

2016

REPORT TO THE COMMUNITY

FUNDING



LEARNING



CELEBRATING



Life Of Learning Awards 2016

celebrating



Bunch Projects graciously sponsors our Life of Learning Awards celebration. The LOLAs recognize exceptional learners, educators and programs in the adult learning field. In 2015 we launched our "Thanks a Bunch" award to honour great funders like Bunch Projects.

“Success depends upon previous preparation.”

~ Confucius ~

2016 began with a deepening economic downturn and the landing of hundreds of refugees. At the same time, Indigenous voices were calling all Canadians into a new relationship that included specific recommendations for Indigenous education. These three challenges framed our year. With the help of our partners we focused our efforts on supporting foundational adult learning in these areas.

Working with local learning providers, Calgary Learns proudly gave \$1.4 million in adult learning grants to organizations across Calgary (see page 3). These grants addressed the evolving foundational learning needs of thousands of Calgarians who faced financial barriers. Our funding came from Alberta Advanced Education’s Community Adult Learning Program and included timely new money for Refugee Language and Support projects (see page 4). With guidance from Calgary’s Indigenous community, we also reviewed our alignment with the Truth and Reconciliation Commission’s calls to action in education.

Addressing these challenges is long-term work requiring much preparation. In 2016, we laid groundwork for future changes at Calgary Learns.

- **We revised our funding practices in Indigenous learning.** Métis Calgary Family Services and researcher Suzanne McLeod worked with Indigenous community members, literacy practitioners and an Elders council to create a strategy and framework for Calgary Learns’ Indigenous granting process. We designed our 2017/2018 Indigenous funding call with their recommendations at the forefront (see page 5).
- **Integrating Foundational Learning (IFL) training** completed its third iteration thanks to support from the Calgary Foundation (see page 7). Case study reports from all three IFL offerings are on our website. The input and ideas shared by participating organizations will help shape future professional development opportunities.
- **We changed our funding term** from January-December to July-June to align with Advanced Education’s funding year. Application deadlines have shifted to mid-January with grant notifications in late spring.
- **We implemented new provincial evaluation measures.** The new measures align with the province’s new vision and framework, and focus on learners’ experience in funded programs (see page 6).
- **Governance at the Board level.** Under the leadership of Bill Brandon, our Board created many new structures and board resources to enhance their already effective leadership.

The fruit of this labour is beginning to appear. In early 2017, we were thrilled to receive additional money for 2017/18 adult foundational learning grants, funding for a new staff role to serve instructor professional development, and a grant to develop training workshops in Indigenous Learning.

As always, success is not possible without committed partners: our members, supporters and volunteers. Bill, Jeannie, Nicky, Monique and the Calgary Learns Board join us in thanking you for your dedication to adult Calgarians who learn at the foundational level. Together we make our community stronger.



Honey Watts, Board President



Nancy Purdy, Executive Director

2016 Foundational Adult Learning Grants

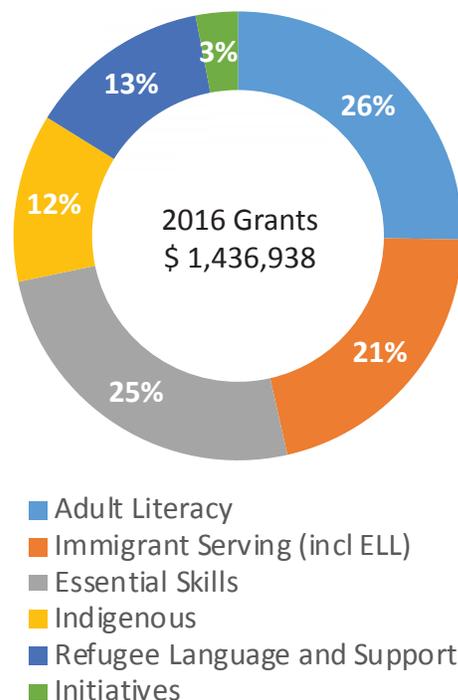
In 2016, Calgary Learns proudly partnered with 20 organizations to provide a wide variety of programs and initiatives. These foundational learning grants help adults with financial barriers gain basic skills to fully participate in life, in their families, community, and at work.

