



2017-2018 Program Funding Proposal Package
Deadline: Friday, January 27th, 2017 by 3:00PM

FUNDING PROPOSAL GUIDELINES

ECALA funds non-profit agencies to provide foundational courses for adult Edmontonians who face financial barriers to learning. Foundational learning focuses on basic literacy and the knowledge, skills and abilities that enable individuals to participate as citizens, pursue further learning and have satisfying employment.

SELECTION CRITERIA

Successful proposals support courses for adults with financial barriers who also face challenges such as low literacy, low English language skills, low employability, or little or no formal education.

We support adult courses that:

- Provide a holistic and learner-centred approach;
- Incorporate recognized adult learning principles including the enhancement of learner confidence and self-advocacy skills;
- Integrate literacy and Essential Skills (*Reading, Document Use, Numeracy, Writing, Oral Communication, Working with Others, Thinking, Computer Use and Continuous Learning*) development into areas of high interest to adults
- Provide pathways for learners to transition successfully from and to related programs or next steps (*to employment or to further learning, for example*);
- Attend to diversity and the meaningful participation of marginalized adults

ELIGIBLE PROGRAM AREAS

1. LITERACY AND FOUNDATIONAL LEARNING (Highest Priority)

Adult Literacy and Numeracy Increases functional reading, writing and numeracy skills (PIACC Levels 0-2);

English Language Learning Improving basic English proficiency (Pre-Benchmark through CLB 4+);

Foundational Life Skills Facilitating the development of the basic personal and interpersonal skills required to deal with the demands and challenges of everyday life on an independent basis more;

Basic Computer Skills Developing foundational computer skills to support an individual to navigate the basics of a computer, keyboard, operating device, or the internet;

2. COMMUNITY CAPACITY BUILDING PROJECTS

Programs that complement, build upon, or supplement learners' literacy and other foundational skills. Overall, supporting the development of individuals, families and/or the community through adult learning. This includes workplace readiness. *Example: Citizenship Preparation.*

3. FAMILY LITERACY (FL)

Programs provide opportunities for learners to identify, understand, interpret, create, communicate, compute, and use printed and written materials associated with varying contexts. Programs promote the value and benefits of literacy and provide parents with the skills and strategies to create a literacy-rich environment in the home and use daily activities to strengthen the emergent literacy skills of their children. Adults are the first teachers of children, and these programs should create opportunities for adults to increase their confidence to return to learning. Funded Agencies must be well connected in their communities to make referrals to other local providers to support adults to transition to further learning, employment or other learning goals.

Funded Agencies should create a program that will attract and meet the needs of participants in their communities. Family Literacy programs are to parents of children up to 6 years of age. Early literacy development should be the main focus of these programs.

The following are the only approved funded models under Family Literacy:

Books for babies
Books offer our kids success (b.o.o.k.s.)
Building blocks
Literacy and parenting skills (l.a.p.s.)
Magic carpet ride
Parent-child mother goose
Rhymes that bind
Story sacks

If the Family Literacy is part of your proposal, please call the office to receive details on professional and legal requirements.

4. COURSE REQUIREMENTS

Each application must demonstrate that the proposed program:

- Is offered by a non-sectarian, legally constituted charity, non-profit Agency, in good standing or a not-for-profit entity registered under Part 9 of the Alberta Companies Act;
- Will operate between July 1, 2017 and June 30, 2018;
- Addresses a current foundational learning need facing adults with financial barriers to learning
Note: Individuals who are able to pay full cost cannot be supported to participate in your program using ECALA funds;
- Is non-credit and part-time, generally not more than 20 hours per week and 100 hours per learning opportunity; A learning opportunity can be delivered more than once;
- Maximizes learner accessibility and best serves the community's needs;
- Targets adults 18 years of age and older who are permanent residents or citizens of Canada residing in Edmonton. Programs may be considered for 16 and older under the Community Capacity Building Category. Note: Temporary foreign workers may participate in funded learning programs if space allows (excludes visitor visa holders, refugee claimants and minister's permits);
- Carries coverage under the applying Agency's current liability insurance;
- Not unnecessarily replicate locally available courses;
- Maximizes learner accessibility and best serves the community's needs;
- Allows for open enrolment (no learning prerequisites);

