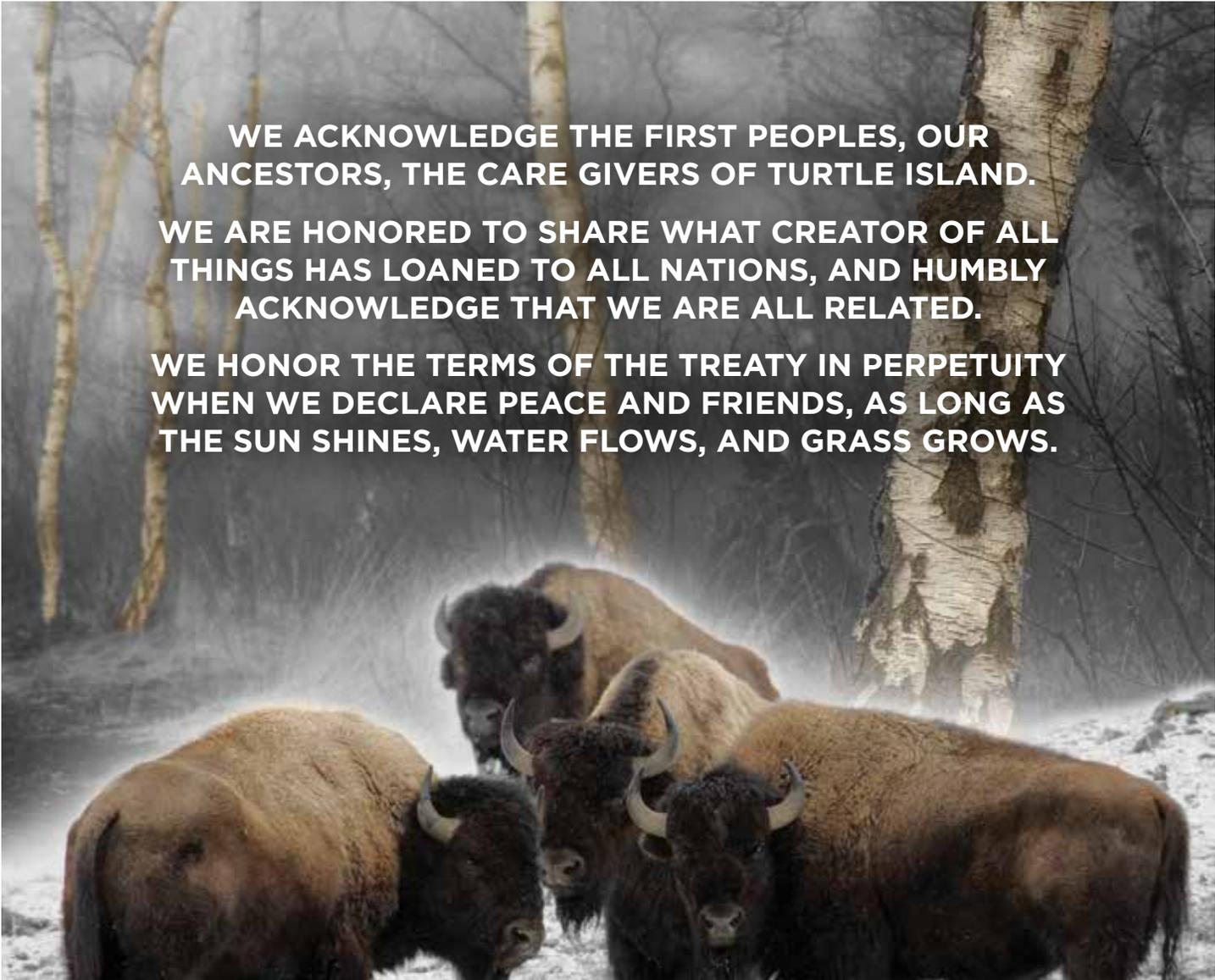


Impact Report

July 1st 2019 – June 30th 2020



ECALA
EVERYONE CAN LEARN

A group of bison standing in a snowy forest with birch trees. The scene is misty and the ground is covered in snow.

