicators of success noted below:

Learner Identity

11%

identify as



First Nations, Métis,
or Inuit (Indigenous)

75%

identify as

Female



54%

identify as

Permanent,
Temporary, or
Refugee status

95%

Increased
confidence

98%

Used skills from
class in everyday
lives

96%

Made progress
in meeting their
goals

98%

Felt relevant to
learning needs/
goals

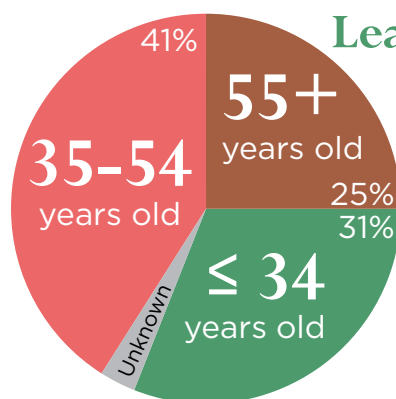
95%

Reduced barriers
to access
learning

93%

Felt welcoming
space was
created

Learner Age



*Calculated based on 2586 unique learners

Stories from the Learners

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The most fascinating thing about doing lessons on Zoom is that suddenly my learner became a three-dimensional person. In the past, the children came with her to classes, so I met them, knew their names, had interacted to a degree, even helped them choose library books. Now, Zoom lets me into their home and them into mine. I've been in their kitchen, living room, wherever she happens to be doing her lessons. We play peek-a-boo over Zoom, we have shared life stories, sorrows, joys, triumphs.

Being in each others' homes has opened the door in a way that my learner or myself never imagined.

We've seen each other tired, sad, joyful, discouraged and have encouraged each other, rejoiced with each other, advised each other and still we teach and learn from each other. Literacy is so much more than learning to read or write. She is one of the most determined people I have ever met. No matter what comes her way, she never loses sight of her goal — to become a better reader, writer for her family and mostly for herself. She is now reading to the baby, a goal she had. She is choosing library books for us to read together. She is job searching, found a job, lost a job, but is still determined to find the right job to support the family she loves.

— Tutor with CFL

Winnie and her husband immigrated from mainland China a few years ago. They didn't know much English so they attended LINC program but found it quite difficult to follow. They were frustrated and began to doubt if they would ever be able to learn any English for daily communication. A friend encouraged them to join the new class for beginners designed to learn daily English. They felt the course was well-designed and the teachers cared about their individual needs and offered students a lot of opportunities to practice English conversation, first in a small group, then with the whole class once they built up their confidence. Teachers did not expect students to speak perfect English and they learned from their mistakes quickly.

Winnie and her husband feel they have their confidence back.

— Learners ASSIST pilot class
Daily English for Beginners

I feel comfortable in the class. I am among my peers. I feel a sense of home here.

Before starting this class, I was unable to say one English word. I couldn't write my own name. I have improved so much this year.

— Learner in Alberta Immigrant Women and Children's English Class

Stories from the Learners

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Louise, an Indigenous grandmother, joined the program. She had dropped out of school in grade 10, when she had her first child. She works in one full time and one part time minimum wage job to support herself and help pay for her father's care in a nursing home. She has little opportunity for connection.

She was so excited about the program that, where possible, she would switch her shifts to attend.

When she couldn't, she would take her breaks to join in — although she wasn't participating in the cooking, she got to watch the preparation and join the sharing circle. She and another participant started a Facebook group so participants could connect with each other in between sessions and share cooking tips and recipes. Louise collected all of the recipes, along with cultural information, and created a cookbook which she gave to her young granddaughter as a gift at Christmas.

— Tutor in Dickensfield Amity House,
Cooking with Auntie

This mom came and did her best to juggle a very busy 3-year old while doing her classes.

She was able to learn, with the help of a skilled instructor, how to include her daughter so she could shift her focus to learning.

She managed to learn how online shopping works for groceries. When she couldn't attend, she still completed the recipe on her own and sent a video to the instructor!

— Young deaf mom from Connect Society Connect Home Cooks Program

A student joined our class through a referral from a friend this term. She was incredibly personable and kind and lit up the online classroom with her presence. She would often join the class from her place of employment on her breaks, eager to participate as much as possible. This student improved her English over the term,

but perhaps more impressive was her willingness to use her new English skills to volunteer at ReStore,

where she helps people learn about the organization and find furniture. She is also taking part in a research project on the transit needs of older adults that will help to inform changes to the transit system to be more responsive to the realities of older adults.

— Learner in
MFRS English
for Community
Integration class

Recipients & Partners

2021-2022

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Grant Recipients

- Action for Healthy Communities of Edmonton
 - ASSIST Community Services Centre
 - Ben Calf Robe Society
 - Canadian Arab Friendship Association of Edmonton
 - Centre for Family Literacy Society of Alberta
 - Cerebral Palsy Association of Alberta
 - Connect Society - Deafness, Education, Advocacy and Family Services
 - Cultural Connections Institute
 - Dickinsfield Amity House
 - Edmonton City Centre Church Corporation (E4C)
 - Edmonton Immigrant Services Association
 - Edmonton Mennonite Centre for Newcomers
 - HIV Network of Edmonton
 - Indo-Canadian Women's Association of Edmonton
 - Multicultural Family Resource Society
 - Norwood Child and Family Resource Centre
 - P.A.L.S. — Project Adult Literacy Society
 - Russian Language and Culture Education Society of Alberta
 - Somali Canadian Women and Children Association
 - Terra Centre for Teen Parents
 - The Candora Society of Edmonton
 - The Learning Centre Literacy Association
 - The Red Road Healing Society
 - United Cultures of Canada Association
-



Government
of Canada

Gouvernement
du Canada

Alberta Government



Funding Partners

Changing lives of adult foundational learners requires funding through federal, provincial and municipal grants. Thank you for supporting our investment in Edmonton-based programs.



ECALA

EVERYONE CAN LEARN

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