

# Community Adult Learning Program **Guidelines**

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**Contact Information:**

Aboriginal and Community Connections  
Alberta Advanced Education  
11th Floor, Commerce Place  
10155 – 102 Street NW  
Edmonton, Alberta T5J 4L5

Pamela Cunningham, Director  
Phone: 780-422-6140  
Email: [pamela.m.cunningham@gov.ab.ca](mailto:pamela.m.cunningham@gov.ab.ca)

Lindsay Manz, Manager  
Phone: 780-415-8196  
Email: [lindsay.manz@gov.ab.ca](mailto:lindsay.manz@gov.ab.ca)

Iona Neumeier, Manager  
Phone: 780-427-5724  
Email: [iona.neumeier@gov.ab.ca](mailto:iona.neumeier@gov.ab.ca)

Ben Hartt, Senior Program Coordinator  
Phone: 780-427-5625  
Email: [ben.hartt@gov.ab.ca](mailto:ben.hartt@gov.ab.ca)

Meghan Horosko, Program Coordinator  
Phone: 780-644-7159  
Email: [meghan.horosko@gov.ab.ca](mailto:meghan.horosko@gov.ab.ca)

Rose Prefontaine, Program Coordinator  
Phone: 780- 415-0843  
Email: [rose.prefontaine@gov.ab.ca](mailto:rose.prefontaine@gov.ab.ca)

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# 1. INTRODUCTION

## PURPOSE

The *Community Adult Learning Program Guidelines* ensure that organizations receiving funding through the Community Adult Learning Program are familiar with the intent of the program and understand the requirements and expectations of grant recipients. While it is understood that each community requires a unique approach to addressing adult learning needs, this document outlines the core expectations of Advanced Education.

For over 40 years the Government of Alberta has supported community-based adult learning across the province. Through the Community Adult Learning Program, Advanced Education invests approximately \$15 million each year to support the delivery of adult learning opportunities, professional development for adult learning practitioners, and other initiatives that foster the advancement of community adult learning in Alberta.

Through extensive consultation with Albertans, *A Learning Alberta* highlighted the immeasurable benefits to the province resulting from the contributions of community-based organizations and their long history of community collaboration and mobilizing volunteers.<sup>1</sup> As the first point of access for learners, the community-based learning system has the crucial role of providing a non-threatening, flexible learning environment, and raising awareness and creating a culture of learning in communities.

Foundational learning enables individuals to pursue further learning, have satisfying and meaningful employment, and fully participate in community life. Literacy skills acquired through a solid educational foundation are retained only if used continually throughout the lifespan, at home, in the community, and in the workplace.<sup>2</sup>

Additionally, English language skills are essential for newcomers to Alberta to settle into local communities, reduce barriers to employment, and become full participants in society. Immigrants and newcomers to Alberta often require flexible learning environments to support their diverse learning needs.<sup>3</sup> Community-based learning organizations are well-positioned to respond to these learning needs through flexible programs and supports made possible through strong partnerships and coordination of services within the community.

Alberta has a diverse population of adult learners with respect to language, culture, traditions, life, and work, and this diversity of experience shapes an adult's attitudes towards learning. Many community adult learning organizations have a history of partnership with Aboriginal communities. The Community Adult Learning Program seeks to build on and forge new partnerships with Aboriginal communities founded on principles of trust, openness and respect in order to improve First Nations, Métis and Inuit learner access and success in the learning system.

Foundational skill levels significantly influence an individual's life outcomes – the ability to learn, health status, civic participation and social engagement, economic performance, and involvement with the justice system.<sup>4</sup> Community adult learning organizations support Alberta's rural and economic development by coordinating with local business and industry to identify learning gaps, and leveraging programs and services to respond to these gaps to encourage continued growth in the community. Through greater coordination of partners, programs, and services, communities leverage their learning potential and improve their investment and settlement attraction potential resulting in greater local and regional prosperity.

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<sup>1</sup> *Foundational Learning and Diversity Sub-Committee: Report to A Learning Alberta Steering Committee*, 2006, p.10.

[http://iae.alberta.ca/media/133758/strengthening\\_learning\\_foundations.pdf](http://iae.alberta.ca/media/133758/strengthening_learning_foundations.pdf)

<sup>2</sup> *Living Literacy: A Literacy Framework for Alberta's Next Generation Economy*, 2010, p. 3. <http://iae.alberta.ca/livingliteracy>

<sup>3</sup> *Supporting Immigrants and Immigration to Alberta: An Overview*, 2005, p. 3. <http://work.alberta.ca/documents/supporting-immigrants-and-immigration-framework.pdf>

<sup>4</sup> *Living Literacy*, p. 4. <http://iae.alberta.ca/livingliteracy>

## 2. STRATEGIC POLICY CONTEXT

### 2.1. Advanced Education

The Community Adult Learning Program is grounded in Government of Alberta policy direction since 2002. The following Advanced Education policy frameworks provide strategic context for the program.

#### **BUILDING VIBRANT LEARNING COMMUNITIES**

*Building Vibrant Learning Communities*, released in 2007, is the guiding policy of the Community Adult Learning Program. The vision of this policy is to enhance the quality of life in communities by increasing the ability of adults to engage in learning. To realize this vision, *Building Vibrant Learning Communities* identifies four outcomes that provide broad direction for the Community Adult Learning Program:

1. *Enhanced access and participation of adults in learning (particularly those adults with barriers to learning)*
2. *Increased literacy and essential foundation skills of adults*
3. *Strengthened pathways and successful transitions for adult learners*
4. *Increased capacity and alignment of community providers with public post-secondary institutions.*

All stakeholders – including government, communities, non-profit organizations, provincial support organizations, and post-secondary institutions – have a role to play in building vibrant learning communities.

#### **INCREASING LEARNER ACCESS THROUGH SYSTEM ALIGNMENT**

*Increasing Learner Access through System Alignment*, released in January 2010, was developed by a task team consisting of representatives of community organizations, Comprehensive Community Institutions, and Advanced Education. The report recommends action and proposes guidelines related to the stewardship role of the Comprehensive Community Institutions and the regional access planning process, and further develops the concept of community learning centres.

#### **ROLES AND MANDATES POLICY FRAMEWORK**

*The Roles and Mandates Policy Framework for Alberta's Publicly Funded Advanced Education System*, released in 2007, is the foundation for the Campus Alberta movement of which the community-based adult learning system is an integral partner. An important contribution of the framework is its identification of six types of post-secondary institutions, each with distinct and complementary roles. Most relevant to the Community Adult Learning Program, the framework designated 11 colleges as Comprehensive Community Institutions and introduced the expectation that they act as stewards for adult learning within their respective regions.

The stewardship role includes collaborating with community providers and other partners in their regions to plan, facilitate and coordinate access to foundational and post-secondary learning opportunities. This relationship does not change governance or funding arrangements. Rather, it enables all parties to more effectively address literacy and foundational learning needs and ensures more Albertans have access to a range of learning opportunities.

#### **A LEARNING ALBERTA: FINAL REPORT OF THE STEERING COMMITTEE**

In 2006, the Government of Alberta held a multi-stage dialogue that brought together thousands of Albertans to seek answers to the challenges of creating an enhanced learning system that covers the full range of learning opportunities. *A Learning Alberta* identified the importance of foundational learning and of recognizing the diversity of learners, for working in new partnerships with Aboriginal communities, and the importance of creating access for adults that are under-represented in formal learning opportunities. The report identified that communities should be learning communities where learners are able to access a broad range of programs because employers, learning providers, schools and other organizations are well-supported and working together.

## **PARENT-CHILD LITERACY STRATEGY**

Advanced Education's *Parent-Child Literacy Strategy* was developed in 2002. It was based on research into early brain development that showed that language acquisition is a critical contributor to literacy development and school readiness. The following four goals were identified:

1. *Enhance the oral language, early literacy and social interaction skills of children from birth to age six so that they are better able to achieve success at home, school and in the community*
2. *Strengthen and build the basic literacy skills of parents*
3. *Support and foster the involvement of parents in their children's learning*
4. *Develop and enhance community-based partnerships that support the development of language and literacy skills of families.*

## **2.2. Government of Alberta**

In addition, the Community Adult Learning Program supports overall Government of Alberta direction, specifically:

### **BUILDING ON ALBERTA'S STRENGTHS: ALBERTA'S ECONOMIC DEVELOPMENT FRAMEWORK**

The *Alberta Economic Development Framework* intends to guide all stakeholders whose work impacts economic development towards a shared vision and affiliation for economic development. The Community Adult Learning Program aligns with the framework and its priorities by supporting regional economic development in communities and supporting the labour market to better anticipate and meet the needs of employers and workers.

