



Email complete application to [grants@ecala.org](mailto:grants@ecala.org) on or before

Friday, January 22<sup>nd</sup>, 2021

**1) Agency Information**

Legal name of Agency			
Charity or Incorporation Number			
Address			
Website			
City/Province	Edmonton, AB	Postal Code	

**Primary Contact Information**

Name		Preferred Pronouns	
Position/Title			
Email			
Phone Number			

**Secondary Contact Information**

Name		Preferred Pronouns	
Position/Title			
Email			
Phone Number			

**Before starting your application, please read the [2021-2022 ECALA Application & Funding Guidelines](#)**

**2) Funding Request Summary**

Please note: this includes all modes of delivery.

Category Summary	Funding Request
Adult Literacy	\$
Numeracy	\$
Skills for Learning	\$
Basic Digital Skills	\$
English Language Learning	\$
Community Capacity Building	\$
<b>Total ECALA Funding Request*</b>	\$

\*Must match total request in Financial Template

**3) Volunteers**

Please note: This includes all categories together. Please do **not** include tutors here.

<b># of volunteers</b>	
<b># total hours</b>	

#### 4) Agency Details

A. Many adult foundational learners may not have had positive experiences in the traditional educational system. By creating a safe and welcoming learning environment, grant recipients enable adult learners to explore their unique learning needs without fear of shame or judgment. Grant recipients play a vital role in providing learners with access to the information, services and learning opportunities they need to be successful. ([CALP Guidelines 2020](#), pg. 20)

**Describe how your agency creates a safe and welcoming space for learners.**

[Insert text here]

**B. Do all staff and volunteers who will work with or have the potential for unsupervised access to vulnerable individuals have appropriate security screening?** Yes:  No:

**If yes, describe the orientation and screening processes used.**

[Insert text here]

C. Grant recipients engage in continuous strategic planning to deliver programs and services that align closely with the program focus on literacy and foundational learning, and to respond to learning needs and gaps in the community. Strategic planning includes exploring strengths, weaknesses, opportunities, and challenges, and helps organizations define success, chart the path forward, and identify required resources, such as human resources and training. ([CALP Guidelines 2020](#), pg. 19)

**Will you submit a Strategic Planning/Directions document along with this package?**

Yes  No

**If no, attach a document that includes your agency's history, mission, strategic priorities, and programs.**

[Insert text here]

D. Grant recipients are expected to support staff, volunteers (those who work with learners as well as board members) and contracted instructors/facilitators/tutors to access professional development. ([CALP Guidelines 2020](#), pg. 18)

**How will staff be supported to access the professional development they need in order to deliver proposed learning opportunities? List examples of PD staff need in 2021-2022 to successfully deliver proposed learning opportunities.**

[Insert text here]

E. Grant recipients are expected to respond to surveys from Advanced Education and professional development providers. Government uses survey data to evaluate the impact of professional

development investments and make improvements to enhance quality and effectiveness. ([CALP Guidelines 2020](#), pg. 19)

**Does your agency agree to instruct staff and volunteers to respond to all surveys noted in the CALP Guidelines?**

Yes  No

## 5) Adult Foundational Learners

A. Barriers are the social, economic, and/or other kinds of challenges that learners face that interfere with their participation in learning. Barriers may be experienced both externally and internally. External barriers include a chronically disrupted learning journey, previous negative experiences with formal education, a lived experience of low income or poverty, experience with trauma or violence, and/or systemic marginalization and stigmatization. Internal barriers include diagnosed or undiagnosed learning difficulties/disabilities, developmental and/or cognitive delays, health/mental health issues, addictions issues, a fear of further stigmatization, and a sense of failure associated with learning. ([CALP Guidelines 2020](#), pg. 9)

**How does your agency reduce barriers for adult foundational learners? (i.e. reduced fees, assistance with travel, childcare, etc.)**

[Insert text here]

B. Learning opportunities that support the development of adult literacy, numeracy, skills for learning, basic digital skills, and/or proficiency in the English language. Foundational learning opportunities help individuals to pursue further learning, have satisfying and meaningful employment, and fully participate in society. While the Community Adult Learning Program Guidelines do not identify or mandate a specific “cut-off level” for foundational learning, in general terms, it can be thought of as up to and including approximately Grade 9 levels in the formal kindergarten to grade 12 system, or, in the case of adult literacy and numeracy, up to and including Programme for the International Assessment of Adult Competencies (PIAAC) level 2. ([CALP Guidelines 2020](#), pg. 11-12)

**How does your agency determine who may benefit from adult foundational learning opportunities?**

[Insert text here]

C. Adult learning principles are the best practices that guide the development and delivery of adult foundational learning opportunities, where learning is relevant, practical, respectful, self-directed, strengths-based, builds on the learner’s knowledge and experience, and is oriented towards the learner’s goals. ([CALP Guidelines 2020](#), pg. 9)

**Describe how your agency uses learner-centred practice.**

[Insert text here]

## 6) Measurement & Evaluation

A. Describe your Evaluation Plan to collect the measures listed in the [CALP Logic Model](#) and the [ECALA 2021-2022 Outcomes, Measurement and Evaluation \(OME\) Table](#)? List the tools proposed to collect the OME data. (See [CALP Guidelines 2020](#), p. 15-16, for further information.)

