



Indigenous Stream Funding Guidelines

2021-2022

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Alberta  Government

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What's New

The Government of Alberta Advanced Education released the [CALP Guidelines 2020](#) in July which has resulted in several changes to the ECALA 2021-2022 Application and Funding Guidelines. The changes are noted throughout the document.

In 2019, ECALA conducted a community-based Needs Assessment with Grant Recipient staff, adult foundational learners participating in courses funded by ECALA and community members who deliver programs for adult foundational learners in Edmonton. Findings and research are included in the [ECALA Needs Assessment Report 2019](#). The ECALA Board has adopted all recommendations in the report and set action and funding priorities in the [2020-2023 Strategic Directions Framework](#).

Priorities

Due to the limited funding available in the second year of the 2020-2022 CALP Grant, the ECALA Application Review Committees and the ECALA Board will consider allocating funding based on the following **three** priorities:

- Grant Recipient learning opportunities with funding for 2020-2021 only (one year)
- Learning opportunities which incorporate Basic Digital Skill building
- Learning opportunity Applications which demonstrate a strong commitment to building staff capacity through ECALA professional development and other professional development

Application packages for 2021-2022 funding will only be considered if they address at least one of the funding priorities. Grant Recipients applying for additional funding over and above the amount listed in their allocation letter for 2021-2022 should contact either Debbie ed@ecala.org or Leanne grants@ecala.org to discuss the learning opportunities proposed for 2021-2022 prior to applying.

A. Mandate

The Government of Alberta, Advanced Education ministry provides a Community Adult Learning Program (CALP) Grant to ECALA each year to support the delivery of part-time, non-formal literacy and foundational learning opportunities to adults with financial and social barriers in Edmonton.

ECALA is a granting council that distributes almost \$2 million dollars within the CALP Grant mandate to agencies through a competitive granting process. Funding is distributed to successful applicants throughout the funding year, which typically runs from July 1st to June 30th.

The overall objective of the funding is to strengthen the ability of non-profit agencies to meet the needs of foundational learners in Edmonton. Foundational learning opportunities which focus on literacy and foundational learning incorporate the development of foundational life and essential skills within their curriculum, leading to adult learners acquiring new skills, meeting the needs of learners, and positively change learners lives. Literacy, English language, basic digital skills, numeracy, and foundational life skills proficiency often result in a change in participant life outcomes such as the

ability to learn, improved health status, increased civic participation, better social engagement, positive economic performance, and knowledge of the justice system.

B. Eligible Agencies

Agencies interested in applying for ECALA funding **must use the ECALA Application Forms** and meet the following operational requirements:

- Be a legal entity incorporated for a minimum of two years under one of the following Alberta Statutes: The Societies Act, Part 9 of the Companies Act, the Libraries Act, the Métis Settlements Act, and the Postsecondary Learning Act. In cases where the Service Agency is not a legal entity, a Legal Host approved by ECALA may receive the grant on behalf of the service agency.
- File non-profit or charity annual returns on time and can provide Proof of Filing with the proposal.
- Operate as an agency with sound practices in governance, planning, and management of learning opportunities, finances, and personnel.
- Operate under bylaws which support structure and decision-making processes, and develop and adhere to operational policies and procedures, including conflict of interest guidelines, harassment, privacy, confidentiality, and vote on matters in accordance with written policies and procedures.
- Hold regular Board meetings and maintain a record of minutes documenting key decisions made including personnel, program, and funding allocation.
- Identify all cash-funding sources and dollar amounts, In-kind (non-cash) in the proposal, and can demonstrate no overlap of funding from other funding sources.

C. Eligible Learning Opportunities

Eligible learning opportunities **must be delivered in Edmonton**, whether in-person or through the use of technology. Agencies are encouraged to deliver the project in collaboration or in partnership with other agencies in order to enhance access to formal post-secondary learning or to support life-long learning goals. Agencies have the flexibility to choose delivery models that will best meet the needs of the learners, including less formal learning activities, and tutoring.

Please note: Learning opportunities should be structured to only include one of the categories noted below. If you are applying for funding under more than one category you are required to submit one proposal for each category so the proposal can be given to the appropriate review committee.

These categories are based on the July 2020 CALP Guidelines.

