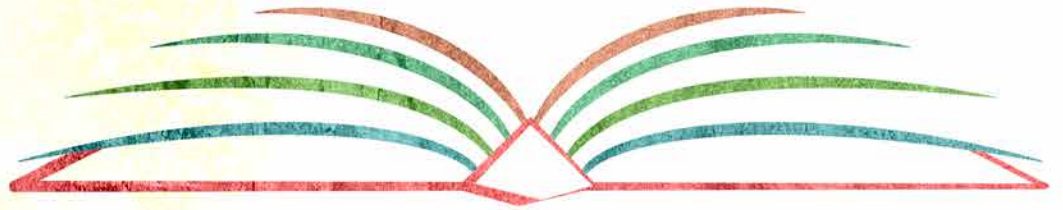


Impact Report

July 1st 2020 – June 30th 2021



E**C****A****L****A**

Everyone Can Learn



Honouring our Land and 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.



As everyone is aware, COVID-19 has made a significant impact to all our lives and the new ways we are doing things. Since we have now been experiencing these impacts for over a year, we have been able to move beyond the initial fears and life-halting effects, and as I am sure most people are experiencing, we have been able to implement new ways of doing business and communicating with others. The ECALA team has done a tremendous job of reacting to the needs of our grant-recipient organizations and learners and assisting in providing the necessary tools for an online environment. The ECALA Board and team would like to give a big shout-out to all of the agencies for all of their adaptability and hard work to continue the high level of learning services to all of our valued learners. I am confident that we, as a caring and mindful community, will be able to continue to work together and hone our new ways of doing things to continue to further enrich the lives of learners within our beautiful community.

Two new Board members joined the ECALA Board throughout the year. These additional Board members are replacing some attrition amongst the Board and also ensuring 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 AGM Package includes the names of all current Board members and information related to the election of Board members.

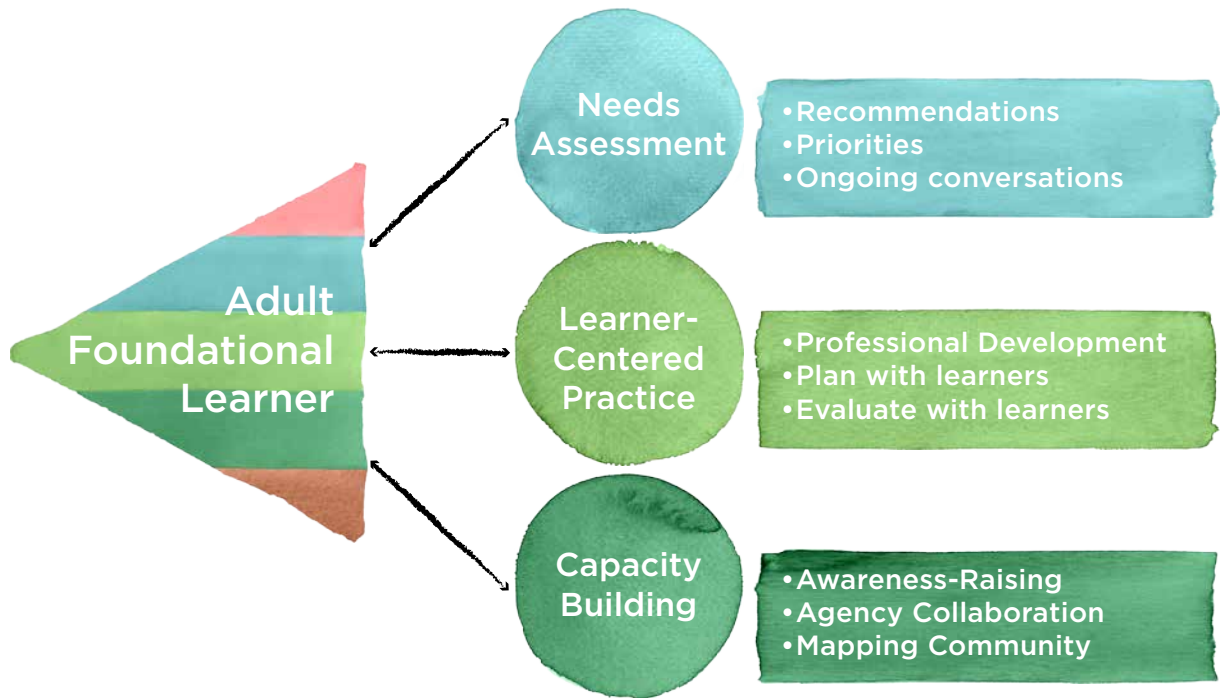
ECALA has experienced some transitional changes on the Government side of things. We would like to thank Amanda Giang for all of her hard work and support of our ECALA team and our associated grant recipients. We were very fortunate to have Amanda's participation in a transitional meeting with our new Director, Cora Roberts, and Manager, Nicholas Mangozho, of the Adult Foundational Learning Unit. The Adult Foundational Learning Unit staff come with a tremendous amount of knowledge and experience that I feel will be a huge benefit to ECALA, our Grant Recipients, and most of all, our learners.