[Insert text here]

## 7) Connected Communities

A. Grant recipients lead community-based initiatives to raise awareness of their programs and services and build relationships with community partners, including their local comprehensive community college. In doing so, grant recipients are able to leverage local resources, attract volunteers and solicit financial contributions. ([CALP Guidelines 2020](#), pg. 19)

**Describe the process used by your agency to increase awareness of services for adult foundational learners. (Examples could include networks, partnerships with other agencies, awareness raising initiatives)**

[Insert text here]

B. Grant recipients are aware of the services and supports learners need and where/how these needs can be met. Through community mapping and building strong connections to other learning and service providers, including their local comprehensive community college, grant recipients create seamless pathways for learners and promote the concept that ‘any door is the right door.’ It is only within a well-connected network that learners can find their way to the services and supports they need, whether through direct programming at funded organizations or indirectly through coordinated knowledgeable referrals. ([CALP Guidelines 2020](#), pg. 19)

**Describe the process used by your agency to map services and supports available in Edmonton that meet the needs of adult foundational learners in the proposed learning opportunities.**

[Insert text here]

## 8) Application Package Requirements

Review the [ECALA Application & Funding Guidelines](#) for details related to application requirements.

Please complete this checklist before submitting your application:

- Agency Application in Word (**and** optional PDF) [\*Saved as **Agency Name** Agency App]
- Category Application(s) in Word [\*Saved as **Agency Name Category** App]
- Category Financial using Financials Template [\*Saved as **Agency Name FT**]
- Signed Declaration and Authorization [\*Saved as **Agency Name** Declaration]
- Insurance certificate [\*Saved as **Agency Name** Insurance]
- Proof of Filing from registries (Renew if expires between Feb 1<sup>st</sup> – June 30<sup>th</sup>) [\*Saved as **Agency Name** POF]
- Audited Financial Statements [\*Saved as **Agency Name** FS]
- Attachments providing additional information not included in the application [\*Saved as **Agency Name** Attachment #]

If changed/updated, please send:

- Agency Staff Table [\*Saved as **Agency Name** Staff Table]
- Board Contact List if different than Proof of Filing [\*Saved as **Agency Name** Board]
- Agency Bylaws [\*Saved as **Agency Name** Bylaws]
- Strategic Directions Document (or answer question 3C.) [\*Saved as **Agency Name** Strat]

**Only electronic submissions will be accepted.**

*All documents within the 2021-2022 Application Package must be submitted in their original file type (i.e. Microsoft Word or Excel). The Declaration and Authorization page may be submitted as a scanned copy but must be formatted onto one page.*

## Questions?

Email [grants@ecala.org](mailto:grants@ecala.org) or [ed@ecala.org](mailto:ed@ecala.org)

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## Agency Declaration and Authorization

I have read, understand, and agree to abide by the course funding and reporting requirements as set out by ECALA. I declare that the information included in the attached application is true and accurate and does not omit any material facts. I certify that the funds will only be used as set forth in this application and I understand that recipients found not to comply with guidelines may be asked to repay funds.

I authorize ECALA to make inquiries about the ability of our agency to carry out, financially and administratively, the proposed learning opportunities. Such inquiries are not limited to but may include creditors, other funding agencies, and other stakeholders. Further, ECALA may make use of the data submitted for its ongoing administration and decision-making. I authorize ECALA to share information provided by us with other funders and authorize the release of information from other funders to ECALA.

I understand that I must submit to ECALA an electronic copy of any materials produced using ECALA funding. In the event of a funding audit, I also give the appointed auditors access to all records pertaining to the purposes of the grant as outlined in the funding requirements.

**Two authorized signatories (one board member (either the Board Chair or Treasurer) and one staff) from your agency must sign to certify that the agency agrees to the above declaration.**

<b>Agency Name</b>	
Board Chair/Treasurer Signature	
Print name	
Position	
Date	

Staff Signatory Signature	
Print name	
Position	
Date	