Our funding supported:

- 24 foundational learning programs and 9 one-time projects
- Participation of almost 7,000 adults in learning opportunities
- Over 16,000 hours of facilitated learning
- Classes in dozens of community settings across Calgary

To learn more, go to

www.calgarylearns.com/funding/funded-programs



“I like to learn. I teach my grandkids to read and learn.”
Participant, *Lifeline To Literacy*, Bow Valley College

“I know I am employable. I could even make a step up.”
Simon House participant, *Literacy Program*, Calgary John Howard Society

“I was laid off. Now I want to create and sell my own art.”
Participant, *Business Basics 30*, Momentum

“My mom and I are here together. We are practicing for our [citizenship] test.”
Participant, *Citizenship Learning Project*, Immigrant Services Calgary

“I was addicted for many years – lost everything. Now I’m trying to build relationships.”
Fresh Start participant, *Be a Great Dad*, Families Matter

“My tip for future AWLC participants: be open minded! Let the spirits guide you. Don’t close in, don’t let people make you feel unworthy. Love people from the bottom of your heart.”
Participant, *Aboriginal Workplace Learning Circle*, Aboriginal Futures Career and Training Centre

“Great presentation, very helpful, didn’t ever think I would use a library, I will now!!”
Participant, *Digital Literacy in the Community*, Calgary Public Library



Calgary Learns’ work is only possible through the steadfast support of Alberta Advanced Education’s Community Adult Learning Program. We are truly grateful for this funding and its power to transform lives.

Refugee Language and Support Grants

Nearly 3,400 Syrian refugees settled in Calgary last year. Several hundred others also came, most of these from Eritrea. Refugees are looking for safety, freedom, and prosperity for their families—and need solid English and new skills in order to thrive here.

Last spring, Calgary Learns joined the mammoth effort in Calgary to welcome these newcomers with timely supports. Thanks to Alberta Advanced Education, we were able to fund four organizations to address urgent refugee learning needs. Here are two small windows into this work.

CanLearn Society's family literacy project *Learning Starts at Home* is home-based learning for Syrian refugees that works with the whole family, especially the potentially isolated mother. A facilitator writes of one participant, "the primary way S. needed help supporting her family's literacy development and overall wellbeing was to develop her own English skills...She wanted high challenge through more formal learning assignments." Together they work on vocabulary and grammar needed in day to day life. S. has already learned to tell time, use a western calendar, and strategies for reading medicine instructions. The facilitator continues, "Highlights included the day S. taught me how to make yogurt by giving me the instructions in English, which I wrote into a recipe, and which she read and corrected."

Calgary Catholic Immigration Society's *Employment Preparation and Computer Training for Refugees* project uses Amharic, Tigrinya and Arabic speaking instructors to deliver the late afternoon class, scheduled to accommodate those in full-time English programs. One of their participants, A., a biologist and photographer from Iraq, arrived seven months ago with his family. The course "builds my confidence", A. says. As a result, he successfully applied for a volunteer role at the city of Calgary, and now serves on a committee advising the City on immigrant and refugee issues. He is well on his way!

Refugee Language and Support grants are for two years, completing in June 2018. To see what we are funding, check: <http://www.calgarylearns.com/funding/funded-programs#2016RLS>.