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

— Andrew Norton, PMP, C.E.T.

from the
Board Chair

This needs assessment project was modelled on theory and more-inclusive processes, which provide opportunities for stakeholders to influence the CALP System and ECALA priorities. The recommendations in the needs assessment report became the ECALA Strategic Direction priorities noted in the diagram below:



ECALA used the information in the needs assessment to create a three-year Strategic Plan Measurement Framework. ECALA will release a Year One Report later this year on our progress. The Report includes information on:



2020-2021

Priorities

Learning to Know

Developing capacity to support grant recipients to continue to deliver quality, learner-centered, relevant learning opportunities online continued to be a priority during restrictions to in-person learning. To ensure the increased need for training and coaching and mentoring were met required contributions from all staff who were able to share their knowledge and expertise as well as create opportunities for peers to share their knowledge.

Learning to Do

The grant recipients desire to continually improve online classes to ensure they met the learner's goals, created opportunities to support good mental health and wellbeing, required an increased investment in instructional and tutoring hours. ECALA supported revised financial requests from grant recipients to ensure the unique needs of learners were met during the pandemic.

Learning to Be

ECALA's guiding principles of being responsive to emerging needs; developing capacity in agencies; advocating for life-long learning that helps learners succeed; supporting innovation; building awareness of learning opportunities; working collaboratively; and reducing barriers to learning opportunities continue to guide our pandemic related decision-making. Together we will learn to operate and thrive as we adjust to the impact of COVID-19.

Learning to Live Together

Resources, materials, guidance and strategies were shared with peers in online networking and communities of practice resulting in new capacity for referrals and a more connected community. In particular ECALA's commitment to working toward the equity and justice the Treaty promised outlined in the ECALA Truth and Reconciliation Report and five Indigenous Ways of Knowing workshops and panel.

— Debbie Clark, MBA

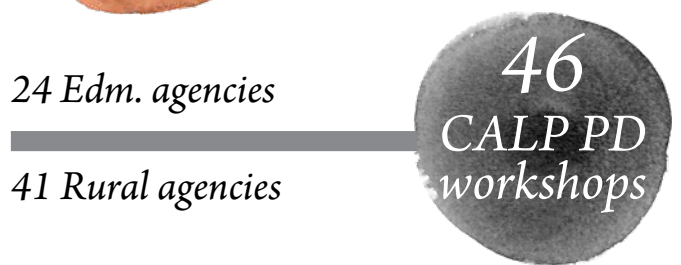
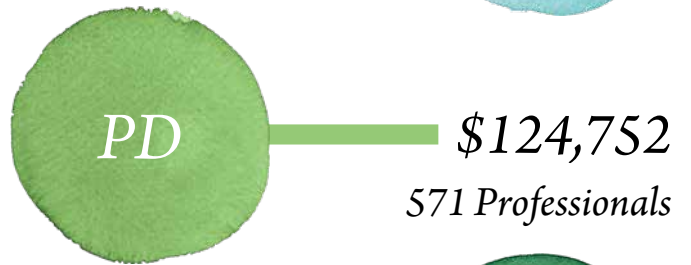
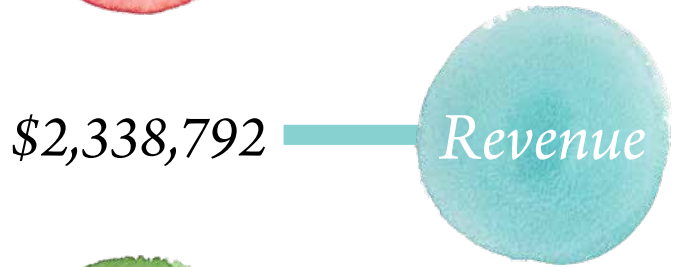
from the
Executive Director

I am 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-centered opportunities where **Everyone Can Learn**.