### **ALBERTA'S SOCIAL POLICY FRAMEWORK**

In 2012, over 31,000 Albertans engaged in a process to help create a social policy framework with the following vision for Albertans:

*In Alberta, everyone contributes to making our communities inclusive and welcoming. Everyone has opportunities to fulfill their potential and to benefit from our thriving social, economic and cultural life.*

*Alberta's Social Policy Framework*, released in February 2013, is a call to action for collaboration that will guide the work of governments, community partners, and the private sector as they work together to make the vision of the Framework a reality over the next 10-15 years.

### **LIVING LITERACY: A LITERACY FRAMEWORK FOR ALBERTA'S NEXT GENERATION ECONOMY**

*Living Literacy* was released in 2009 and provides a framework for action that coordinates the efforts of the Government of Alberta and its many partners to improve literacy levels for Albertans so they can thrive and contribute to the next generation economy. *Living Literacy* reflects government priorities for increasing high school completion rates, increasing post-secondary participation, and building a skilled workforce to enhance the quality of life for all Albertans.

### **SUPPORTING IMMIGRANTS AND IMMIGRATION TO ALBERTA**

Released in 2005, this policy framework highlights a vision where immigrants and their families choose to live in Alberta, where they are able to fully participate in community life and are valued for their cultural, economic and social contributions. The policy outlines the province's strategies for the attraction and retention of immigrants, and supporting their successful transition into society, including increasing access to English language learning opportunities to meet the increasing demand and diverse needs of immigrants. The Community Adult Learning Program supports this policy direction through the provision of English language learning and other supports for immigrants in local communities.

### **3. DEFINITIONS**

#### **3.1. Financial Terms**

##### **Expenses**

Expenses (expenditures) are amounts paid out by the organization as costs of delivering programs and services. All expenses must be supported by the organization's annual financial statement.

##### **Furniture, Fixtures and Equipment**

Expenses related to the purchase of movable furniture, fixtures or equipment with no permanent connection to the structure of the building or utilities. Examples include desks, chairs, computers, electronic equipment, tables, and partitions.

##### **In-Kind Contributions**

In-kind contributions are donations of materials and services that would otherwise have been purchased. This is not revenue and should only be reported in the 'In-Kind Contributions' table.

##### **Reserve Fund**

Funds taken out of earnings and set aside to provide for anticipated future use or contingency. Unexpended Community Adult Learning Program grant funds or surplus grant funds cannot be put in a reserve fund.

##### **Revenue**

Revenue is the term for money that comes into the organization through grants, donations, interest, tuition/registration fees, fundraising, membership fees, and other sources of income. All revenue must be supported by the organization's annual financial statement.

##### **Statement of Financial Position**

Also called a balance sheet, a statement of financial position is a snapshot of an organization's financial position at a particular point in time (usually the last day of a financial year). This statement lists an organization's assets, liabilities, and equity, and must follow the formula:  $Assets = Liabilities + Equity$ .

##### **Statement of Operations**

Also called an income statement, the statement of operations shows what an organization received as income (revenue), what was spent (expenditures or expenses), and the resulting net profit or loss of an organization (income) over a specific period of time, usually the financial/fiscal year.

##### **Surplus**

Surplus (deficit) is the difference between the total expenses and the total revenue. Any surplus grant funds are considered grant dollars and restricted by the Community Adult Learning Program Guidelines.

## **3.2. Program Terms**

### **Basic Computer Skills**

The ability of individuals to appropriately use computers and related technology to find, evaluate, utilize, create, and communicate in order to participate effectively in society.

### **Comprehensive Community Institution (CCI)**

A regionally-based, public post-secondary institution responsible for stewardship of adult learning opportunities within a defined region in Alberta. The Comprehensive Community Institution has a mandate for understanding their geographic service region to enhance strategic planning, achieve goals for access, and meet regional learner and economic demand. This is achieved through greater system collaboration and alignment with community adult learning.

### **Cost-Recovery**

Cost-recovery means ensuring the organization recovers the full costs of delivering a program or service, including all direct and indirect costs.

### **Decision-Making Body**

For the Community Adult Learning Program, the decision-making body is the voluntary body of members who jointly oversee the activities of the organization. This may be a board of directors, council, or committee operating with a Legal Host.

### **English Language Learning**

The study and practice of the English language by individuals whose first language is other than English and who are unable to communicate fluently or learn effectively in English, to help them gain proficiency in speaking, reading, writing and listening in English.

### **Essential Skills**

Essential skills are the skills needed for work, learning, and life. They are used in nearly every job at different levels of complexity. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. The essential skills are: Reading, Writing, Document Use, Numeracy, Computer Use, Thinking, Oral Communication, Working with Others, and Continuous Learning.

### **Formal Learning**

Learning that is acquired in an educational institution, is delivered through an organized and structured curriculum, is assessed by a qualified instructor, and recognized with grades and parchment (e.g. degrees, diplomas, certificates).

### **Foundational Learning**

Learning opportunities that support the development of adult literacy and numeracy skills, proficiency in the English language, the development of basic computer skills, foundational life skills, and family literacy skills that enable individuals to pursue further learning, have satisfying and meaningful employment, and fully participate in society.

### **Foundational Life Skills**

Learning opportunities that support the development of the personal and interpersonal skills required to deal with the demands and challenges of everyday life on an independent basis. These skills may include the following basic components:

- decision-making and problem-solving;
- creative thinking and critical thinking;
- communication and interpersonal skills;
- self-awareness and empathy;
- coping with emotions and stress;



- intercultural competencies<sup>5</sup>.

Foundational Life Skills learning opportunities may support the development of three Essential Skills from Canada's Essential Skills Framework: Thinking, Oral Communication, and Continuous Learning.

### **Knowledgeable Referral**

A referral is the process of sending an individual to another person or place for help, information, or advice. Knowledgeable referrals are those that are made with the confidence that the person or place to which an individual is referred is appropriate, and that the individual will be able to access the help, information, or advice required.

### **Learner Pathways**

The chosen routes taken by learners into and/or through a range of learning opportunities, including nonformal community-based learning, nonformal and formal post-secondary learning, transfer credit, and workplace training. Learner pathways are used to describe the mobility options available to different learners.

### **Legal Host**

A legal entity approved by the Department to act as the legal administrator for a service organization and receive a Community Adult Learning Program grant on behalf of the organization.

### **Literacy**

The ability to identify, understand, interpret, create, communicate, compute, and use printed and written materials associated with varying contexts.

### **Nonformal Learning**

Learning that is acquired outside of the formal education system. These learning experiences are led by a facilitator, have identified learning goals, and tend to be short-term, voluntary, with few if any prerequisites.

### **Numeracy**

The ability to use, apply, interpret, and communicate mathematical information and ideas.

### **Partnership**

A partnership is a collaborative, mutually beneficial relationship between a funded organization and one or more partner organizations to support learning opportunities and activities related to the mandate of the Community Adult Learning Program. A partnership includes one or more of the following attributes:

- The partner organizations make a formal commitment to working together collaboratively, although the formality of partnerships may vary;
- A set of joint activities are drafted that set out partnership priorities and each partner's commitments, roles, and responsibilities,
- All partners contribute financially or in-kind to the learning opportunity;
- A partnership is based on mutual respect and trust;
- Partner organizations contribute in a meaningful way to the success of a learning opportunity, which may include, for example, the sharing of intellectual or physical resources;
- All partners share a common goal to serve adult learners, particularly those with foundational learning needs, and they commit to approaches to meet the outcomes of the Community Adult Learning Program.

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<sup>5</sup> This definition was informed by *Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting*, Department of Mental Health, World Health Organization (1999), Geneva, pp. 1-17. Available at: [http://www.who.int/mental\\_health/media/en/30.pdf](http://www.who.int/mental_health/media/en/30.pdf).

