

AGENCY APPLICATION

Upload this application to your ECALA Reporting Folder on or before
December 11th, 2026

Agency Information

Legal name of Agency			
Charity or Incorporation Number			
Website			
Street address			
City	Edmonton	Postal Code	

Primary Contact Information

Name	Pronouns
Position/Title	Phone Number
Email	

Secondary Contact Information

Name	Pronouns
Position/Title	Phone Number
Email	

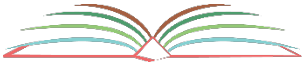
Before starting your application, please read the [2027-2030 ECALA Application & Funding Guidelines](#)

Funding Request Summary

Please note: this includes all modes of delivery.

Category	Annual Funding Request
Adult Literacy	\$
Basic Digital Skills	\$
English Language Learning	\$
Numeracy	\$
Skills for Learning	\$
Community Capacity Building	\$
Total Annual ECALA Funding Request*	*\$ 3-year Request \$

***Total must match Financial Template**



A. Agency Details

1. 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.

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

[Insert text here]

2. **Do all staff and volunteers who will work with or have the potential for unsupervised access to vulnerable individuals have appropriate security screening?** (CALP Policy Manual (2026), Section 4.1)

☐ Yes ☐ No

3. 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 Policy Manual (2026), Section 3: Organizational Planning)

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

☐ Yes ☐ No

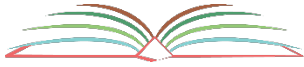
If no, attach a document that includes your agency's history, mission, strategic priorities, and programs or describe these in the text box below.

[Insert text here]

4. 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 Policy Manual (2026), Section 3: Professional Development Requirements)

How will staff be supported to access the professional development they need to deliver proposed learning opportunities?

[Insert text here]



List examples of professional development staff need to successfully deliver proposed learning opportunities.

[Insert text here]

I agree on behalf of my agency that staff and volunteers will respond to all ECALA and CALP professional development surveys as required by the CALP Policy Manual (2026), Section 3: Professional Development Surveys.

☐ Yes

B. Adult Foundational Learners

Needs Assessment:

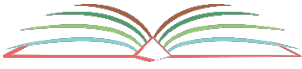
Grant recipients develop and plan their programming based on needs assessments. Needs assessments determine unmet learning needs in the community. To ensure the appropriate allocation of resources and supports, grant recipients assess the needs of their communities on a regular basis and make strategic 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 Policy Manual (2026), Section 3: Program Needs Assessment)

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).

1. 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, or the ECALA Needs Assessment Report.



[Insert text here]

2. Specify the need identified by your agency's waitlists, trends, current learner pre/post-evaluations, final reports, observation of learners, and focus groups.

[Insert text here]

3. Describe the learner demographics associated with the unmet need. Use age and learner profile demographics in addition to other relevant demographic indicators.

[Insert text here]

4. Adult foundational learners may face a broad range of economic and/or social challenges that act as barriers to learning. However, when external supports are available to help alleviate barriers, many adult learners show the resilience and persistence necessary to pursue their learning goals. To promote a learner's success, the grant may be used when a learner faces a financial barrier to reduce/waive fees, provide on-site child-minding, and/or provide travel. (CALP Policy Manual (2026), Section 3: Reducing Financial Barriers; see also Appendix 8.1 for the definition of "Barriers")

How does your agency determine that someone is an adult foundational learner (see CALP Policy Manual (2026), Section 3.1: Foundational Learners) before they enroll? (i.e. intake process, assessments, referrals, etc.)

[Insert text here]

5. How does your agency help reduce barriers so that adult foundational learners can participate? (i.e. reduced fees, travel assistance, child-minding, etc.)

[Insert text here]

6. 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 Policy Manual (2026), Appendix 8.1)

Describe how your facilitators, instructors, and tutors plan for each learner's individual goals and needs, and how they stay responsive as those goals and needs change over time.

[Insert text here]

C. Measurement & Evaluation

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

1. **How does your agency plan to collect data on learner outcomes and demographics?** (i.e. what tools or methods do you use for each indicator in ECALA's OME Table?)

[Insert text here]

2. **How do you plan to support instructors to consistently collect this data?**

[Insert text here]

D) Connected Communities

1. 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, 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 Policy Manual (2026), Section 3: Mapping Community)

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

[Insert text here]

2. **Provide any additional information that you would like to share to explain why your agency should receive funding.**

[Insert text here]

Application Checklist

Documents to complete:

- ☐ 1. Agency Application
- ☐ 2. Category Application(s) for each category applied for
- ☐ 3. Financial Template

- ☐ 4. Agency Staff Table
- ☐ 5. Signed Declaration and Authorization (can be saved as a pdf and uploaded)

Documents to upload:

- ☐ Insurance certificate [*Saved as **Agency Name** Insurance]
- ☐ Proof of Filing from Alberta Registries (Renew if it expires between Feb 1st – June 30th)
[*Saved as **Agency Name** POF]
- ☐ Audited Financial Statements [*Saved as **Agency Name** FS]
- ☐ Agency Bylaws [*Saved as **Agency Name** Bylaws]
- ☐ Strategic Directions Document [*Saved as **Agency Name** Strat]
- ☐ Board Contact List if different than Proof of Filing [*Saved as **Agency Name** Board]
- ☐ Learning Opportunity Outline and Sample Lesson Plan from Category Application(s)
[*Saved as **Agency Name** Outline/Lesson Plan]
- ☐ Attachments providing additional information not included in the application
[*Saved as **Agency Name** Attachment #]

Questions?

Email grants@ecala.org or ed@ecala.org

Upload your completed application to your ECALA Reporting Folder by

Friday, December 11th, 2026