ECALA received two CALP Grants from Advanced Education. Both grants have two-year terms. Learning opportunities funding of almost \$100,000 in year one of the grant term will be invested in new learning opportunities in year two. Operational funding not allocated in year one due to lower operational expenditures related to COVID-19 will be allocated in year two for an Indigenous Adult Foundational Learning Community Consultation.

The CALP PD Grant covers expenditures related to delivering professional development opportunities to Edmonton and rural CALP grant recipients. Twenty-four Edmonton grant recipient and 41 rural CALP grant recipients participated in 46 workshops.

— Winston Zheng



from the
Treasurer

“The addition of Lunch and Learn sessions this year created an opportunity for me to attend on my lunch hour as I work full-time and teach English Language classes in the evening and on weekends. Other instructors often shared materials and information from ECALA workshops they attended during our staff meetings.

However, being able to attend in person is so beneficial.”



“I love the Community of Practice workshops as instructors and volunteers attended from CALPs outside of Edmonton. I had no idea that we were part of a large system with so much expertise and an eagerness to share resources, materials and ideas.

I now have some great new contacts to meet with and share ideas with throughout the year.”

“ECALA continues to deliver the most relevant and practical training. I know our agency staff would not have had the skill and knowledge to use WhatsApp or Zoom effectively in our online sessions without the workshops and one-on-one coaching and mentoring. Leanne or Wendy are always available to answer our questions. Both the instructors and volunteers also appreciated the feedback and ideas for new activities to incorporate in our classes. For those of you hesitant or anxious when an ECALA staff arranges a visit to your class, trust me...

It is a great opportunity to learn from each other.”


from the
Professional Community

Learners Registered
4,614 

 **21,273**

Instructional and
 Tutoring Hours

Learner Identity

76% 
 identify as
 Female



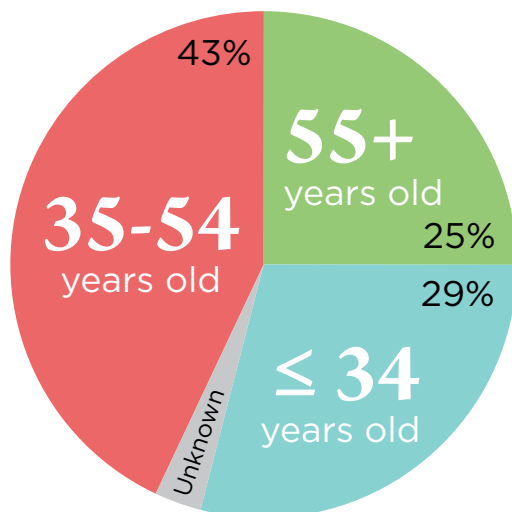
14% 
 identify as
 First Nations, Métis,
 or Inuit (Indigenous)