**WE ACKNOWLEDGE THE FIRST PEOPLES, OUR
ANCESTORS, THE CARE GIVERS OF TURTLE ISLAND.**

**WE ARE HONORED TO SHARE WHAT CREATOR OF ALL
THINGS HAS LOANED TO ALL NATIONS, AND HUMBLY
ACKNOWLEDGE THAT WE ARE ALL RELATED.**

**WE HONOR THE TERMS OF THE TREATY IN PERPETUITY
WHEN WE DECLARE PEACE AND FRIENDS, AS LONG AS
THE SUN SHINES, WATER FLOWS, AND GRASS GROWS.**

*ECALA's mission is to build engaged
learning communities for all learners in
Edmonton by providing supports and
resources to Edmonton-based agencies.*

Adaptive Learning

As everyone is very aware, this year has been a very interesting and challenging year with the introduction of COVID 19. Lead by our ECALA Executive Director, the ECALA staff did a tremendous job on quickly adapting to the new at home and online way of doing business and supporting all our grant recipient organizations and learners. As well, we would like to give a big shoutout to all the agencies who also quickly adapted to online learning and alternative course delivery models, in an effort to continue providing the best possible opportunities for our learners. With the ultimate goal being our learners' success, I am confident that we, as a caring and mindful community, will be able to continue to work together and find new and innovative ways to enrich the lives of learners within our beautiful community.

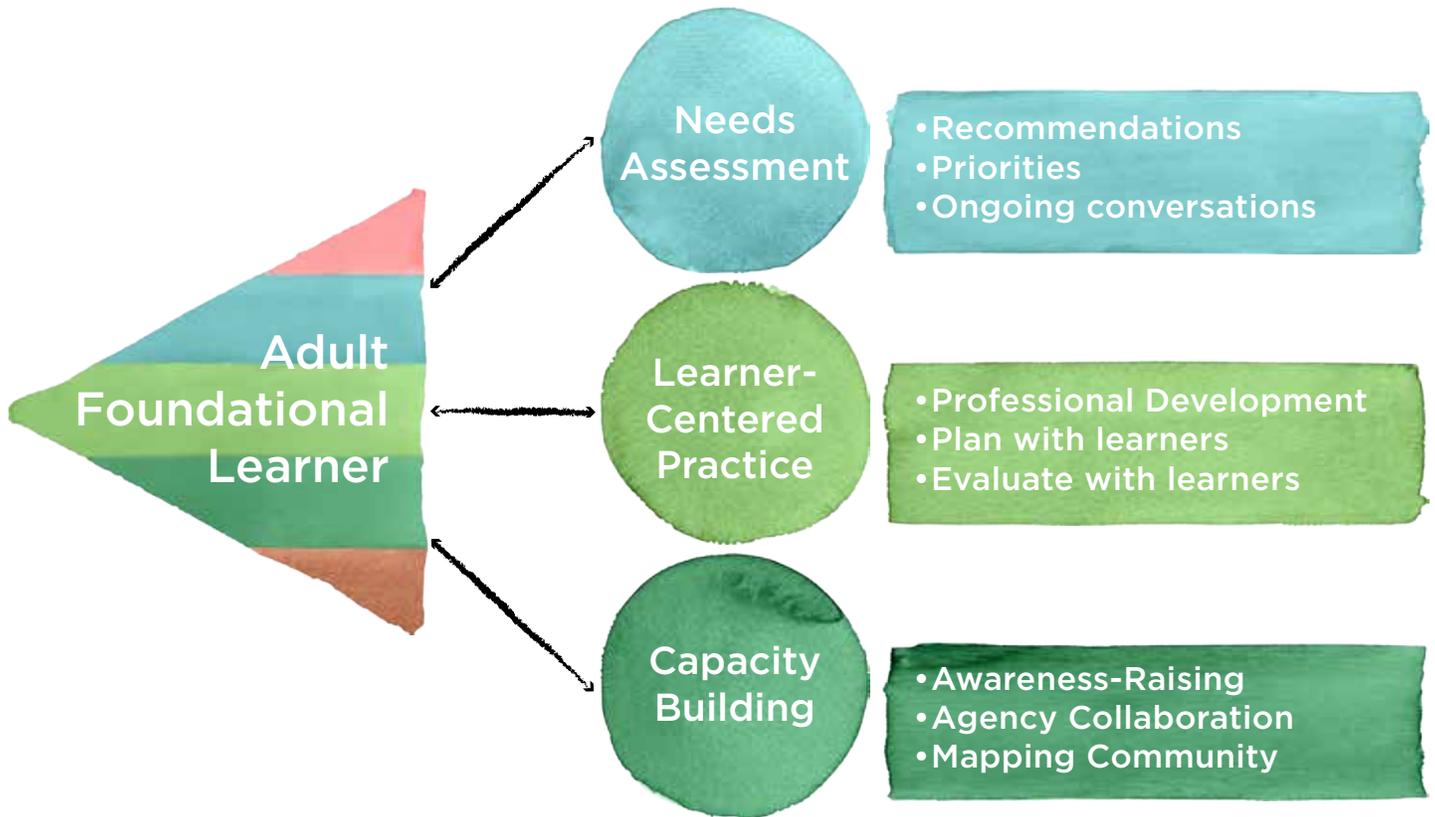
Four new Board members joined the ECALA Board throughout the year. These additional Board members replaced some attrition amongst the Board, and ensure the ECALA Board has the capacity, diversity, life experience and expertise to meet our fiduciary, strategic and generative responsibilities as a CALP Granting Council. The ECALA 2020 AGM Package includes the names of all current Board members and information related to the election of Board Members.

I would like to thank Lindsay Manz, Manager, Community Adult Learning Program, Advanced Education, for meeting with the ECALA Board while attending our Fall Community Conversation sessions and for her efforts to understand the unique needs of ECALA grant recipients and the role of Granting Councils in the CALP System. With Lindsay's transition to the Assistant Deputy Minister's office this year ECALA was very fortunate to benefit from a seamless transition to working with Ben Hartt and Amanda Giang.

We are looking forward to another year of learning together. Stay safe and let's continue to persevere.

— Andrew Norton, Chair

Strategic Directions



The ECALA Board and staff continued with our strategic planning initiative activities in an effort to develop a strong and focused Strategic Direction for ECALA. We would like to sincerely thank all of the grant recipients for their support and contributions to the ECALA 2019 Needs Assessment Report (Report).

The amazing collaboration served to be invaluable and is the focus of our new Strategic Direction, which includes action plans for implementing many of the recommendations, and thoughtfully integrates the voices of both learners and grant recipient staff. Anderson Draper Consulting provided incredible value in leading our Needs Assessment initiative, and were therefore contracted to help guide the Board through very focused and results-based Strategic Planning sessions, achieving outcomes aligned with CALP Guidelines and outcomes that will continue to change adult learners' lives and build capacity to have a more connected community where "everyone can learn".

The Board is excited to start implementing the Strategic Directions 2020-2023 in September.

— Andrew Norton, Chair

COVID-19

Qualitative data alone does not tell the complete story of the positive changes to learners lives and how we have built a more connected adult literacy community in Edmonton, however, the powerful message shared by the Bissell Centre below and the learner stories fill in many of the gaps. — Debbie Clark, Executive Director

ECALA has been such a wonderfully supportive partner and especially during the pandemic lockdown. ECALA's incredible generosity was vital to allowing our staff to provide emergency services to people experiencing homelessness during the public health emergency. We have produced with our partner Homeward Trust a series of videos outlining experiences at the Expo Day Shelter. You can see it at youtu.be/j3zVF2v4-wg. So, apart from our formal report, please pass along our warmest thanks to your co-workers. You all have made a huge difference. — Bissell Centre

The COVID-19 pandemic changed many aspects of the language programs. Particularly, we have noted that learners were almost forced to take a leadership role in their own learning, because they had to use the skills they already had to complete the take-home booklets but also the take home booklets improved on the skills they did already have. They quickly had to adjust to the new normal, and without the physical classroom setting, they had to become self-motivators and independent knowledge seekers. Usually in a classroom setting, if the energy wanes, the teacher can revive the curiosity and steer the learners to new activities. However with the booklets, the learners had to rely on themselves and continue to progress even if there was no physical setting to reinforce them. The teachers' feedback was based on what they have witnessed during correcting learners' booklets. In addition, learners had many opportunities working on authentic materials during reading and writing segments.