## 4. PROGRAM VISION

Through the Community Adult Learning Program, Alberta Advanced Education (“the Department”) provides funding to support the delivery of part-time, nonformal adult learning opportunities in local communities. The Community Adult Learning Program promotes a vision that:

*Adults acquire and build on foundational learning skills through vibrant learning communities.*

In alignment with this vision, a logic model and outcomes measurement framework (see Appendix 8.1) have been developed to show the relationship among the resources available for the program, the activities performed, and the results that the program hopes to achieve. The logic model identifies the following four ultimate outcomes to guide the program:

1. Adult learners are proficient in foundational skills.
2. Adult learners participate in further learning opportunities.
3. Adult learners navigate the learning system.
4. Adult learners benefit from learning opportunities within their communities.

In addition to the vision and outcomes, the following are additional components of the Community Adult Learning Program that are integral to its success.

### **VIBRANT LEARNING COMMUNITIES**

Organizations funded through the Community Adult Learning Program are well-positioned as points of entry for learning in their communities through strong relationships and connections to other learning and service providers, and by creating a safe and welcoming learning environment for learners. The Community Adult Learning Program promotes a vision that “any door is the right door” for learners and all service organizations in a community have a role to play to meet the unique needs of learners directly with programming or indirectly through coordinated referrals. It is only within a well-connected network that learners can find their way to the services and supports they need.

As learner access points, funded organizations play a vital role in helping learners navigate the complex network of available supports and services. Whether an adult learner’s goal is to help his or her child complete a homework assignment, obtain a job, complete a high school equivalency diploma, or enter a post-secondary program, organizations funded through the Community Adult Learning Program are providing learners with access to the information, services or learning opportunities needed to be successful.

### **SUPPORTING PATHWAYS THROUGH COORDINATION**

Organizations funded through the Community Adult Learning Program are well-connected to other learning and service providers in the community, which increases the community’s capacity to support learner pathways. Organizations work closely with the regional Comprehensive Community Institutions to explore opportunities for regional needs assessments and planning, as well as the coordinated delivery of learning opportunities, learner supports and services.

### **ESSENTIAL SKILLS DEVELOPMENT**

Essential skills – reading, writing, document use, numeracy, computer use, thinking, oral communication, working with others and continuous learning – are the foundation for all other learning and skills development. The Community Adult Learning Program recognizes the value of enhancing existing learning opportunities by embedding essential skills to strengthen the quality of the learning experience for the learner. Through innovative and creative approaches, organizations are able to attract learners and respond to their essential skills challenges.

### ***MOBILIZING COMMUNITIES AND VOLUNTEERS***

The Community Adult Learning Program relies on community volunteers to serve on the local decision-making body and to support program delivery in the community as volunteer tutors. Community organizations are encouraged to leverage local resources in support of adult learning in the form of in-kind or financial contributions.

### ***UNDERSTANDING NEEDS***

Through the Community Adult Learning Program, communities are responsive to meeting adult learning needs as they are identified in communities. To ensure the appropriate allocation of resources and supports, funded organizations assess the needs of their communities on a regular basis and make strategic decisions based on knowledge and information gained from the needs assessments.

From information gathered through needs assessments, community organizations are equipped to respond to the social and economic barriers that may prevent adults from participating in learning. These barriers may include literacy and learning challenges, child care, transportation, culture or social isolation, lack of confidence and other personal or family challenges.

### ***PROGRAM EVALUATION***

In addition to assessing needs, responding to barriers, and delivering learning opportunities, community organizations also evaluate the effectiveness of their programs and services to inform future planning.

### ***PROFESSIONAL DEVELOPMENT***

The decision-making bodies of funded organizations ensure that their members, staff, and other volunteers have access to professional development opportunities that foster the development of skills needed to support literacy and foundational learners. Many of these learners face one or more social and/or economic barriers, and are often vulnerable individuals who require highly supportive practitioners (instructors and/or tutors) who have the capacity to support their learning needs and make informed referrals when necessary.

## 5. PROGRAM REQUIREMENTS

The following are requirements for all organizations funded through the Community Adult Learning Program, including eligible Granting Councils.

### **ELIGIBLE PROGRAMMING AREAS**

#### **5.1 Required Programming – Literacy and Foundational Learning**

Organizations funded through the Community Adult Learning Program must provide learning opportunities in the Required Programming area – Literacy and Foundational Learning. Organizations have the flexibility to determine priorities within the Required Programming area based on an assessment of needs in the community (see below).

#### **5.2 Supplemental Programming – Community Capacity Building**

In addition to providing programming in the Required Programming area above, organizations may also provide learning opportunities in the supplemental programming area – Community Capacity Building – to support the development of individuals, families, and communities.

Please note that, while the Community Adult Learning Program grant may be used to offer Supplemental Programming, the use of the grant must clearly prioritize Required Programming.

### **INELIGIBLE PROGRAMMING AREAS**

Grant funds cannot be used to support learning opportunities that fall outside of the eligible programming areas, including costs for staff time, instructor fees, learning materials, advertising, and space. Learning opportunities that are taken for personal enjoyment, such as recreation, art, and fitness, are not eligible for grant support and may only be delivered on a cost-recovery basis through the Community Adult Learning Program.

### **GRANT TERM**

Community Adult Learning Program grant applications are administered on an annual basis. Applications are due before April 1, and grants are dispersed on a July 1 – June 30 term each year. Final Reports are due on or before October 31 following the end of the grant term.

### **NEEDS ASSESSMENTS**

Funded organizations must assess the needs of communities on a regular basis to inform direction and determine program priorities. 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 are not an assessment of a community's "wants" or what might be popular, but should identify the learning gaps that are present within a community, particularly for those learners who may not otherwise have a voice. Needs assessments should also be informed by an understanding of community assets.

### **LEARNER SUPPORT SERVICES**

Grant funds may be used to support the provision of learner support services to assist individuals to transition to programs and services that will help them to meet their learning goals. Learner Support Services are opportunities for funded organizations to build relationships with learners, which may increase their confidence to participate in further learning. These services are particularly important for foundational learners that face social and/or economic barriers. Learner support services may include, but are not limited to, the following:

- Providing access to information about post-secondary and other learning opportunities, costs, funding options, as well as support for education planning and encouragement for self-directed learning;
- Mentoring;
- Providing space and creating a welcoming environment for learners to build social and community connections around supports and services;

- Providing access to, and assistance with, basic technology;
- Providing assistance and knowledgeable referrals to newcomers to Alberta for citizenship and immigration services, and supporting their independence and advocacy skills;
- Providing knowledgeable referrals for services and supports within the community, such as career counseling/employment services, childcare, transportation, and other government programs and agencies;
- Supporting learning offered by a partner, through tutoring, access to technology or classroom space, administration, and/or other support. 'Supporting' refers to programming offered by another partner, including formal and nonformal learning offered locally and/or online. Examples include, but are not limited to: NorQuest College's Foundations for Learning program; Academic Express's Academic Upgrading programming; and learning opportunities offered through Ed2Go.

The proportion of the Community Adult Learning Program grant expended on Learner Support Services (as opposed to program delivery) should be based on an assessment of community needs; however, in order to meet the vision of the program and to demonstrate progress on outcomes-based measures and the program logic model (see Appendix 8.1), the use of the grant must clearly prioritize Required Programming.

### ***FACILITATING FORMAL POST-SECONDARY LEARNING***

Organizations are not authorized to develop or deliver their own formal post-secondary learning opportunities. However, the Department expects funded organizations and post-secondary institutions, particularly Comprehensive Community Institutions, to work together to enhance access to formal post-secondary learning opportunities. This type of partnership, as defined in section 3.2 – Program Terms – could include working with a regional stewardship representative to make a post-secondary learning opportunity available in a community.

## 5.1. Literacy and Foundational Learning

Literacy, numeracy, proficiency in the English language, the ability to engage with basic technology, and foundational life skills are core skills for Albertans to be able to participate actively in society, pursue further learning, and be successful in their work. For this reason, the Community Adult Learning Program is focused on ensuring all funded communities are able to access learning opportunities and supports in these areas.

In addition to the requirements outlined in Section 5, the following are requirements for the delivery of learning opportunities in the Literacy and Foundational Learning programming area. All learning opportunities, services and supports must be approved through the Community Adult Learning Program grant application process.