C.1 Literacy and Foundational Learning (LFL) Highest priority for funding	
Adult Literacy	<p>Adult Literacy is defined as the ability of adults to identify, understand, interpret, create, communicate, and use printed and written materials associated within varying contexts. The primary intended learning objective of learning opportunities in this category should be the development of reading and writing skills up to and including a pre-GED level. Learning opportunities in adult literacy may support the development of several skills for success from the forthcoming Canada’s Skills for Success Framework—primarily reading and writing (defined below) but, in addition, may include communication, collaboration, creativity, problem-solving, and adaptability.</p> <ul style="list-style-type: none"> • Reading includes understanding materials written in sentences or paragraphs, graphs, charts and/or tables. • Writing includes communicating by arranging words, numbers and symbols on paper or a computer screen. <p>Please note this category should not include learning opportunities for English language learners; these should be offered in the English language learning category.</p>
Numeracy	<p>Numeracy is defined as the ability to use, apply, interpret, and communicate mathematical information and ideas. The primary intended learning objective of learning opportunities in this category should be using numbers and thinking in quantitative terms to complete tasks, up to and including a pre-GED level. Learning opportunities in numeracy may support the development of several skills for success from the forthcoming Canada’s Skills for Success Framework—primarily numeracy but, in addition, may include problem-solving and adaptability.</p>
Skills for Learning (replaced Foundational Life Skills) <i>*2020-21 is a transition year for agencies who delivered courses in the Foundational Life Skills category. Further information will be provided on the Skills for Learning category when it becomes available from Advanced Education through the Community Learning Network.</i>	<p>The skills for learning category is defined as learning opportunities that support the development of the fundamental skills and habits of learning that support foundational learners to build confidence, develop an identity as a learner, advocate for themselves, and engage in foundational and other learning. While it may involve practicing a range of foundational skills, the primary intended learning objective of learning opportunities in the skills for learning category is to help learners build the following skills and habits needed to set and achieve their learning goals, be successful in further learning, and increase confidence in their ability to be a more self-directed, independent learner.</p>

	<p>These skills and habits include: Recognizing oneself as a learner, Taking risks in learning, Actively engaging in the act of learning, Developing learning strategies, Building collaboration skills in learning, and Strengthening communication skills in learning</p> <p>Learning opportunities in the skills for learning category may support the development of several skills for success from the forthcoming Canada’s Skills for Success Framework: collaboration, communication, problem-solving, creativity, and adaptability.</p>
Basic Digital Skills	<p>Basic digital skills are defined as the ability of individuals to understand and use digital systems, tools, applications, and networks in order to access and manage information and thrive in learning, the workplace, and daily life. The primary intended learning objective of this category is the application and understanding of key concepts across a range of contexts, situations, and digital platforms including hardware, software, navigation, settings, safety, and connectivity.</p> <p>Learning opportunities in the basic digital skills category may support the development of several skills for success from the forthcoming Canada’s Skills for Success Framework—primarily digital skills but, in addition, may include reading, writing, communication, collaboration, problem-solving and adaptability.</p>
English Language Learning	<p>English language learning is defined as the study and practice of the English language by individuals whose first language is other than English and who are unable to communicate fluently or learn effectively in English. The primary intended learning objective in this category should be to help learners gain proficiency in speaking, listening, reading and writing in English. This category corresponds to the following skills for success from the forthcoming Canada’s Skills for Success Framework: primarily reading, writing and communication but, in addition, may include collaboration, creativity, problem-solving and adaptability.</p> <p>Please see the CALP Guidelines 2020 P. 30 for descriptions of English Language Learners and English Language Literacy Learners.</p>
<p>C.2 Community Capacity Building (CCB) Supplemental Programming (Maximum 15% of ECALA Allocations)</p>	
Community Capacity Building (CCB)	<p>Community capacity building is offered primarily as an opportunity to bridge learners into literacy and foundational learning. Staff, contracted instructors/facilitators and/or tutors should make a concerted effort to identify any foundational learning skill gaps of learners participating in community capacity building, and encourage their transition to literacy and foundational learning. Individuals involved in the delivery of community capacity building</p>

	<p>should regularly inform learners, during each learning opportunity, of available literacy and foundational learning programming.</p> <ul style="list-style-type: none"> ○ Please see CALP Guidelines 2020 p. 31 for examples of CCB programming.
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C.3 Modes of Delivery

Modes of delivery are the ways in which programming may be delivered in order to achieve specific learning objectives. Agencies may deliver programming through one or more of the following modes of delivery:

Tutoring is generally a volunteer-based practice in which a tutor facilitates an adult’s learning through specialized, additional, or basic instruction, either individually or in a small group. The practice of tutoring is learner-centred and learner-driven and is a two-way learning experience based on mutual respect from which the tutor and the adult learner(s) benefit.

Courses are instructor-led educational experiences that focus on addressing participants’ learning goals through relevant, structured curriculum. The content of each individual session builds on the content of each previous session to ensure learners make steady progress towards the learning goals of the course. Therefore, it is important that learners attend each session. Course instructors measure learner skill development by assessing the extent to which learners meet the goals of the course.

Family Literacy Programs prioritize the delivery of intentional activities that build adults’ skills and promote the values and benefits of literacy for the entire family. In required programming, family literacy programs provide adult learners with opportunities to increase their own literacy and foundational skills that also enhance daily literacy practices for all family members.

Learning Activities are instructor-led learning opportunities that are scheduled with set times for learners to improve their skills or knowledge on a particular topic through a participatory or hands-on approach. Unlike courses, learning activities generally do not involve a highly structured curriculum, and, because the content of individual sessions may or may not build on the content of previous sessions, learner success does not require attending every session. Instead, each session of a learning activity is designed to respond to the specific needs of learners in the room, allowing learners to build on the skills they bring with them.

C.4 Learning Opportunity Requirements

Agencies must demonstrate in their proposal that the learning opportunity:

- Uses a holistic and learner-centred approach
- Reflects the results of the agency’s needs assessment
- The learning opportunity will be delivered between July 1, 2020 and June 30, 2021 within Edmonton’s city limits

- Is non-credit and part-time, generally not more than 20 hours per week
- Recognizes that working with adults is different than working with children: Adults have a wealth of life experiences as well as immediate needs and goals. In addition, incorporates recognized adult learning principles including the enhancement of learner confidence and self-advocacy skills
- Understands why a learner might go to them for learning and support, and how they might approach setting goals and creating a learning plan with that learner
- Integrates literacy and Essential Skills development into areas of high interest to adults
- Uses appropriate learner assessment tools, and be able to understand why and when to use them
- Provides pathways for learners to transition successfully from and to related programs or next steps (i.e. to employment or to further learning)
- Leverages collaborations and partnerships with other agencies in Edmonton to deliver these learning opportunities
- Does not unnecessarily replicates locally available learning opportunities and courses currently funded in Edmonton
- Uses a qualified instructor

D. Eligible Learners

Eligible learners include:

- Adults 18 years of age and older who reside in Edmonton. Youth may be served on an exception basis only, where community need is identified, a more appropriate youth-serving agency is not available, and the funded agency has taken the necessary precautions (e.g., security clearances, consent from legal guardian).
- Priority must be given to Canadian citizens and permanent residents. Temporary foreign workers may participate in funded learning opportunities if space allows (excludes visitor visa holders, refugee claimants and minister's permits).

E. Successful Applicants

E.1 Grant Requirements

Successful applicants who receive ECALA funding must:

- Keep an electronic copy of the submitted proposal package to use to review during the funding year and use to provide actual budgets, course/learning activity actuals and evaluation data in the Final Report using the same forms that were approved in the allocation process.

- Ensure funding allocated are accounted for separately from other funds received and track all revenue and expenses including in-kind contributions; Use funding for costs outlined in Financial Report Template and non-capital purchases only
- Provide the required information to allow ECALA to observe a class and interview learners, facilitators and agency staff
- Keep ECALA informed of changes to the current board membership, and current liability insurance
- Contact ECALA to request approval for changes to the learning opportunity and discuss any challenges in delivering the learning opportunity as they arise
- Insure the operations of the agency under a contract of general liability insurance, in an amount of not less than \$2,000,000.00 inclusive per occurrence, insuring against bodily injury, personal injury and property damage, including loss of use
- Ensure that all staff and volunteers who work with or may have unsupervised access to children or vulnerable individuals have a current security clearance/criminal record check on file
- Comply with Alberta’s Personal Information Protection Act, Digital Privacy Act and Workers’ Compensation Act, if applicable
- Acknowledge that learning opportunities were made possible by funding from the Government of Alberta and ECALA on all materials that are printed, produced or created, such as reports, advertising, signage, brochures, websites and videos. Download the ECALA logo from our website here
- Make available when requested annual records pertaining to the learning opportunity including staff qualifications, promotional and instructional materials, registration, attendance, evaluation and financial tracking
- Keep annual records for an additional 5 years in the event of an ECALA records audit
- Be an ECALA member in good standing (to become a member, fill in our [Membership Application](#)). Membership year is July 1st to June 30th.

E.2 Reporting Requirements

All funded agencies agree to file the following reports on or before their deadlines:

- Learning opportunity schedule upon receipt of the allocation letter
- Complete Interim report for 2-year funded learning opportunities
- Complete Final Report Package (submit in word; Declaration page can be a PDF)
- Measurement and Evaluation Table (submit in Excel only)

- Financial Template with Actuals (submit in Excel only)

E.3 Evaluation Requirements

As part of the provincial Community Adult Learning Program (CALP), all funded agencies must report on the Evaluation Measures using the Final Report template. The Measurement and Evaluation Table outlines the reporting requirements for the Proposal (projected) and the Final Report (actual) for quantitative data. Agencies must allow ECALA to observe a class and interview learners and instructors during learning opportunity visits. In addition, the [Granting Council Data Collection Guide](#) is also available for your reference when completing your grant proposal and Final Report. Workshops and small group coaching and mentoring are also available to support the collection of OME data.

E.4 Professional Development Requirements

board members) and contracted instructors/facilitators/tutors to access professional development.

All staff involved in the oversight and delivery of literacy and foundational learning programming must complete the Introduction to Adult Foundational Learning training within the grant term. New staff are encouraged to take the training in their first year of employment.

Additional professional development requirements exist for individuals involved in the delivery of family literacy programs (see section 5.3 of CALP Guidelines 2020: Modes of Delivery).

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.

F. Funding Process

ECALA funding supports Indigenous literacy and learning opportunities that meet the unique needs of Indigenous learners with components of both an Indigenous framework and adult learning principles. Eligible categories and requirements can be found in the 2020/2021 ECALA Indigenous Proposal & Funding Guidelines. Applicants interested in submitting an Indigenous Expression of Interest must adhere to all aspects of the ECALA Proposal & Funding Guidelines with the exception of direction related to the Indigenous proposal process.

ECALA's Indigenous Advisory Committee, after reviewing 2018-19 Indigenous proposals, created an Edmonton-based Best Practice Protocols Framework that maintains respectful protocol practices when evaluating future proposals. The Indigenous Proposal Funding Recommendations of the Edmonton-based Indigenous Advisory Committee include the:

- Development of a review process based on Indigenous concepts of community-building to provide an opportunity for the Indigenous community to articulate their own literacy needs
- Use a Trauma-Informed approach to ensure the impact of Intergenerational trauma and subsequent issues on learning are supported in all learning opportunities
- Incorporation of cultural humility/cultural safety into the review process and funded learning opportunities
- Recognition of the Indigenous oral model in applying for funding

Inherent in the [First Peoples Principles of Learning](#) is the concept of the interconnectedness of values and learning within daily life. The First Peoples Principles of Learning are generally recognized as reflecting commonly accepted perspectives on education by [BC First Peoples](#). The First Peoples Principles can further serve as a tool in providing context and background when planning to incorporate Indigenous content into programming; subsequently underlining best practice when working with Indigenous learners.

G. Grant Timeline and Payment Schedule

- Mid to late June 2021: Notification of funding decisions
- Mid-Late July 2021: Allocation of **60% advance** available by request
- January 28, 2022: 2022/2023 Applications Due
- Mid-January 2022: Allocation of **30% interim payment** available by request
- Friday, July 8, 2022: Final Report Due and **remaining 10% allocation** available if all reporting requirements are met