CCIS teachers and graduates of the Employment Preparation and Computer Training for Refugees program

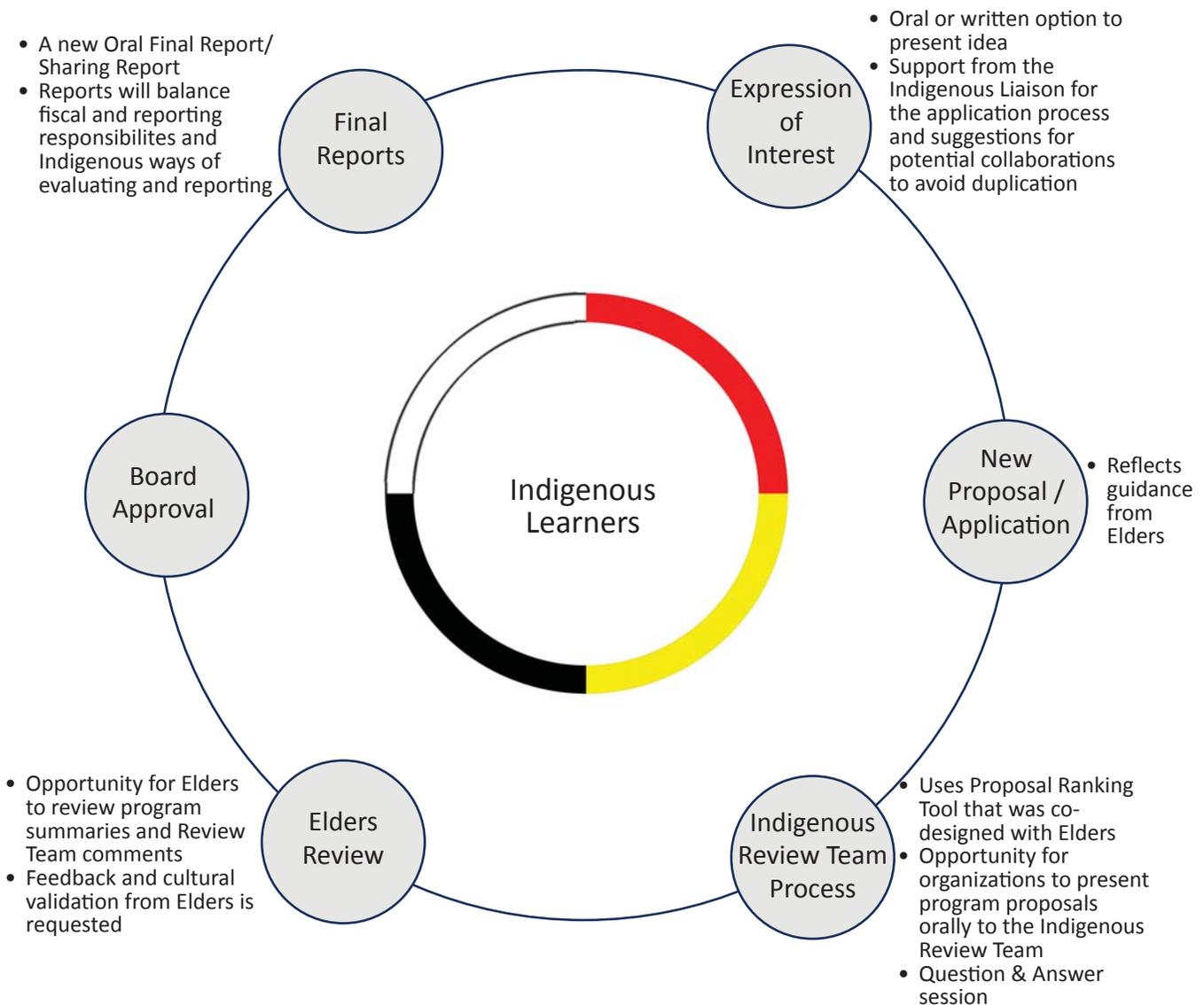
Honouring Indigenous Process

Ey Swayel / Greetings

As the Indigenous Liaison, I am happy to share a story of progress with you. After two years of community and Elder support we have strengthened our process and vision to better serve Indigenous learners. Our intention is to fund those organizations that have made a sincere commitment to programs that are designed, developed, implemented and evaluated from Indigenous perspectives.

With support from Elders, we redesigned the Indigenous program funding process and rolled it out to start our 2017/2018 funding cycle. We are very happy with the results so far, and look forward to growing in this process with our current and newly funded programs to come. Thank you for your patience and support in this work! In the coming year, we will be working on our internal strategies more closely with continued guidance from our Elders and the Board.

All our Relations, Monique Fry



New Evaluation Data - Our Findings to Date

Site visits and learners' stories continually show us how hard funded organizations work to make a difference for adult learners. Recently, Alberta Advanced Education—our funder—implemented a new Logic Model/Outcomes and Evaluation Framework. The Model articulates a vision and outcomes for the provincial Community Adult Learning Program, and a way to measure impact. The new evaluation adds numerical data to our anecdotal understanding that can be rolled up and analysed across programs, categories and, eventually, through time.

In July, Calgary Learns' funded programs reported on the new measures for the first time. For all programs, data showed:

- 98% of registered learners faced social and/or economic barriers
- 65% of registered learners completed the course and/or met their learning goal
- 77% of registered learners demonstrated increased confidence
- 52% of registered learners reported practicing the new skills they had gained

Highlights from the demographic information collected from Adult Literacy and basic level English Language learners include:

- 42% of combined Literacy and ELL learners do not have Canadian citizenship
- 23% of Literacy learners are Indigenous
- 61% of Literacy learners are men—71% of ELL learners are women
- 61% of Literacy learners are 18-34 years of age—70% of ELL learners are 55+
- 1% of Literacy learners report having no schooling—21% of ELL learners report no schooling

In the complex work of our program providers, the information gives just a glimpse of the positive impact and offers a baseline for future comparison. Going forward, we are curious to explore together how the required measures might help educators identify learners' strengths and challenges, and discover new ways to meet learning needs.

"I like to learn, play games and learn at the same time and read books."
Participant, *Supported Adult Learning*, Bow Valley College

"I love animals and I want to be a delivery service for healthy pet food."
Participant, *ABCs of Small Business*, Momentum

"I have been in and out of jail my whole life (since age 12). I want to find a job,
I want to tell my story so others can learn from it."
Participant, *Learning Employment Enhancement Program*, Calgary John Howard Society

"AWLC helped me deal with my illiteracy and my demons of my family and how to stand my
ground with them."
Participant, *Aboriginal Workplace Learning Circle*, Aboriginal Futures Career and Training Centre

"The CIWA group are so keen to continue [...]. They have enthusiastically voted to carry on in
December so 3 more classes have been set up for them."
Coordinator, *Digital Literacy in the Community*, Calgary Public Library

Integrating Foundational Learning Phase III: Strengthening Community Practice

Calgary Learns has just completed the third delivery of our professional development training around integrating foundational learning. This training helps facilitators in the non-profit community to better integrate essential skills and literacy practices into their programs for foundational learners. It encourages good facilitation skills, knowledge around embedding foundational learning practices, skills for developing and using plain language documents and increasing knowledge around literacy and essential skills. Through these approaches, this program aims to increase facilitators' skills in making program content more accessible to foundational learners.

With each iteration, Calgary Learns has endeavoured to become even more responsive to their target community and to reach even more facilitators. The core approach of a series of workshops followed by mentoring partnerships remains the same. However, this time the workshops were each delivered multiple times to allow for scheduling and staff absence constraints in organizations. This allowed 265 facilitators from 27 programs to attend in 2014-2016. Out of these, 13 programs from 12 organizations also participated in the mentorship.

Calgary Learns hosted several networking events which focused on the key learnings from the project from both the mentors and the partner organizations. Also, to continue building capacity in the IFL program and to ensure a continuation of the body of knowledge being developed, more mentors were brought on board and trained. This brought the total number of mentors to 9. They attended the initial workshops so they could build on the same background knowledge presented to the community facilitators. They met for regular mentor meetings to discuss issues, resources, best practices and learnings to enhance their own expertise as mentors.

For more information and to read our report, please go to <http://www.calgarylearns.com/learning/projects#resources>

The nine skills depicted on the right are the skills we need for learning all other skills in the workplace, our communities and in life: reading, writing, document use, numeracy, digital technology, oral communication, working with others, thinking, continuous learning.

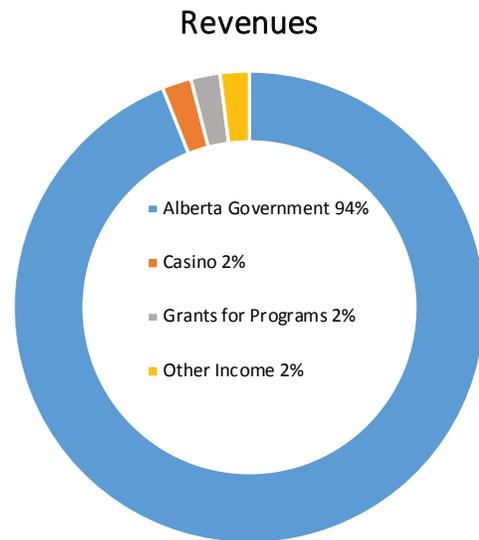


The Calgary Foundation invested in multiple programs throughout our city by generously funding Calgary Learns' Integrating Foundational Learning program (IFL). Funding came from the Foundation's Community Grants Program.

2016 Financials

Statement of Financial Position December 31, 2016

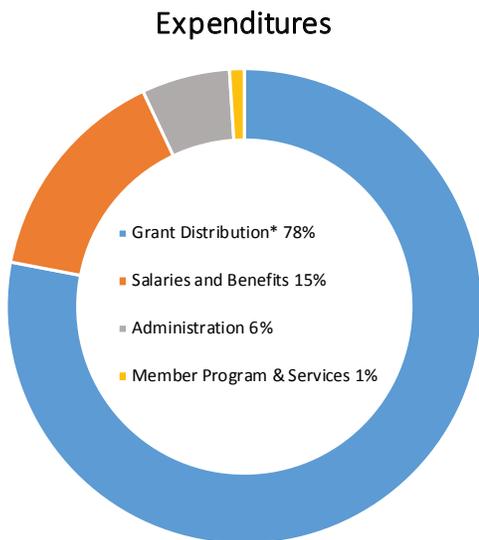
	2016 (\$)	2015 (\$)
Assets		
Current Assets	1,518,794	1,431,896
Capital Assets	6,956	13,174
Total Assets	1,525,750	1,445,070
Liabilities and Net Assets		
Current Liabilities	20,550	28,462
Deferred Contributions	1,027,263	933,452
Program Commitment	291,006	279,125
Lease Inducement	8,276	13,605
Net Assets	178,655	190,426
Total Liabilities and Net Assets	1,525,750	1,445,070



Statement of Operations

for the year ended December 31, 2016

	2016 (\$)	2015 (\$)
Revenue		
Alberta Advanced Education	1,756,295	1,476,864
Other Income	105,736	141,650
Total revenue	1,862,031	1,618,514
Expenses		
Program funding	1,436,938	1,192,007
General & Administrative	430,646	402,852
Amortization	6,218	6,218
Total Expenditures	1,873,802	1,601,077
Excess of revenue over expenditures	-11,771	17,437



* 78% dispersement includes 80% of our CALP grant

A copy of the complete 2016 audited financial statements is available through the Calgary Learns office.

Our work was made possible thanks to the generosity of our funders, donors and volunteers!

Funders

Alberta Advanced Education
Alberta Gaming and Liquor Commission
Calgary Foundation

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Bunch Projects

Donors

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Bow Valley College
Bridges Social Development
Calgary Catholic Immigration Society
Calgary Chinese Community Service Association
Calgary Immigrant Educational Society
Calgary Immigrant Women's Association
Calgary John Howard Society
Calgary Public Library
Calgary SCOPE Society
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CanLearn Society
Centre for Newcomers
Cooperative ESL Ministries Society
Deaf and Hear Alberta
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Volunteers who kindly donated their time & expertise

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Funding Proposal Review Teams
LOLA Selection Committee
Ray Stockford - RDS IT Consulting Inc.

Committee Members

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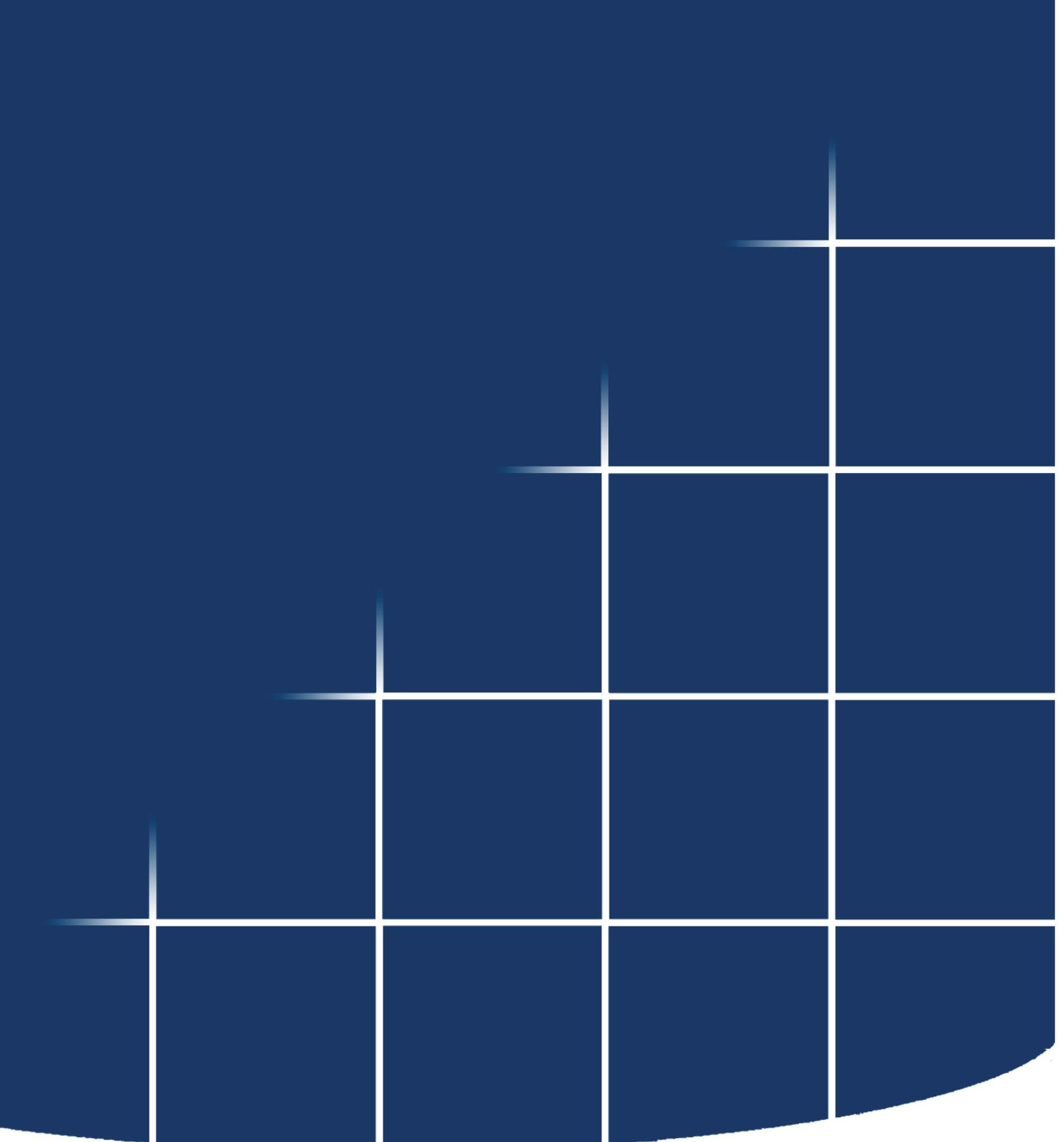
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