### **DELIVERY OF LITERACY AND FOUNDATIONAL LEARNING**

Within this programming area, based on the level of need in the community, funded organizations must provide learning opportunities to support the development of at least one of the following:

- *adult literacy*
- *numeracy*
- *English language learning*
- *basic computer skills*
- *foundational life skills*
- *family literacy*

These learning opportunities must be available locally, whether in-person or through the use of technology. Organizations must deliver these learning opportunities directly or in partnership with other delivery providers in the community (see definition of partnership, page 7). If there are other literacy and foundational learning providers in the community that do not have the capacity to meet all the learning needs, the Community Adult Learning Program grant must be directed towards responding to these learning needs.

Organizations have the flexibility to choose the delivery models that will best meet the needs of the community, including courses (face-to-face/online), less formal learning activities, and tutoring. Organizations are encouraged to use innovative and creative approaches when delivering these learning opportunities to support skills development. If the need is identified, the decision-making body may request to deliver these learning opportunities through the Community Adult Learning Program grant application process.

### **ELIGIBLE LEARNERS**

All adults 18 years and over who reside in Alberta are eligible to participate in learning opportunities and access services and supports. Priority must be given to Canadian citizens and permanent residents. Youth may be served on an exception basis only, where community need is identified, a more appropriate youth-serving organization is not available, and the funded organization has taken the necessary precautions (e.g., security clearances, consent from legal guardian).

### **COLLECTING FEES**

For all learning opportunities learners who can afford to pay must pay fees. Grant funds can only be used to reduce fees for learners that demonstrate a financial need. Funded organizations must collect fees that cover partial costs, all costs, or generate revenue above delivery costs, for all programs and services with the exception of volunteer tutoring and family literacy (see section 5.1.6. for more details). However, finances should not be a barrier to learning and fees must be reduced or eliminated for learners with financial barriers. To ensure access for learners with a financial barrier, organizations must have an effective policy in place to reduce fees for learners.

## **REDUCING BARRIERS**

### Social and Economic Barriers

Organizations funded through the Community Adult Learning Program should strive to attract and meet the needs of learners who face social and/or economic barriers, which may include:

- Low literacy or learning challenges, including a diagnosed or undiagnosed learning disability;
- Cultural or social isolation, including:
  - English language challenges facing newcomers to Alberta
  - Individuals who are marginalized in society;
  - Other barriers to participating in the community;
- Lack of resources or confidence to access information and services to support their own learning, such as:
  - Participating in learning opportunities for a fee;
  - Seeking out information at the library or online;
  - Seeking assistance from other agencies;
- An association of learning with trauma and/or frustration and a possible fear of failure;
- Personal or family challenges, including issues related to:
  - Low income;
  - Housing and/or homelessness;
  - Previous encounters with the justice system;
  - Mental health or addictions;
  - Previous traumatic experiences, such as violence or abuse;
  - Being unable to manage a social context effectively;
  - Being unable to accomplish basic daily tasks;

Organizations should interpret the guideline on reducing barriers using a thoughtful, reasonable approach.

### Using the Grant to Reduce Barriers

To address some of these barriers that may prevent adults from participating in learning opportunities, the Community Adult Learning Program grant may be used in the following ways:

- Reduce or waive fees for learning opportunities when a financial barrier exists (Learners are still expected to pay fees for learning opportunities if their barriers are not financial);
- Provide on-site child care;
- Cover costs for transportation and other relevant costs.

## **PROFESSIONAL DEVELOPMENT**

### Understanding the Motivation of Literacy and Foundational Level Learners

Adult learners may decide to participate in Literacy and Foundational Learning programming for a number of reasons, including:

- to transition to further learning or training;
- to get a job; adapt to changes to a job or seek a promotion;
- to support their children's education;
- to become more independent;
- to adapt to changes in life.

Funded organizations have a responsibility to understand why a learner might go to them for learning and support, and how they might approach setting goals and creating a learning plan with that learner.<sup>6</sup>

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<sup>6</sup> *State of the Literacy and Essential Skills Field*. Chris Harwood, Canadian Literacy and Learning Network (2012), Ottawa, pp. 43, 125-126. Available at: <http://www.literacy.ca/content/uploads/2012/12/State-of-the-Field-2012.pdf>.

## The Importance of Professional Development to Support Foundational Learners

Foundational-level learners that face one or more social/economic barriers require highly supportive practitioners who are aware of their needs and are well-versed in the subject areas of Literacy and Foundational Learning. To provide effective Literacy and Foundational Learning opportunities within their communities, practitioners need competence and confidence in the subject matter. Literacy and Foundational Learning practitioners need to:

- Reflect the results of the community's needs assessment into programming;
- Use appropriate learner assessment tools, and be able to understand why and when to use them;
- Recognize that working with adults is different than working with children: adults have a wealth of life experiences as well as immediate needs and goals. Continued participation in programming depends on them acquiring real-life benefits that address their needs and goals in a highly relevant context<sup>7</sup>;
- Avoid preconceived ideas about how a person should improve his or her literacy and foundational skills – because these beliefs could get in the way of working with a learner.<sup>8</sup>

While the Department does not expect new practitioners to be subject matter experts, it does expect that funded organizations support them to take part in the professional development they require to attract and serve low literacy and foundational level learners within the first six months on the job, with subsequent ongoing professional development. The Department encourages funded organizations to access the substantial amount of research and resources available on best practices in the Literacy and Foundational Learning field, much of it located on the Community Adult Learning Program Portal.

## Professional Development Requirements

All organizations must ensure that at least one staff member responsible for the administration and/or delivery of Literacy and Foundational Learning has completed Introduction to Adult Foundational Learning. New staff are encouraged to take the training in their first year of employment. This does not include contracted instructors, tutors, or other volunteers. Any additional professional development requirements are noted below in sections 5.1.1 to 5.1.6: 'Literacy and Foundational Learning Categories.'

Funded organizations are responsible for staying informed of other professional development opportunities supported by the Department and available for staff and volunteers, including board members.

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<sup>7</sup> Ibid, pp. 43, 125-126.

<sup>8</sup> *Creating Learning Partners: A facilitator's guide for training effective adult literacy tutors*. Unit 5: 'About Literacy.' Literacy Alberta (2007), Calgary, p. 6.



## **LITERACY AND FOUNDATIONAL LEARNING CATEGORIES**

Funded organizations must provide learning opportunities to support at least one of the following six categories, based on an assessment of need in the community: *Adult Literacy, Numeracy, English Language Learning, Basic Computer Skills, Foundational Life Skills, and/or Family Literacy*. More detailed descriptions of each category are offered below, along with any additional program requirements.

### **5.1.1. Adult Literacy**

#### *Definition and Intended Outcomes*

In addition to the requirements in section 5, Program Requirements, and section 5.1, Literacy and Foundational Learning, organizations are also required to consider the following information. Adult Literacy is defined in the *Community Adult Learning Program Guidelines* as the ability of adults to identify, understand, interpret, create, communicate, and use printed and written materials associated with varying contexts. The primary intended outcome should be the development of reading, writing, and/or document use skills up to and including a pre-GED level. Reading, writing, and document use are three of nine Essential Skills from Canada's Essential Skills framework, defined as follows:

- Reading includes understanding materials written in sentences or paragraphs.
- Writing includes communicating by arranging words, numbers and symbols on paper or a computer screen.
- Document Use includes finding, understanding or entering information (e.g. text, symbols, numbers) in various types of documents, such as tables or forms.

Please note: this category should not include learning opportunities for English language literacy learners; these should be offered in the English Language Learning category, below (section 5.1.3).

#### *Adult Literacy Learners*

Adult Literacy Learners are the same as any other individual: they have strengths, weaknesses, interests, goals, and dreams. They were born and raised in Canada and are fluent in either official language. They may have a good job, whether or not they have a high school education. Like all of us, Adult Literacy Learners are looking for a way to improve their lives; however, they may not necessarily recognize what skills might be required to do so. They may have several well-developed Essential Skills, for example, they may have achieved life successes by being excellent oral communicators. However, they may need to improve at least one of the literacy skills: Reading, Writing and/or Document Use, whether they are able to recognize or admit it or not. They may have also heard that the local Community Adult Learning Program is the best place to start to improve their lives.

### 5.1.2. Numeracy

#### *Definition and Intended Outcomes*

In addition to the requirements in section 5, Program Requirements, and section 5.1, Literacy and Foundational Learning, organizations are also required to consider the following information. Numeracy is defined in the *Community Adult Learning Program Guidelines* as the ability to use, apply, interpret, and communicate mathematical information and ideas. Numeracy is one of nine Essential Skills from Canada's Essential Skills framework. To align with that framework, the primary intended outcome should be using numbers and thinking in quantitative terms to complete tasks, up to and including a pre-GED level.