- Uses a qualified instructor, i.e., ELL – ATESL Best Practises for Adult ESL/LINC programming 2009 document, FL – Family Literacy certification and include written course outline that is submitted with the funding request;
- Is open to diverse learner population;
- Is aligned with applying agencies Mission and Mandate;
- Demonstrates that it need emerging and current needs assessments;
- Meets all funding proposal guidelines on Page 1;
- Is offered by an ECALA member agency in good standing;
- Is within Edmonton's corporate limits;
- Uses funding to reduce direct delivery costs and non-capital purchases only;
- Acknowledges ECALA and Government of Alberta for funding in all promotions of the learning opportunity;
- Identifies in the proposal all funding sources and dollar amounts and is able to demonstrate no overlap of funding from other funding sources;

5. REQUIRED REPORTING

a. EVALUATION

As part of the provincial Community Adult Learning Program (CALP), all funded programs must report on the Evaluation Measures in a final report. The final report must be submitted electronically with any materials produced with ECALA funding. Materials will be shared free of charge to agencies by ECALA. A Mid-Term Report may be requested by ECALA if the agency has requested an advance or ECALA requires a program update.

b. Outcome-based Measurement and Program Evaluation Framework

Outcome 1: Adult learners are proficient in foundational skills.

Outcome 2: Adult learners participate in further courses.

Outcome 3: Adult learners navigate the learning system.

Outcome 4: Adult learner benefit from courses within their communities.

MEASUREMENT

1.1a. Adult learners participate in foundational courses.

- Completion Rates. # and % of adult learners who complete the courses in which they are registered or achieve personal goals as identified in a learning plan.

1.1b. Adult learners demonstrate increased self-confidence.

- Increase Confidence. # and % of adult learners who demonstrate increased self-confidence.

1.2 Adult learners participate in foundational courses.

- Skills Practice. # and % of adult learners who practice using the foundational skills learned through participation in a courses.

2.1 Adult learners demonstrate interest in participating in further courses.

- Expressed Interest. # and % of adult learners who set new goals or express an interest in participating in other courses.

2.2 Adult learners pursue further non-formal and formal learning.

- Pursue Learning. # and % of adult learners who register in or pursue courses or post-secondary.

3.1 Adult learners are referred to the most appropriate support organizations.

- Referrals Out. # and % of adult learners who are referred to other support organizations.

3.2 Adult learners use the support services to which they were referred.

- Value of Referral. # and % of adult learners who report receiving value from the organization to which they were referred.
- Heard Back. # and % of adult learners that are referred out and report back to your organization about the referral.

4.1a. Community organizations support adult learners.

- Volunteer Hours. # of volunteer hours contributed to adult courses.
- In-Kind Contributions. # of in-kind contributions (in dollars) to adult courses.

4.1b. Organizations are aware of community-based adult courses.

- Referrals In. # and % of adult learners that are referred to your organization by other organizations.

4.2a. Adult learners access barrier-free courses.

- Learners facing Social or Economic Barriers. # and % of adult learners who participate in your program that are facing social and / or economic barriers.

4.2b. Adult learners access courses locally.

- Travel Distance/Frequency. # and % of adult learners who have to travel >50 km or >45 minutes (one-way) to participate in adult courses.
- Could Not Register. # and % of adult learners who could not register in courses because they were full.

Outputs	Definition
# Participants	The number of adult learners who registered in a learning opportunity (even if they do not complete the learning opportunity).
# Completed	The number of learners who completed the learning opportunity in which they were registered, or achieved their personal goal as identified in a learning plan.
# Increased Confidence	Number of adult learners who demonstrated increased self-confidence.
# Practiced	The number of adult learners who practiced using the foundational skills learned through participation in a learning opportunity at your Agency.
# Expressed Interest	Number of adult learners who set new goals or expressed an interest in participating in other courses.
# Pursued Learning	Number of adult learners who registered or pursued further courses or post-secondary.
# Referred Out	Number of adult learners who were referred to other support Agencies.
# Heard Back	Number of adult learners who reported receiving value from the Agency to which they were referred.
# Received Value	Number of adult learners who reported receiving value from the Agency to which they were referred.
# Total Hours	Total number of hours that all staff and volunteers contributed ECALA-funded adult courses and services.
# Volunteer Hours	Total number of volunteer hours contributed to ECALA-funded adult courses and services
# In-Kind Contributions	Total in-kind contributions (in dollars) to ECALA-funded adult courses and services.
# Referred In	Number of adult learners that were referred to your Agency by other Agencies
# Facing Barriers	Number of adult learners who participated in your programs that are facing social and/or economic barriers
# Traveled >50km/>45 min.	Number of adult learners who had to travel more than 50 km or, more than 45 minutes (one way) to participate in adult courses
# Could Not Register	Number of adult learners that could not register in courses because they were full.