87%
 identify as
 Permanent,
 Temporary, or
 Refugee status

Participated in
 Special
 Education

5.3%

Learner Age



Indicators of Success

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

94%
 Increased
 confidence

98%
 Used skills from class
 in everyday lives

96%
 Made progress in
 meeting their goals

97%
 Felt relevant to
 learning needs/goals

95%
 Reduced barriers to
 access learning

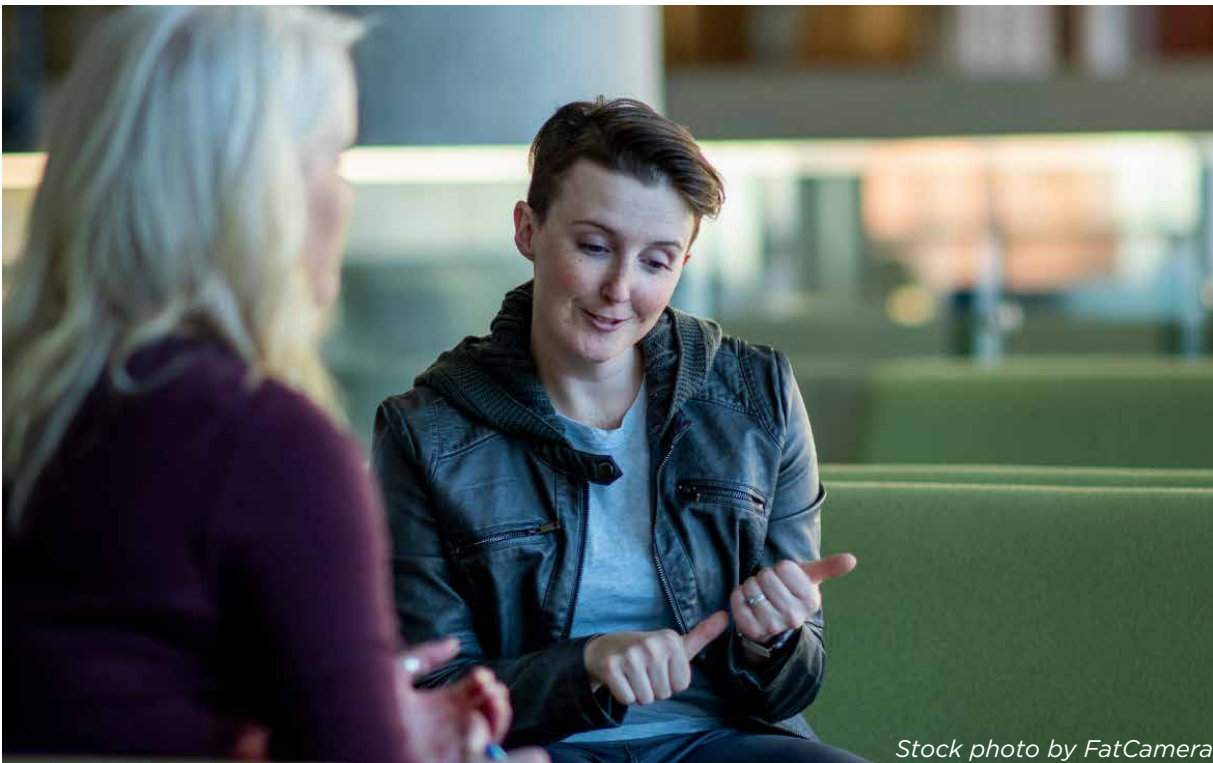
95%
 Created a
 welcoming space*

[*only stat lower than pre-pandemic]

The most transformative skill to come out of our cooking program was not a cooking skill. This learner is Deaf with some cognitive delays. She is a keen learner and loves to show you what she has learned. We knew that the format of our cooking program would be a challenge for her as technology is a struggle for her. She had recently purchased an iPad and had no experience in how to use it. We began with teaching how to open an email before she could even participate in the program. With the help of support staff at the group home and patient instructors, she was able to figure out the basics of using her iPad.

These skills transfer over to all areas of her life and she is now learning about the internet and completely blown away and excited!