#### *Numeracy Learners*

Numeracy Learners are the same as any other individual: they have strengths, weaknesses, interests, goals, and dreams. They may have a good job, whether or not they have a high school education. Like all of us, Numeracy Learners are looking for a way to improve their lives; and they likely recognize they have a need to improve their numeracy skills to do so. They may have also heard that the local Community Adult Learning Program is the best place to start to improve their numeracy skills.

### 5.1.3. English Language Learning

#### *Definition and Intended Outcomes*

In addition to the requirements in section 5, Program Requirements, and section 5.1, Literacy and Foundational Learning, organizations are also required to consider the following information. English Language Learning is defined in the *Community Adult Learning Program Guidelines* as the study and practice of the English language by individuals whose first language is other than English and who are unable to communicate fluently or learn effectively in English. The primary intended outcome should be to help learners gain proficiency in speaking, reading, writing, and listening in English. These outcomes correlate to the following Essential Skills from Canada's Essential Skills framework: Reading, Document Use, Writing, and Oral Communication.

#### *English Language Learners*

English language learners are a diverse group who may or may not be born in Canada, and whose first language is not English. They could be a Canadian citizen or permanent resident; an Indigenous Canadian; a refugee or immigrant at any stage of adjustment into Canadian society; or a temporary resident, whether a visitor to Canada, an international student, or a Temporary Foreign Worker. They may also be of any economic or social background; for example, they could be a foreign-trained professional or a low-skilled labourer. An English Language Learner could have any level of formal education (or no formal education) and be at any foundational level of English Language Learning. They may have little or no literacy skills in their first language or may be highly literate in their first language.

Like any other individual, English Language Learners have strengths, weaknesses, interests, goals, and dreams. Like all of us, English Language Learners are looking for a way to improve their lives; and they recognize they have a need to improve their English language skills to do so. They may have also heard that the local Community Adult Learning Program is the best place to start to improve these skills.

#### **5.1.4. Basic Computer Skills**

##### *Definition and Intended Outcomes*

In addition to the requirements in section 5, Program Requirements, and section 5.1, Literacy and Foundational Learning, organizations are also required to consider the following information. Basic Computer Skills are defined in the *Community Adult Learning Program Guidelines* as the ability of individuals to appropriately use computers and related technology to find, evaluate, utilize, create, and communicate in order to participate effectively in society. The primary intended outcome is the development of foundational computer skills to support an individual to navigate the basics of a computer, keyboard, operating device, or the internet. This category corresponds to the Essential Skill now called Digital Skills– one of nine Essential Skills from Canada’s Essential Skills framework.

##### *Basic Computer Skills Learners*

Basic Computer Skills Learners are the same as any other individual: they have strengths, weaknesses, interests, goals, and dreams. They may be retired or they may have a good job, whether or not they have a high school education. Like all of us, Basic Computer Skills Learners are looking for a way to improve their lives; and they likely recognize they have a need to improve their Basic Computer and digital skills to do so. They may have also heard that the local Community Adult Learning Program is the best place to start to improve these skills.

### 5.1.5. Foundational Life Skills

#### *Definition and Intended Outcomes*

In addition to the requirements in section 5, Program Requirements, and section 5.1, Literacy and Foundational Learning, organizations are also required to consider the following information. Foundational Life Skills are defined in the *Community Adult Learning Program Guidelines* as learning opportunities that facilitate the development of the personal and interpersonal skills required to deal with the demands and challenges of everyday life on an independent basis. These skills may include the following basic components:

- decision-making and problem-solving;
- creative thinking and critical thinking;
- communication and interpersonal skills;
- self-awareness and empathy;
- coping with emotions and stress;
- intercultural competencies.<sup>9</sup>

The primary intended outcome of learning opportunities in Foundational Life Skills is to improve any combination of the above skills to prepare a learner for further learning, employment, and/or participation in society.

#### *Foundational Life Skills Learners*

Foundational Life Skills learners may:

- be unable to engage in learning opportunities without first improving their foundational life skills.
- face one or more social and/or economic barriers that could impede their learning. To reiterate some of the barriers noted in section 5.1, Foundational Life Skills learners may:
  - be marginalized in society;
  - have experienced trauma, such as violence or abuse;
  - have had encounters with the justice system;
  - have addictions issues;
  - be unable to manage a social context effectively;
  - be unable to accomplish basic daily tasks;
- be either Canadian-born or newcomers to Canada;
- not recognize or admit the need to improve their skills;
- have limited or no formal education;
- associate learning with trauma and/or frustration and may have a fear of failure<sup>10</sup>.

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<sup>9</sup> *Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting*, Department of Mental Health, World Health Organization (1999), Geneva, pp. 1-17. Available at: [http://www.who.int/mental\\_health/media/en/30.pdf](http://www.who.int/mental_health/media/en/30.pdf).

<sup>10</sup> *State of the Literacy and Essential Skills Field*. Chris Harwood, Canadian Literacy and Learning Network (2012), Ottawa, pp.43, 125-126. Available at: <http://www.literacy.ca/content/uploads/2012/12/State-of-the-Field-2012.pdf>.

### 5.1.6. Family Literacy

#### *Definition and Intended Outcomes*

In addition to the requirements in section 5, Program Requirements, and section 5.1, Literacy and Foundational Learning, organizations are also required to consider the following information. Family literacy programs promote the value and benefits of literacy, as well as oral language skill development. These programs also 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.

While adults may enter family literacy programs to become more confident in their role as a child's first teacher, these programs also create opportunities for adults to increase their confidence to return to learning and find out about other learning opportunities available in the community. Organizations delivering family literacy programs must be well-connected in their communities to make knowledgeable referrals to other local providers to support adults to transition to further learning, employment or other learning goals.

#### *Family Literacy Learners*

##### Supporting Families Facing Barriers

While it is acknowledged that all Albertans can benefit from family literacy programs, grant funds must be used to support learning opportunities and increase access for families facing social and economic barriers to learning, including costs for all program fees, and costs for child care, transportation, or other participant supports as required.

##### Adult Family Literacy Learners

Family Literacy programs are directed towards the parents of children up to six years of age. Children may be present for all or part of the program, or they may not be directly involved at all. Family Literacy programs are one way organizations may begin to address the literacy and foundational learning needs of adult Albertans. Family Literacy Learners are the same as any other individual: they have strengths, weaknesses, interests, goals, and dreams. They may have a good job, whether or not they had a high school education. Like all of us, Family Literacy Learners are looking for a way to improve the lives of their children as well as their own lives. However, these learners may not necessarily recognize what skills might be required to do so. They may have heard that the local Community Adult Learning Program is the best place to start to improve their children's and their own lives, as a stepping stone to further opportunities.

#### *Based on Foundational Models*

Eligible programs must be based on one or more of the foundational family literacy models (see Appendix 8.2), which are recognized as best practices in the field. Funded organizations are encouraged to create a program that will best attract and meet the needs of participants in their communities.

#### *NOT Drop-in Programs*

Family Literacy must be designed for committed participants and requires attendance at multiple sessions over a number of weeks. One-time drop-in family literacy events can be used as strategies for participant recruitment, advertising or awareness-raising, but these participant numbers should not be included in final reporting.

### *Coaching and Modeling*

Family Literacy programs must focus on actively coaching and modeling strategies and activities to parents to support the oral language and early literacy development of their children. Programs cannot be designed around the purchase and passive distribution of children's books or resources and materials.

### *Expectations for the Provision of Childcare*

Where programs are providing childcare on-site during parent programs, it is expected that age and stage appropriate programming with an oral language and early literacy development focus will be provided for the children in a child-safe and child-appropriate environment.

### *Additional Professional Development Requirements*

#### Family Literacy Models

In addition to the Professional Development Requirements outlined in section 5.1, all staff responsible for the administration and delivery of Family Literacy programs must have completed, prior to the start of the program, training in the foundational model on which the program is based. If more than one program is delivered, or the program is based on more than one model, training for all relevant models must be taken.

#### Introduction to Family Literacy

All staff responsible for the administration and delivery of Family Literacy programs must have completed, within the first year of employment, Introduction to Family Literacy.

#### Foundations in Family Literacy College Certificate

The Department recommends that at least one staff member responsible for the coordination of family literacy within the organization, who has been in the position for more than one year, participates in and/or completes the Certificate in Family Literacy course (*Foundations in Family Literacy*) available on-line through Conestoga College. It is not necessary for all family literacy facilitators to have completed this training; however, having at least one staff member familiar with this training would benefit learners and would contribute towards the effective delivery of family literacy programming.

Funded organizations are also encouraged to have at least one staff member present during program delivery with a valid First Aid, Childcare First Aid or Emergency First Aid Certificate.

## **5.2. Community Capacity Building**

The Community Adult Learning Program recognizes that successful learning outcomes are intertwined with the ability of communities to support the development of the individual, the family, and the broader community itself. Funded organizations are well positioned to help achieve the program's vision of building vibrant learning communities in which individuals, families, and communities can thrive and reach their full potential. For this reason, in addition to offering learning opportunities in the Literacy and Foundational Learning programming area, funded organizations may also offer a range of learning opportunities in Community Capacity Building.

In addition to the requirements outlined in Section 5, the following are requirements for the delivery of learning opportunities to support Community Capacity Building. All programs and services must be approved through the Community Adult Learning Program grant application process.

### ***ELIGIBLE LEARNING OPPORTUNITIES***

Learning opportunities offered in the Community Capacity Building programming area support the development of the individual, the family, and/or the community. Community Capacity Building programming may complement, build upon, or supplement the literacy and foundational skills a learner is trying to achieve, or has achieved, or it may be an opportunity to attract learners who may not recognize or admit the need to improve their literacy and foundational skills. Examples include learning opportunities that:

- support workplace readiness, including the development of computer software skills and application skill development;
- support the achievement of a high school equivalency credential, such as the General Equivalency Diploma (GED);
- support local or indigenous language/culture;
- address mental health issues;
- prevent and support victims of violence and abuse;
- prevent substance abuse;
- promote parenting skills.

Organizations are encouraged to leverage partnerships with other agencies in the community to deliver these learning opportunities, such as other learning and support agencies, business/employers, and others.

### ***ELIGIBLE LEARNERS***

All adults 18 years and over who reside in Alberta are eligible to participate in learning opportunities and access services and supports. Priority must be given to permanent residents and Canadian citizens. Youth may be served on an exception basis only, where community need is identified, a more appropriate youth-serving organization is not available, and the funded organization has taken the necessary precautions (e.g., security clearances, consent from legal guardian). Funded organizations may request to serve learners under the age of 18 through the Community Adult Learning Program grant application process.

Learners do not have to be current or former participants in the Required Programming area, Literacy and Foundational Learning, in order to participate in Community Capacity Building learning opportunities.

### ***COLLECTING FEES***

For all learning opportunities, learners who can afford to pay must pay fees for learning opportunities. Grant funds can only be used to reduce fees for learners that demonstrate a financial need. Funded organizations must collect fees that cover partial costs, all costs, or generate revenue above delivery costs, for all programs and services with the exception of volunteer tutoring. However, finances should not be a barrier to learning and fees must be



reduced or eliminated for learners with financial barriers. To ensure access for learners with a financial barrier, organizations must have an effective policy in place to reduce fees for learners.

## **REDUCING BARRIERS**

### Social or Economic Barriers

Organizations funded through the Community Adult Learning Program should strive to attract and meet the needs of learners who face social and/or economic barriers, which may include:

- Low literacy or learning challenges, including a diagnosed or undiagnosed learning disability;
- Cultural or social isolation, including:
  - English language challenges facing newcomers to Alberta
  - Individuals who are marginalized in society;
  - Other barriers to participating in the community;
- Lack of resources or confidence to access information and services to support their own learning, such as:
  - Participating in learning opportunities for a fee;
  - Seeking out information at the library or online;
  - Seeking assistance from other agencies;
- An association of learning with trauma and/or frustration and a possible fear of failure;
- Personal or family challenges, including issues related to:
  - Low income;
  - Housing and/or homelessness;
  - Previous encounters with the justice system;
  - Mental health or addictions;
  - Previous traumatic experiences, such as violence or abuse;
  - Being unable to manage a social context effectively;
  - Being unable to accomplish basic daily tasks;

Organizations should interpret the guideline on reducing barriers using a thoughtful, reasonable approach.

### Using the Grant to Reduce Barriers

To address some of these barriers that may prevent adults from participating in learning opportunities, the Community Adult Learning Program grant may be used in the following ways:

- Reduce or waive fees for learning opportunities when a financial barrier exists (Learners are still expected to pay fees for learning opportunities if their barriers are not financial);
- Provide on-site child care;
- Cover costs for transportation and other relevant costs.

## 6. OPERATIONAL REQUIREMENTS

### 6.1. Service Organizations

Eligible Service Organizations that are funded to deliver the Community Adult Learning Program must:

- a. Be a legal entity incorporated for a minimum of two years under one of the following Alberta Statutes: the *Societies Act*, Part 9 of the *Companies Act*, the *Libraries Act*, the *Métis Settlements Act*, and the *Post-secondary Learning Act*. In cases where the Service Organization is not a legal entity, a Legal Host approved by the Department may receive the grant on behalf of the service organization.
- b. Operate as an effective not-for-profit service organization with sound practices in governance, and in the planning and management of programs, finances, and personnel.
- c. Determine bylaws, structure and decision-making processes, and develop and adhere to operational policies and procedures, including conflict of interest guidelines, and examine and vote on matters in accordance with the written policies and procedures.
- d. Ensure the decision-making body consists of at least five individuals from within the community who have a declared interest in adult learning. No represented employer or organization can have more than one vote on the decision-making body, including the Legal Host.
- e. Hold regular meetings and maintain a record of minutes documenting key decisions made including personnel, program, and funding allocations.
- f. Ensure that annual returns are filed yearly with Alberta Corporate Registry, if applicable.
- g. Develop and submit annual grant applications and final reports, including financial statements, in a format specified by the Department, and adhere to the Community Adult Learning Program Guidelines.
- h. Act as the legal employer of individuals hired to administer the Community Adult Learning Program.
- i. Act as the legal financial administrator for the Community Adult Learning Program grant.
- j. Oversee and direct learning opportunities enabled by the Community Adult Learning Program grant.
- k. Ensure the learning opportunities, supports, and services supported by the Community Adult Learning Program meet needs, benefit learners, are provided in a cost-effective manner to maximize the use of public funds, and are provided in cooperation with other related service organizations in the community.
- l. Ensure that all staff and volunteers who work with or may have unsupervised access to children must provide to the service organization or Legal Host a current security clearance/criminal record check available through the local police service.
- m. Insure the operations of the organization under a contract of general liability insurance, in an amount of not less than \$2,000,000 inclusive per occurrence, insuring against bodily injury, personal injury and property damage, including loss of use. In cases where the Service Organization is not a legal entity, this is the responsibility of the Legal Host.
- n. Ensure criteria and processes are in place for reducing the social and economic barriers facing learners.
- o. Keep the Department informed of changes to the current board membership and signing authorities.
- p. Acknowledge that programs and services were made possible by funding from the Government of Alberta on all materials that are printed, produced or created, such as reports, advertising, signage, brochures, websites, and videos.
- q. Ensure the Department has current copies of the organization's bylaws, and financial and personnel policies and procedures.
- r. Comply with Alberta's *Personal Information Protection Act* and *Workers' Compensation Act*, if applicable.

## 6.2. Legal Host

In cases where a Legal Host receives the Community Adult Learning Program grant on behalf of a Service Organization, the Legal Host must:

- a. Act as the legal employer of individuals hired to administer the Community Adult Learning Program.
- b. Act as the legal financial administrator for the Community Adult Learning Program grant.
- c. Provide a representative to serve as a member on the decision-making body of the Service Organization.
- d. Ensure the employer, financial, and program responsibilities of both the Legal Host and the Service Organization are clearly articulated in written form (e.g. Legal Host Agreement) and submitted to the Department.
- e. Insure the operations of the service organization under a contract of general liability insurance, in an amount of not less than \$2,000,000 inclusive per occurrence, insuring against bodily injury, personal injury and property damage, including loss of use.

## 6.3. Granting Councils

Funded organizations in larger urban centres may be eligible to operate as Granting Councils, entrusted to award and distribute part of their Community Adult Learning Program grant to recipient organizations in their community.

