



AGENCY APPLICATION

Email complete application to grants@ecala.org on or before
Friday, January 21, 2022

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 [2022-2024 ECALA Application & Funding Guidelines](#)

2) Funding Request Summary

Please note: this includes all modes of delivery.		
Category Summary	Funding Request Year 1	Funding Request Year 2
Adult Literacy	\$	\$
Numeracy	\$	\$
Skills for Learning	\$	\$
Basic Digital Skills	\$	\$
English Language Learning	\$	\$
Community Capacity Building	\$	\$
Total ECALA Funding Request*	\$	\$
*Total must match Financial Template		

3) Volunteers

Please note: This includes all categories together. Please do not include volunteer tutors here.	
# Of projected volunteers	
# Of projected total hours	

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 or describe these in the text box below.

[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 from 2022-2024 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

Needs Assessment:

Grant recipients develop and plan their programming based on needs assessments. Needs assessments determine unmet learning needs in the community. To ensure the appropriate allocation of resources and supports, grant recipients assess the needs of their communities on a regular basis and make strategic decisions based on knowledge gained from needs assessments, including greater awareness of social and economic barriers that may prevent adults from participating in foundational learning. Needs assessments may be formal or informal and should consider information from other sources, such as needs assessments completed by other organizations, statistical data and demographic information. Needs assessments should also be informed by mapping and engaging with the community. ([CALP Guidelines 2020](#), pg. 20)

CALP Grant expectations:

- a. Organizations develop and plan programming based on the needs assessments that determine unmet learning needs and gaps in the community.*
- b. Organizations work with learners to identify learning goals, assess skills and abilities, and develop a strategy to meet their learning goals*
- c. Organizations are aware of the services that learners need, and where/how these needs can be met*

Please answer the following questions based on these expectations. Please specify if there are differences for learners in different funding categories (for example: learners in Basic Digital Skills vs English Language Learning).

A. List the unmet learning needs and gaps for adult foundational learners in Edmonton that can be met with CALP Grant funding. Include evidence to support that the needs are currently unmet in Edmonton by sharing relevant research. Consider research from the City of Edmonton, network or coalition research, ECALA Needs Assessment Report, waitlists, trends, current learner pre/post-evaluations, final reports, observation of learners, focus groups.

[Insert text here]

B. Describe the learner demographics associated with the unmet need. Use age and learner profile demographics in the ECALA 2020-2021 Outcomes, Measurement and Evaluation Table in addition to other relevant demographic indicators.

[Insert text here]

C. 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]

D. 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. Advanced Education **requires** the collection of learner outcome indicators and demographic data.

Describe your Evaluation Plan to collect the measures listed in the [CALP Logic Model](#) and the [ECALA 2022-2024 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)

How does your agency keep track of and share services and supports available in Edmonton to meet the needs of adult foundational learners.

[Insert text here]

C. [Optional] Provide any additional information that you would like to share to explain why your agency should receive funding.

[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 Financials 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 1st – June 30th) [*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 2022-2024 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 or ed@ecala.org

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Friday, January 21, 2022

Agency Declaration and Authorization

I have read, understand, and agree to abide by the learning opportunity 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.

Agency Name	
Board Chair/Treasurer Signature	
Print name	
Position	
Date	

Staff Signatory Signature	
Print name	
Position	
Date	