c. TIMELINE AND PAYMENT SCHEDULE

- December 2016 – Proposal Package available
- Friday, January 27, 2017 – 3:00 P.M deadline for Proposals
- Mid-February to Mid-March 2017 – Proposals reviewed by Review Committees and ECALA
- Mid-June 2017– Allocation letters sent based on conditional acceptance of funding from Advanced Education, and 50% Advance Available
- January 2018– Up to 75% of Funding available upon receipt of Mid-Term Budget Report and Program update.
- Friday, June 23, 2018 – 3:00 P.M Final Report Due

d. PROGRAM VISITS

Agencies must allow ECALA to observe a class, interview learners and instructors during program visits.

6. FUNDED AGENCY NEED TO:

- Be an ECALA member in good standing. Membership Application is on ECALA website www.ecala.org.
- Submit all documents in the attachment list on page 12 with their complete application.

7. READY TO APPLY?

- If you are requesting funding for the **first-time** or funding a **new program**:
 - Review this [Request for Proposals](#) and the [Application Form](#).
 - Speak with Debbie Clark at 780-415-5520 or email ed@ecala.org to book a time to discuss your proposal. This conversation will help you decide whether to proceed.
 - Note: new program grants typically range from \$3,000.00 to \$10,000.00.
- For **Currently funded programs**, complete the **Application Form** and follow the Guidelines.

Email your completed proposal documents by **3:00 PM January 27, 2017** to info@ecala.org. You will receive an email confirmation within 7 days that your proposal was received.

ECALA FUNDING PROPOSAL APPLICATION FORM

If your learning opportunity meets all the requirements and addresses the selection criteria provided, you can apply. Ensure you complete the entire application and include the required documents. Applications should not exceed twenty pages.

1. Agency Information:

- A. Agency Name and Address
- B. Contact Person name, Email and Phone number
- C. Agency's mission and mandate and how they relate to the learning opportunity proposed

2. Agency Programs:

Indicate the program areas (Literacy and Foundational Learning, Family Literacy, Capacity Building) that your agency is requesting funding for and the name of your learning opportunity.

3. Executive Summary:

Provide brief description of your learning opportunity by answering the following questions:

- A. Describe the learners you are targeting with your learning activity. How will your program address the barriers and support accessible courses?
- B. Needs Assessment: How do you know there is a need for this courses. What form of needs assessment did the Agency take?
- C. Do other similar courses exist in the city? If so, who else offers the learning opportunity and explain why your learning opportunity is needed?
- D. How will you promote your courses?
- E. Please describe how foundational skills and essential skills are being addressed in this course.
- F. When and where will it be offered? Include learning activity start and end date, days of the week, times, number of hours per learning activity and number of times delivered)
- G. What activities will the learner engage in?
- H. Outline program curriculum, name of staff, staff qualifications email and phone number. What is the hourly rate for your instructors, including benefits.

4. Objectives:

- A. List the objectives of the course.
- B. How will you measure and evaluate the program?
- C. If this is a repeat course, please provide a brief synopsis of past achievements of outcomes. What successes and challenges did you experience this year and how have you addressed them?

5. Family Literacy Program Requirement

- e. Please indicate the model on which your learning activity is based on. See page 2 for a list of approved funding models.

6. Mandatory:

Tracking of learners:

- A. Indicate how you will report and track the learner Outcomes and Outputs using the outcome-based measurements and program evaluation framework on pages 3 - 5.