### **PURPOSE**

Granting Councils are a mechanism to help achieve the vision and outcomes of the Community Adult Learning Program in larger urban centres in which multiple organizations provide programming and services for foundational learners. Granting Councils provide leadership in their communities: in conjunction with their recipients and other partners, they drive the mandate and priorities of the Community Adult Learning Program forward; take a proactive approach to assessing the community's learning needs; and work collaboratively to meet those needs.

### **GRANTING REQUIREMENTS**

In addition to the relevant requirements outlined in Section 5, the Granting Councils must:

- a. Not provide grants to individuals or for-profit companies.
- b. Allocate a minimum of 80% of the annual grant to recipient organizations, of which up to 15% may be allocated towards special projects. Special projects are grant supported activities such as curriculum or resource development that will enhance the mandate of the Community Adult Learning Program, as well as the development or delivery of professional development opportunities for recipient organizations.
- c. Allocate no more than 15% of their annual grant to a single provider in cases where the Granting Council receives \$500,000 or more from the Community Adult Learning Program.
- d. Allocate no more than 30% of their annual grant to a single provider in cases where the Granting Council receives less than \$500,000 from the Community Adult Learning Program.
- e. Develop and adhere to written policies and procedures consistent with the *Community Adult Learning Program Guidelines* and Advanced Education Grants Regulation 121/2008, to guide decision-making in the allocation of grants, and make available to the Department upon request.
- f. Ensure all recipient organizations are in compliance with the requirements outlined in the *Community Adult Learning Program Guidelines*, including reporting on evaluation measures identified in the *CALP Outcomes-based Measurement and Evaluation Framework*.
- g. Ensure all funding decisions are approved by the decision-making body and recorded in minutes, and approved by the department prior to being awarded to applicants.

## 7. FINANCIAL REQUIREMENTS

All organizations receiving funding through the Community Adult Learning Program must:

- a. Ensure the Community Adult Learning Program grant is accounted for separately from other funds received. Any portion of the grant that is not immediately required for the project must be invested in a separate, interest-bearing account. Record of accounts, revenue and expenses, and other related documents must be retained for five years after the conclusion of the grant agreement.
- b. Use the grant, and any interest or income earned on the grant, according to the Community Adult Learning Program Guidelines. All income generated through the Community Adult Learning Program grant are considered grant dollars and restricted by the Community Adult Learning Program Guidelines.
- c. Financial Statements:
  - i. Organizations receiving a Community Adult Learning Program grant less than \$200,000 (excluding post-secondary institutions) must submit an annual financial statement approved by the decision-making body (including a statement of financial position and a statement of operations) that reflects the fiscal year of the organization as stated in the organization's bylaws.
  - ii. Organizations receiving a Community Adult Learning Program grant of \$200,000 or more must submit an audited annual financial statement that reflects the fiscal year of the organization as stated in the organization's bylaws.
- d. Up to 15% of an organization's budgeted expenses as approved in the application may be transferred from one category to another without prior written approval. An organization must submit a written request for approval to transfer more than 15% from one budget expense category to another.
- e. Return unexpended grant dollars to the Government of Alberta at the end of the grant term, or request approval from the Department to carry-over grant dollars providing the reason for the surplus and an explanation for how the dollars will be used.

### 7.1. Eligible Expenses

The grant, as well as interest and any income generated on the grant, can be used for the following:

- a. Operations: Expenses related to the operation of the office, such as rent, wages/salaries, supplies, insurance, and internet.
- b. Program Delivery: Expenses related to the delivery of learning opportunities within the Community Adult Learning Program Guidelines, such as instructor salaries, facility rental, advertising, materials, resources and supplies, travel costs for instructors/facilitators, and volunteer recruitment and recognition.
- c. Participant Supports: Expenses related to reducing barriers for learners to access programs and services, such as transportation, child care, and snacks.
- d. Professional Development: Expenses related to training and professional development opportunities for staff, the decision-making body, and volunteers to support the delivery of the Community Adult Learning Program. Examples include training course fees, travel, subsistence, and accommodation.
- e. Furniture, Fixtures and Equipment: Expenses related to the purchase of movable furniture, fixtures or equipment with no permanent connection to the structure of the building or utilities. Examples include desks, chairs, computers, electronic equipment, tables, and partitions. Organizations may use up to \$5,000 per grant term towards the purchase of these items.
- f. Grants to Organizations: For Granting Councils only. Expenses related to the distribution of grant dollars to other adult learning organizations.

## 7.2. Ineligible Expenses

The grant, as well as interest and any income generated on the grant, cannot be used for the following:

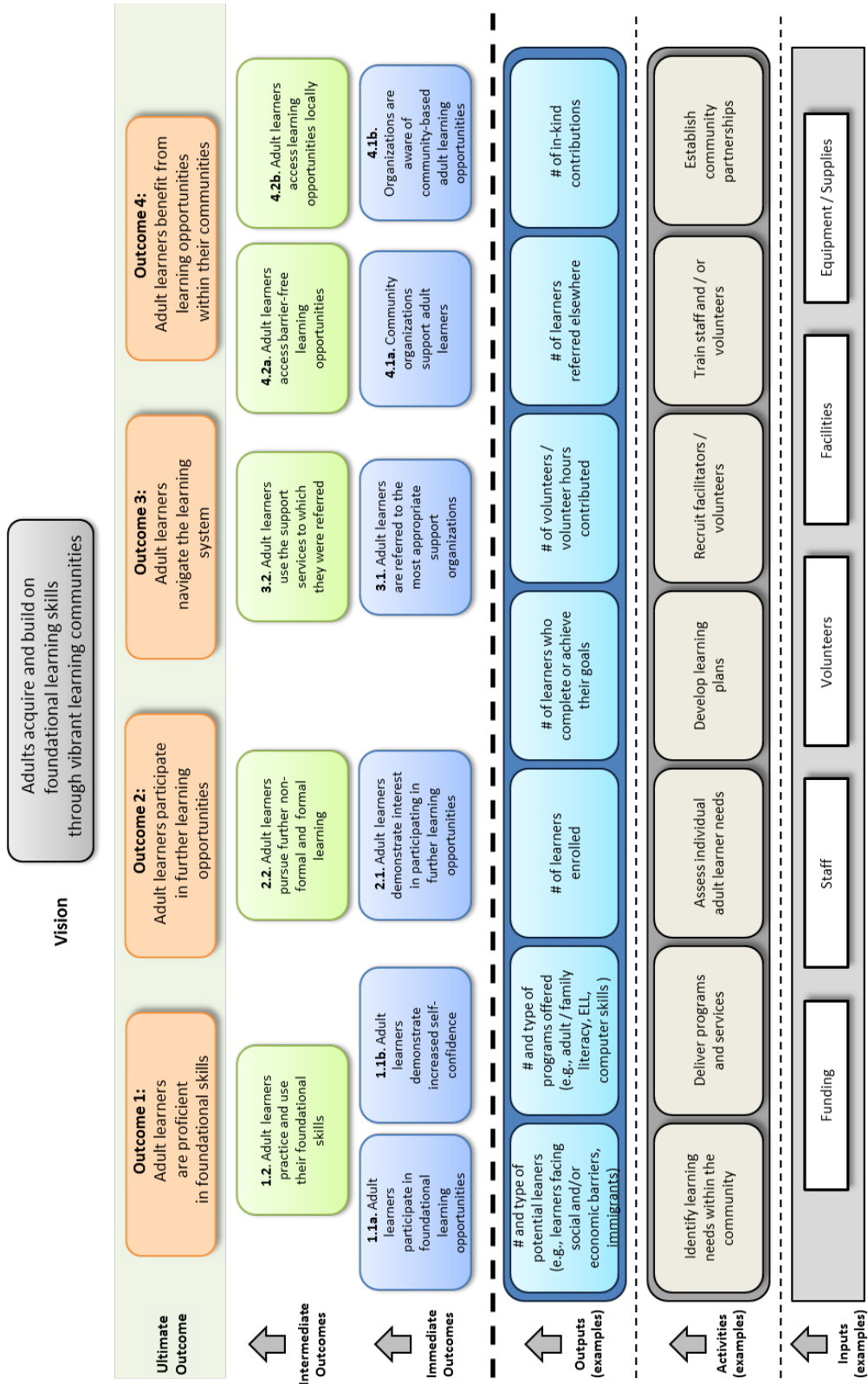
- a. Other Learning Opportunities: Any costs for learning opportunities outside of the Community Adult Learning Program, including staff time, facility rental, instructor fees, advertising, and materials.
- b. Learner Subsidy: Grant dollars cannot be provided directly to learners.
- c. Furniture, Fixtures and Equipment: Expenses related to the purchase of movable furniture, fixtures or equipment over \$5,000 per grant term.
- d. Capital: Expenses related to the purchase of land or buildings, the construction or renovation of a building, and the purchase of motor vehicles.
- e. Professional Development: Expenses related to training and professional development opportunities outside of Alberta, as well as training and professional development opportunities that are unrelated to the Community Adult Learning Program mandate, for staff, the decision-making body, and volunteers.
- f. Advertising: Expenses related to advertising programs and services that fall outside of the Community Adult Learning Program. Programs and services delivered by other organizations must be advertised on a cost-recovery basis, including costs for staff time, printing, and distribution. This includes advertising within community program brochures.
- g. Reserve Fund: Grant dollars cannot be put into an organization's reserve fund.
- h. Other Ineligible Expenses: Loan fees, debt principal payments, deficit funding, and speculative fundraising ventures.