85% of learners have shown an increase in their confidence. The teachers identified the learners' self confidence increase during their speaking/reading a second language in front of others which takes courage (elevated self-esteem). Another aspect is increased their cultural/global awareness. With the COVID-19 crisis and the suspension of daily routine, learners learned that they are part of a bigger picture, a community that operates together for life to go on. Since culture is an essential part of language and the global environment, learners have increased awareness of how their actions can play a role in the overall community.

2020

Indigenous Ways of Knowing

ECALA participated on the Indigenous Funders of Alberta Working Committee to assist with the organizing and hosting of the first conference organized by funders in Edmonton to better understand the needs and opportunities to support an increased investment in Indigenous programs in Edmonton. The conference was attended by **235 Indigenous delegates** from all over Alberta and led by five Elders.

I shared a presentation on “**Decolonizing Funding**” which began a dialogue of what changes ECALA can continue to invest in for opportunities for Indigenous adults to participate in culturally-relevant lifelong learning. Both Funders and Indigenous participants hope to find new ways to come together to continue the conversations and look for opportunities to collaborate.

I also organized and implemented recommendations from the **Indigenous Working Group (IWG)** throughout the year. Several new resources have been added to the ECALA website, and I assisted Indigenous and Non-Indigenous grant recipients in improving their engagement with Indigenous learners and Elders. The IWG and I have **developed new Indigenous Ways of Knowing workshops** in July that will continue throughout 2021.

The ECALA Board ratified the recommendations on funding courses with four Indigenous organizations: Ben Calf Robe, The Creating Hope Society, Edmonton Native Healing Centre and Red Road Healing Society. We would like to thank the IWG for their guidance and support through the sharing of teachings and traditional and cultural knowledge throughout the year. Each member also has experience working in post-secondary institutions and has extensive experience in delivering literacy courses that are culturally appropriate.

— Brittany Whitford, Indigenous Education Liaison

Indigenous Working Group Members

Ed Lavallee
Phyllis Steeves
Sharon Pasula
Leona Carter

Learner Impact

Outcome

Creating positive change for adult foundational learners and building a more connected community.

93%

increased self-confidence

4768 learners registered BY 24 organizations

95%

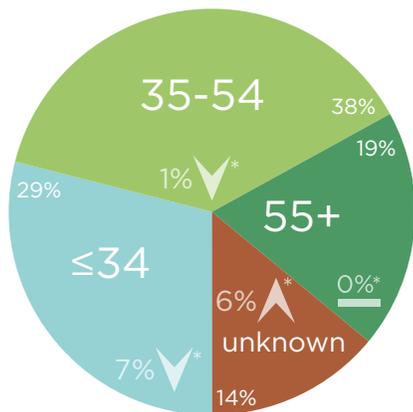
used skills from class in everyday lives



10,519 hours of tutoring

98%

felt CALP was a welcoming space



93%

made progress in meeting their goals

97%

felt program relevant to their needs/goals

*change based on 2018-2019 stats and 3372 unique learners

Learner Stories

The adult literacy programs offered new ways for participants to communicate with each other and engage with their communities.

The students have noticeably improved their logical reasoning skills and gained confidence in the numeracy skills they had already possessed prior to joining the course. One student reported, “It feels good cause I can count my own money now I don’t feel like a dummy.” During the lockdown, the instructor’s regular presence helped students feel less isolated. In another comment, a student wrote, “This place is like home away from home. I am comfortable and happy.”

Students with good study habits and definite learning goals made steady progress, particularly in reading comprehension and vocabulary; their work ethic was phenomenal. One student noted their appreciation for learning in a safe environment, “I think all teachers and the people that work here help you to be confident to speak they are very patient. You don’t feel bad for not speak and read English very well. Be confident is important to confront the life outside, to talk whenever you need.”



Learner Story from Canadian Arab Friendship Centre

Fardowsa has been in Canada since she was young. She dropped out of high school when she was sixteen to support her family financially. She worked over the decade and came to our center to revive her academic knowledge. When she came here, she was very shy and avoided initiating any conversation. However, after a couple of weeks, we observed noticeable improvement in her learning. She was asking for more writing and reading comprehension tasks. Throughout the session, she overcame academic setbacks, and is now capable of writing short paragraphs with little help from teachers. Fardowsa also helps peers by interpreting in different languages. Our warm learning opportunities allowed her to unlock her learning potential. Currently she studies and volunteers two hours per week as an interpreter for the beginners at RLP class in the evening. This is a great scaffolding technique for Fardowsa done by our center.

Professional Development

ECALA doubled the number of workshops this year which resulted in increased participation of 254% this year. Wendy Peverett, Professional Development Specialist, led or co-ordinated the majority of the workshops. Starting in April 2020, with the transition to an online format, ECALA was able to invite CALP staff from outside the Edmonton area to participate in workshops. The new community co-ordinated response to CALP PD provided many new opportunities for staff to influence PD delivery across Alberta and opportunities for all four PD Providers to collectively provide relevant, practical and timely PD while a closure order for programs was in place. CALPS from across Alberta had opportunities to network and participate in Communities of Practice with grant recipient staff in Edmonton.

— Wendy Peverett, PD Specialist

451
professionals
IN 41
workshops

38
CALPS
outside of Edmonton
participated in workshops

98%
rated the workshops
as relevant PD

98%
will integrate what
they learned in the
workshop into practice

95%
reported improved
contributions to
their work as a result

“Your team continues to do an amazing job in identifying and addressing the learning needs of the agencies you work with which results in relevant and practical information I can use when preparing activities and materials.”

“Today’s session covered all my concerned areas. It’s well prepared and well presented. The contents are clear and straight to the points. Thank you for the great information and guidance provided today. Love the way you interact with participants.”

Financial

24 Grant Recipients — \$2,128,827
39,321 instructional hours

\$76,252
451 Professionals

PD

Revenue — \$2,569,587

\$26,172

Net Income

Operations — 16% — 4.5 staff

ECALA receives two Community Adult Learning Program Grants. One grant is used to allocate funds to **Grant Recipient agencies and operations.**

The second grant has a two-year term and funded professional development and administration this year. ECALA **administrative expenses** were lower than the prior year despite adding **1.5 new staff positions.**

ECALA allocates throughout the year surplus administrative funds to grant recipients to address emerging foundational learning needs in Edmonton.

I am also pleased to report that ECALA continues to demonstrate transparency, accountability and efficiencies in our operation as a Granting Council, while ensuring our investment increases accessible, relevant and learner-centred opportunities where “Everyone Can Learn”.

— Winston Zheng, Treasurer

Funded Organizations

2019 – 2020

- Action for Healthy Communities of Edmonton
- ASSIST Community Services Centre
- Ben Calf Robe Society
- Bissell Centre
- Canadian Arab Friendship Association of Edmonton
- The Candora Society of Edmonton
- Centre for Family Literacy Society of Alberta
- Connect Society - Deafness, Education, Advocacy and Family Services
- 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
- The Learning Centre Literacy Association
- Multicultural Family Resource Society
- Norwood Child and Family Resource Centre
- P.A.L.S. - Project Adult Literacy Society
- The Red Road Healing Society
- Russian Language and Culture Education Society of Alberta
- Seniors Association of Greater Edmonton
- Somali Canadian Women and Children Association
- Terra Centre for Teen Parents
- United Cultures of Canada Association



Funding Partners

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

Alberta  Government