7. PROGRAM BUDGET 2017 - 2018

Name of the Agency:

Name of the Course:

Location of the Course given:

REVENUE: (A)

	Total Amount Course Revenue	In-Kind Contributions
Tuition Fees		
Supply Fees		
Other Grants (List Funder)		
Other Revenues (List type i.e., Casino Donations)		
Volunteer Hours (Hours X number of volunteers)		
Total:		

DIRECT DELIVERY COSTS: (B)

ECALA Expenses for the Course.	Calculations (Show how you calculated costs)	Total Cost
Instructors (Hourly Rate X # hrs X # times course provided)		
Supplies / Photocopying		
Advertising/Promotion		
Facility Rent		
Transportation		
Child Care		
Total Direct Delivery Costs (B)		
**Administration Cost (Maximum 10% of Total Program Cost)		
Total Funding Request		

Maximum \$55.00 per instructional hour for Reading, Writing, Math, Family Literacy, ELL

Maximum \$45.00 per instructional hour for Basic Computer Training.

Each course requires its' own Budget Sheet

8. New Courses Programming Summary Sheet

Course Name	Category (LFL, FL)	Per Hour Rate	# of Hours per course	# of times provided	Total Cost
TOTAL REQUEST					

9. Repeat Programming Summary Sheet

Course Name	Category (LFL, FL)	Per Hour Rate	# of Hours per course	# of times provided	Total Cost
TOTAL REQUEST					

For courses that were funded in previous years.

NOTE: Maximum of 100 hours per course. May request that courses be provided several times within a program area.

Number of times provided: Refers to the number of times the entire information session, learning activity, or course was provided, not the number of days or segments within a particular course. Example: If you provided a LFL course twice a week for four weeks, three times during the grant term, the “# of times provided” is three (3).

Total number of instructional hours: Refers to the total number of instructional hours that learners received.

10. DECLARATION AND AUTHORIZATION

Two authorized signatories from your Agency must sign the following declaration.

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 have enclosed a copy of our current liability insurance and will ensure the maintenance of the level of coverage through the funding year.

I authorize ECALA to make inquiries about the ability of our Agency to carry out, financially and administratively, the proposed courses. 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 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 an ECALA funding audit, I also give ECALA auditors access to all records pertaining to the purposes of the grant as outlined in the funding requirements.

Signature: _____ Position: _____ Print Name: _____

Signature: _____ Position: _____ Print Name: _____

11. Confidentiality and Security of Client Information

Recipients of Community Adult Learning Program funding are bound by the *Freedom of Information and Protection of Privacy Act* (FOIP). One of the requirements under FOIP is to ensure the protection of personal information of clients accessing services.

Does your agency have safeguards in place to protect the personal information of learners/clients that access your services?

☐ Yes ☐ No

12. Criminal Record and Child Intervention Check

All staff and volunteers who work with, or have the potential for unsupervised access to, children must complete a criminal record check with vulnerable sector check. "Child" is defined as under the age of 18 in Alberta. This also applies to staff/volunteers in programs funded.

Will all staff and volunteers who work with children, or have the potential for unsupervised access to children, have a current criminal record check (within the past three years) prior to program start?

☐ Yes ☐ No ☐ Do not work with children

13. ATTACHMENTS

A Complete application requires the following attachments:

- () Completed application including **Declaration and Authorization**
- () Included **all** course Budget Sheets. Please use ECALA budget sheets only
- () Included **one Programming Summary Sheet** (for the entire proposal package – for new courses)
- () Included **one Repeat Programming Summary Sheet** only (for the entire proposal package – repeated courses).
- () Attached Agency's **Proof of Filing** under Alberta Societies Act or Section 9 of the Corporations Act
- () Attached Agency's **Liability Insurance Certificate**
- () Attached the most recent **Audited Financial Statement** of the Agency.
- () Attached current **Board Contact List** if different than Proof of Filing
- () **ECALA Membership Form** (Payment can be sent by mail)

Email complete application and attachments to:

ECALA

info@ecala.org

or

Deliver to:

ECALA

#104, 4207-98 Street NW

Edmonton AB

T6E 5R7

Questions: Call 780-415-5520 between 8:30 AM and 2:30 PM. Monday to Friday.