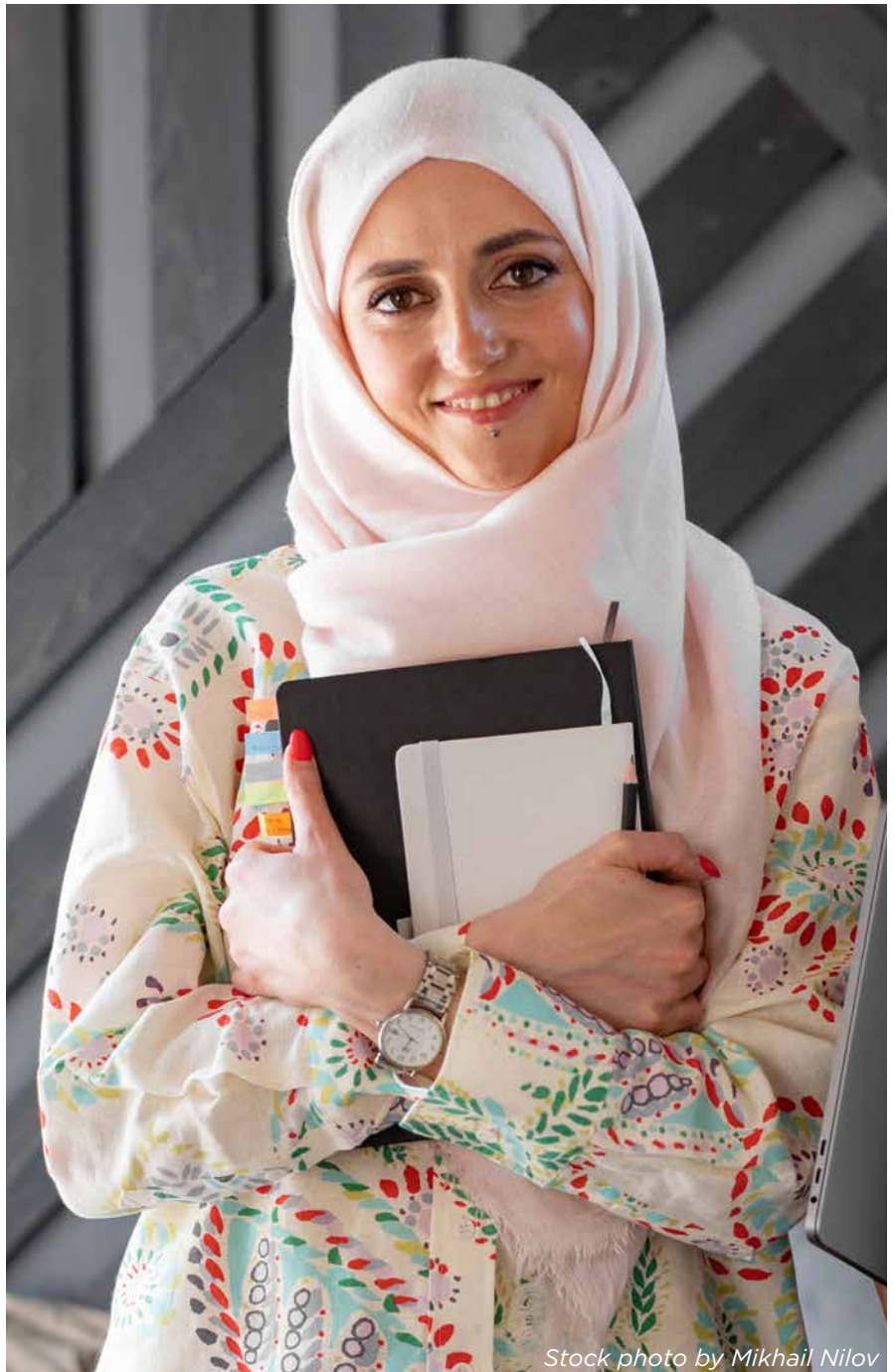
— *Connect Society - Deafness, Education, Advocacy and Family Services*



from the
Learners

Shiffa shared that she was very shy to talk to other parents when she drops off her child at school because she was afraid to make mistakes in front of them. Because of the speaking activities we did in the class, she feels more confident and talked to other parents at school and made some good friends. She was very happy that she can talk to people and can start a conversation. She has also volunteered at her daughter's school, so she can communicate much better with the staff and children at school now.

Her confidence in her communication abilities has been increased and reflected positively on her regular attendance and learning progress.



Stock photo by Mikhail Nilov

Salima shared that she had trouble communicating with her children's teacher to discuss the problems or concerns. Whenever there was a parent teacher meeting, she could not discuss her children's issues or questions she had with the teacher. So after taking these classes this session, she has gotten much better in her communication skills that...

She discussed and spoke to the teacher about her children with some hesitation which made her really happy and proud of herself.

- Action for Healthy Communities of Edmonton
- ASSIST Community Services Centre
- Ben Calf Robe Society
- Bissell Centre
- Canadian Arab Friendship Association of Edmonton
- Centre for Family Literacy Society of Alberta
- Chinese Cultural Promotional Society
- Connect Society - Deafness, Education, Advocacy and Family Services
- Creating Hope Society
- 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

2020-2021

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



Designed by:

