



ECALA

2023 Impact Report



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. 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, grass grows, and water flows.

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

As we enter our 25th year together, we have achieved significant milestones and embarked on transformative initiatives impacting our organization and the communities we serve.

One of our most outstanding achievements has been implementing a comprehensive strategic directions based on the 2020-2023 Needs Assessment recommendations. The voice of practitioners and learners recognized the need to chart a clear course for our organization's future, and through collaboration and dedication, we developed a strategic roadmap that has guided our actions and decisions. This strategic plan has not only served as a compass, but it has also fostered a shared sense of purpose and unity among our stakeholders. The results speak for themselves, as we have witnessed unprecedented growth, innovation, and positive change throughout our organization.

In addition to our impactful initiatives, I want to acknowledge the efforts and dedication behind two vital reports that have showcased our achievements and financial stewardship. Our Impact Report has provided a comprehensive overview of the transformative outcomes we have achieved through our programs and services.

It highlights the lives we have touched, the communities we have uplifted, and the positive change we have brought about. None of these accomplishments would have been possible without our incredible team's collective effort and unwavering dedication. I express my deepest appreciation to our board members, staff, executive director, volunteers, and partners. Your passion, expertise, and commitment have been instrumental in bringing these initiatives to life. Your hard work, resilience, and shared vision have propelled us forward and enabled us to achieve remarkable outcomes.

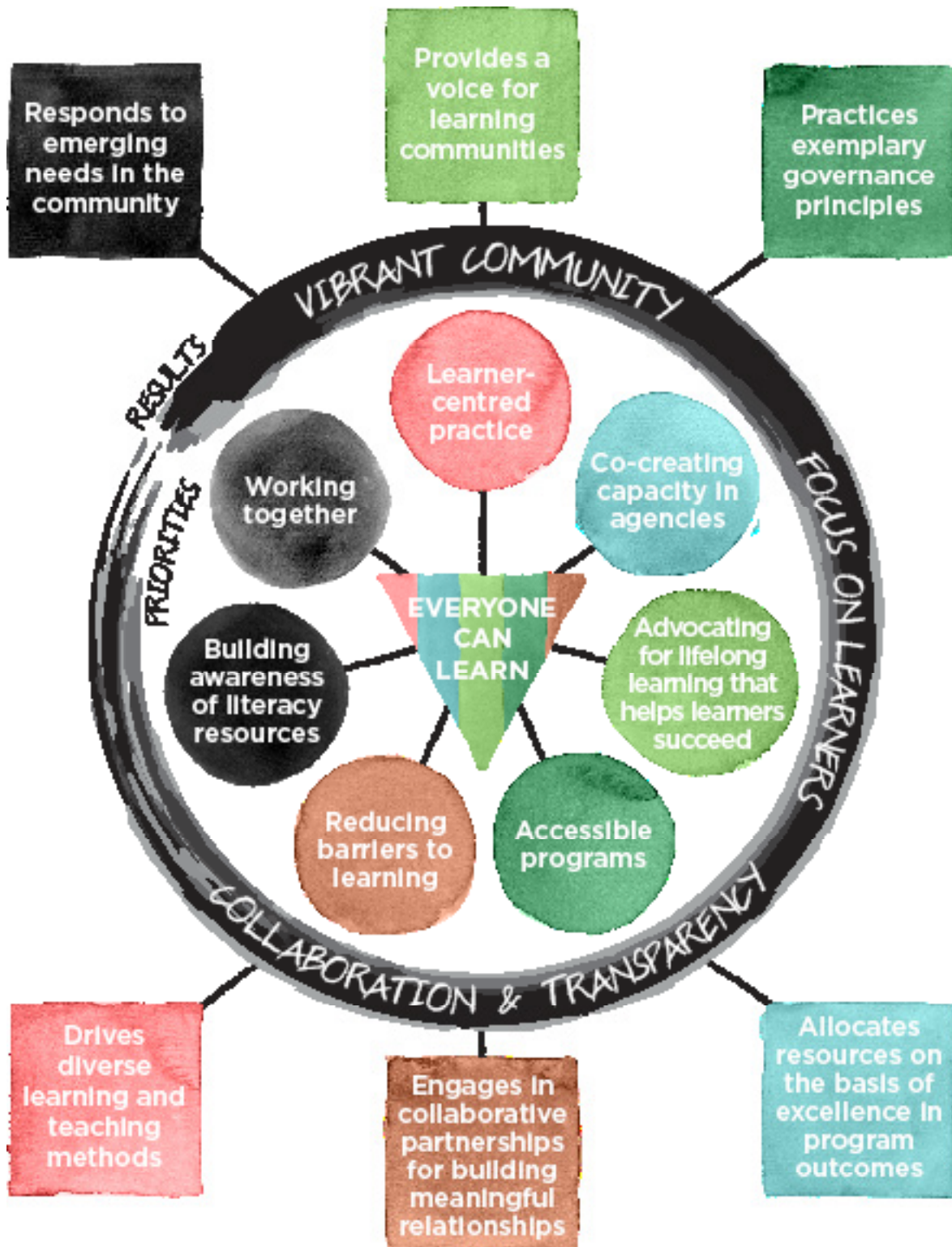
As I transition from the role of Board Chair, I am confident that the organization will continue to thrive under the capable leadership of my successor. I encourage you to continue collaborating, innovating, and pushing boundaries to create a brighter future. Together, we can amplify our impact and make a difference in the lives of those who need it most.

In closing, thank you, and may our collective efforts continue to inspire change and transform lives.

*-Dr. Javaid Hayat
Chair, ECALA Board*

Strategic Direction

2020-2023



Message from the Executive Director



CALP-funded agency leadership, educators and volunteers created spaces for **5,072 learners**, almost exceeding pre-pandemic learning spaces. During their classroom visits, the ECALA team has witnessed a positive change in the learners and educators. There were **410 learning opportunities** throughout Edmonton this year.

Leadership shared stories of positive outcomes of new collaborations between CALP-funded agencies to build awareness of available classes and the positive impact of improving literacy for adults during International Literacy Day, Community Resource Fairs, Community Conversations, Leadership Café and Edmonton Literacy Coalition sessions. This year is our 25th Anniversary, and our theme is **creating pathways for learning and community to connect**. ECALA has worked tirelessly to create more pathways to connect with learners, agency staff, volunteers, government and the community.

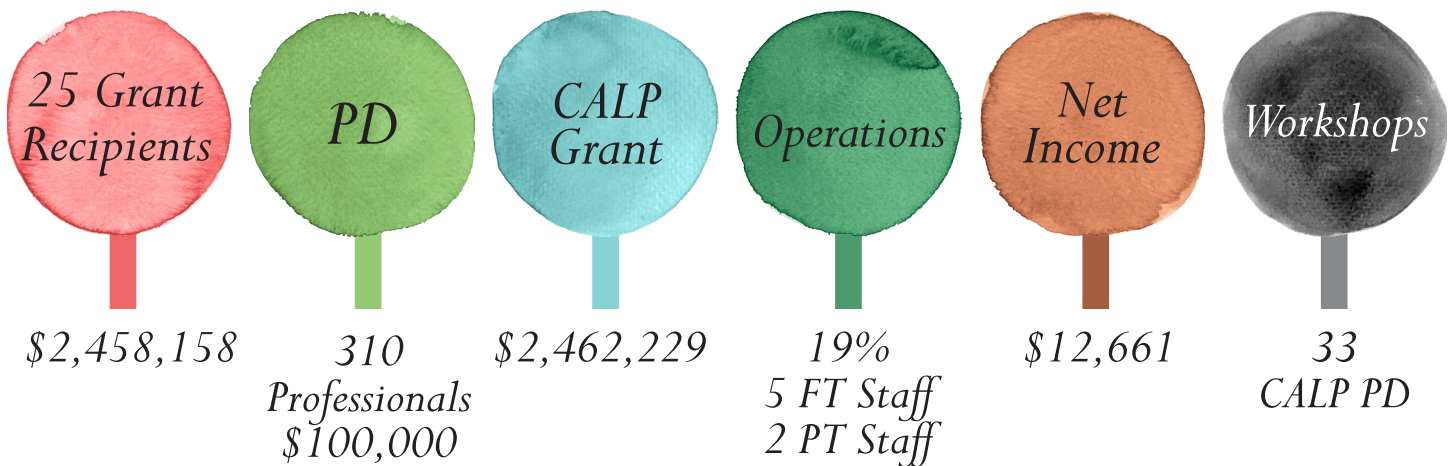
Thank you to the amazing ECALA Team Wendy Peverett, Brittany Whitford, Leanne Adegbonmire, Marnie Rempel Friesen, Chelséa Legg-St. Pierre and Ella Ruth for their exceptional support to educators and volunteers.

I truly love our work together to create learning pathways so everyone can learn.

Some of the most recent results are highlighted in this report, and many others will be shared during our anniversary year. The ECALA team has listened to learners and agency staff and implemented changes to provide:

- Transparent and efficient funding process for agencies and ECALA,
- Increased flexibility and clarity on changing funding allocations to meet emergent needs,
- Increased capacity and skills to deliver learner-centred classes,
- Relevant and practical professional development,
- Co-development of class visit outcomes,
- Peer-led community conversation workshops and new opportunities to create space for Indigenous allyship, education and action on reconciliation.

Message from the Treasurer



This year, ongoing changes to optimize our operational efficiency have significantly reduced operating costs. By carefully evaluating our needs and exploring cost-saving measures, we secured a more suitable space that aligns with our organization's goals and values. This relocation demonstrates our commitment to fiscal responsibility and sets an example of adaptability and forward-thinking.

Small increases in one-time funding of \$92,600 and \$50,000 provided much needed relief in reducing long wait lists for English Language Funding in 6 agencies; however, by the end of June, many individuals fleeing war-torn countries did not have access to any CALP-funded classes over the summer. The long-anticipated additional funding for twenty-one CALP-funded agencies for English Language and Indigenous literacy classes was not awarded before year-end. We have had minimal CALP Grant funding increases during the last 25 years.

Despite ECALA reducing operational costs each year and investing operational funding in programming, we are now faced with a declining impact on the number of learners and instructional hours as agencies have had no alternative but to reduce instructional hours and the number of learners who can register for classes.

Reflecting on the past 25 years, our commitment to financial transparency and responsible management continues. Through prudent financial practices, we have ensured the sustainability of our organization, enabling us to continue making a meaningful difference. The Treasurer's Report serves as a testament to our board's diligence and the expertise of our audit and finance team in managing resources effectively and always considering the diverse needs of adult foundational learners in our funding allocation decisions.

-Greg Atabo
Treasurer, ECALA Board

Stories from the Professional Community

We continue to support the provincial CALP PD system by offering several workshops to CALPs outside of Edmonton. Our primary focus is to continue to support Edmonton CALP-funded agencies with customized, relevant and practical workshops, mentoring and coaching.

Four 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 systems.

"This was one of the better Zoom trainings I have attended.

The variety of presentations of information (video, images, text, storytelling) made it more accessible and digestible, and the opportunities to share our own stories/experiences in the chat, with the main group, and in breakout groups, helped to understand and integrate the information.

I appreciate the effort, care, and content that was put into this presentation, and I am grateful for the opportunity to have attended. Continue doing what you are doing, because it's working."

Educators reported

100%

Acquired New Skills

96.7%

Increased Confidence

87%

Integration of New Ideas

"I appreciated ECALA allowing people from outside Edmonton to access their training.

The workshops I took were practical, engaging, and I left with tools and understanding I could immediately apply."

Learner Snapshot

Learners Registered

5,072 

 32,244

Instructional and Tutoring Hours

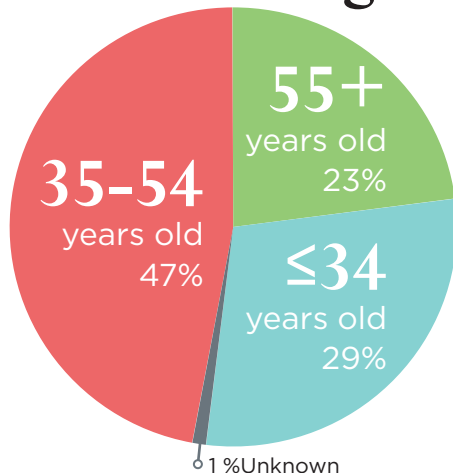
Learner Identity

14% identify as  72% identify as Female 

First Nations, Métis, or Inuit

 55% identify as Permanent, Temporary, or Refugee status

Learner Age



Indicators
of Success

84% Increased confidence

90% Used skills from class in everyday lives

89% Made progress in meeting their goals

96% Felt relevant to learning needs/ goals

95% Reduced barriers to access learning

98% Felt welcoming space was created

Calculated based on 3,031 unique learners and CALP 2020 Guidelines

Stories from the Learners

"I am Yang Fan, a student of the Multicultural Senior English class. In the past, my English foundation was very poor, and I lacked confidence in participating in the class. Now, the more I learn, the more energetic I am, and I am no longer afraid.

The biggest gain of the class was that I can apply the knowledge I have learned in my life. Now I can go out alone, take the bus, ask for directions, and have simple conversations; I can go to the supermarket by myself and pay with my mobile phone;

I dare to say hello to Westerners when I go for a walk up. Before I was quiet, now I finally speak. The English class has a teacher who can carry out effective teaching according to the characteristics of the elderly. This helps us elders who like learning English, which is one of the reasons why our class attendance rate is almost 100%. Thanks to the teachers, and thanks to the students who accompanied me all the way, so that I can learn more happily!"

- AHC Multicultural Senior English Class

Beth is a poetess and uses her words to express her emotions to her audiences. She was invited to participate to a major event and did not have the financial means to attend it.

Because she borrowed a laptop and learned new skills, she was able to perform on Zoom and deliver her wonderful poems to her audience.

This made her feel happy and encouraged her continue towards her technological freedom.

Her life depends on her laptop as she follows up on all her online applications for government services, online banking, using the Africa Centre's Mental Health Clinic online, staying in touch with friends and family, and watching YouTube. Those are some of the many uses that positively impacted her daily life.

-CAACA (Africa Centre) Basic Digital Skills course for African Seniors

Each week, SG asks her learner to do a piece of writing on an assigned topic (initially about her herself, her family, and her home country).

They then moved on to writing about the nursing profession, as this is what her learner aspires to.

When they started out, MA was only writing a paragraph or two. Her latest piece was 6 pages long. She is doing online research now and learning to paraphrase and even cite sources.

-CFL Tutoring Program (Adult Literacy with ELL Learner)

Stories from the Learners

I had been struggling to pass my apprenticeship test in the welding trade. The math part of the studies gave me a hard time, and I felt stuck. It seemed like an insurmountable roadblock preventing me from moving forward. I struggled for two long years, battling anxiety every time I faced trade math. PALS felt like a beacon of hope, a place where I could finally find the support I needed. From the very first day, I knew it was the right decision. Slowly but steadily, I started seeing progress.

I gained confidence, and that spilled over into other areas of my life. I became more talkative, more willing to engage in discussions and ask questions.

After a year, I passed the apprenticeship exam. The success and the learning transformed my personality in a way I never thought possible. Soon, I will begin working as a welder, and the anxiety that used to grip me has significantly lessened. I am now more confident in performing calculations and handling math operations, which are vital in my trade. If there's one thing I've learned from my experience, it's to never give up and always stay open to asking questions.

-PALS Math and Numeracy Program

My name is Lucy. I am happy to take English courses for Ukrainians. It helped me find a job and communicate with coworkers. I can call the bank to unblock the card by myself. When my children got sick, I went to the pharmacy and bought medicines.

I have recently been awarded as the best employee of the month at my workplace. I also tried to take CELPIP test, and my self-confidence had increased.

I am very grateful for the opportunity to improve my English knowledge.

-LCES English as an Additional Language class

We finished the 12-week program that allowed us to learn and grow in our journey together. We learned to be open to listening, be open to learning, and be proud to heal alongside others placed on our walk.

I have learned that many ways are the right way, and this class truly encouraged us to keep learning.

Even as adults, we have so many opportunities to be the best versions of ourselves that we can be.

-Creating Hope Society Learning Our Indigenous History participant

Grant Recipients and Funding

2022-2023



Grant Recipients

- Action for Healthy Communities of Edmonton
- Alberta Immigrant Women and Children Centre
- 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
- Council for the Advancement of African Canadians in Alberta
- Creating Hope Society
- Cultural Connections Institute
- Dickinsfield Amity House
- Edmonton City Centre Church Corporation (E4C)
- Edmonton Immigrant Services Association
- Edmonton Mennonite Centre for Newcomers
- Indo-Canadian Women's Association of Edmonton
- Language and Culture Education Society of Alberta
- Multicultural Family Resource Society
- Norwood Child and Family Resource Centre
- P.A.L.S. — Project Adult Literacy Society
- 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

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Connect with us