## 8. APPENDICES

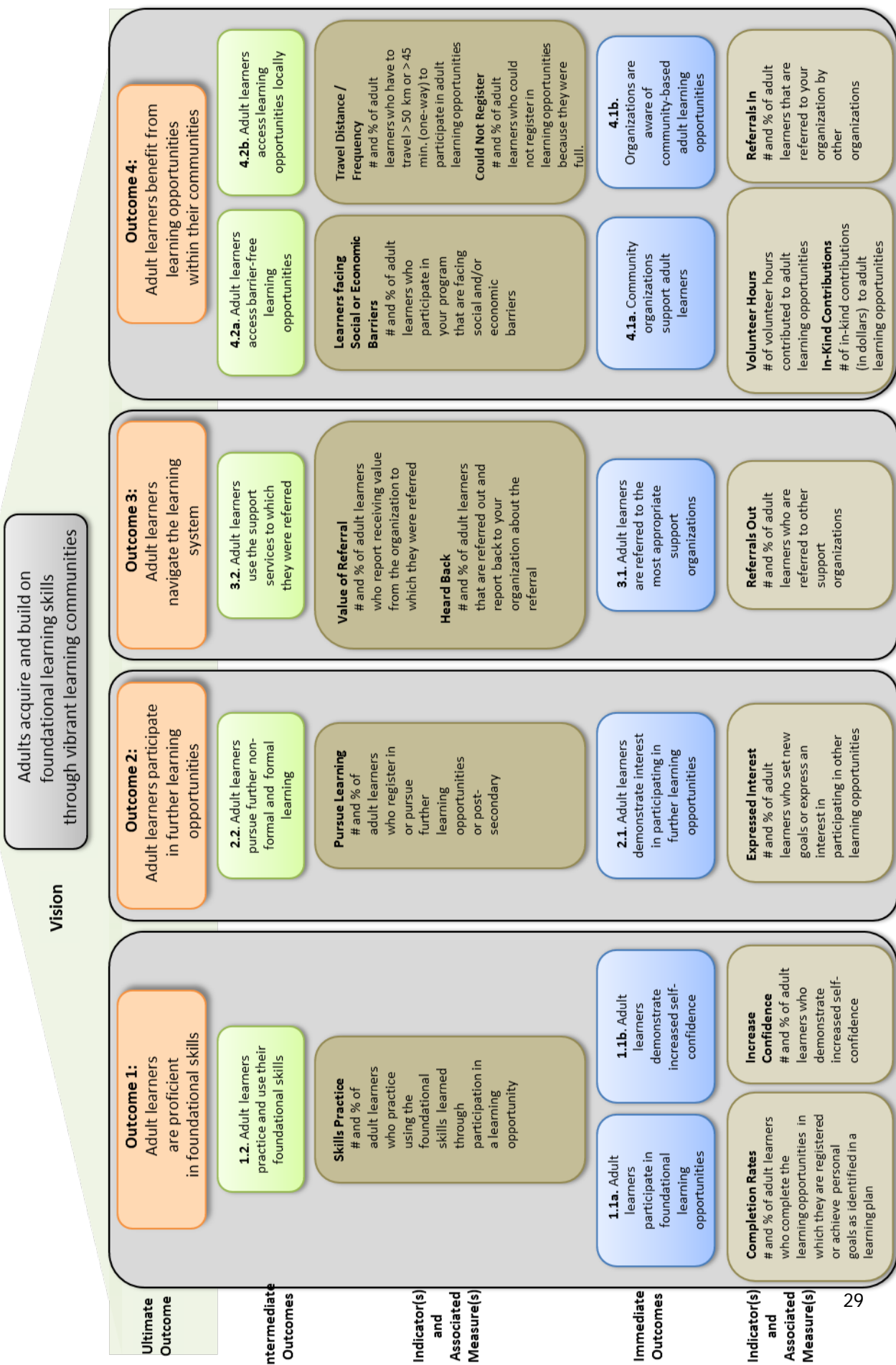
### 8.1. Logic Model and Outcomes-based Measurement and Evaluation (OME) Framework

Updated: January 26, 2016

#### Community Adult Learning Program (CALP) Logic Model



# Community Adult Learning Program (CALP) Outcomes-based Measurement & Evaluation (OME) Framework



## 8.2. Foundational Family Literacy Models

### **BOOKS FOR BABIES**

- This program encourages parents to discover the joy of reading with their babies beginning at birth.
- Families receive a bag with a number of books suitable for babies, a teddy bear or other toy, and easy-to-read information on other available programs and services.
- Some programs include a series of workshops for parents where book-sharing ideas are modeled, and parents are given guidance on choosing appropriate books for their baby. Parents may also be introduced to their local library and other available resources.

### **BOOKS OFFER OUR KIDS SUCCESS (B.O.O.K.S.)**

- A facilitator works with a group of parents for eight weeks, modeling book-sharing and strategies for supporting their child's literacy development. Children generally do not attend this program.
- Ideas and themes in children's books are discussed and extended by craft and drama activities. Parents borrow the books to share at home with their preschool children.
- Parents also engage in informal writing, often writing a story for their children during the program.

### **BUILDING BLOCKS**

- Through this home visitation program, trained literacy facilitators called "builders" work with families in their homes for at least 20 half-hour sessions.
- The builders work with parents and children, providing strategies, ideas, and knowledge on how to use everyday activities to promote literacy development and create a literacy-rich environment in the home.
- Builders provide follow-up support by telephone.
- Target population is preschool children but builders have worked with families with children up to 12 years.
- This program was specifically designed to meet the needs of rural families, where transportation may pose a barrier to bringing parents together to meet as a group, and/or parents are simply not ready to be part of a group-based program.

### **LITERACY AND PARENTING SKILLS (L.A.P.S.)**

- The program is designed to build on the existing parenting skills of participants, expand on their ability to develop their children's language and literacy skills, and encourage their own literacy development.
- Practitioners choose from a variety of parenting topics (e.g., positive discipline, building self-esteem, listening skills) presented through flexible and adaptable plain language materials and a facilitator's guide.
- Parents learn to model good literacy practices with their children.
- Variations of the program have been developed specifically for Aboriginal, English as Second Language, and Francophone families.

### **MAGIC CARPET RIDE**

- Parents and preschool children engage together in activities that enhance development of oral language, early literacy, and social interaction skills.
- Parents participate in presentations/discussions to increase their knowledge of literacy, child development and positive parenting.
- The program informs and links families with other child and adult learning programs in the community.
- Sessions run weekly for 15 to 30 weeks and are led by trained facilitators who are supported with ongoing training, mentoring and program resources.



### ***PARENT-CHILD MOTHER GOOSE***

- A group program for parents and their babies and young children, focused on orally-delivered interactive rhymes, stories, and songs delivered at a slow and relaxed pace with plenty of repetition of materials and casual discussion of issues and questions that arise.
- The program aims to strengthen the parent-child bond, provide a welcoming and supportive group for parents, enhance literacy skills, and help link them to other resources in the community.
- Sessions are generally delivered once a week for ten weeks, with at least two program facilitators present at each session.

### ***RHYMES THAT BIND***

- The program promotes oral language development in babies and toddlers and provides a positive, supportive environment for parents through group-based delivery.
- Programs involve circle time with parents and infants/toddlers during which rhymes, stories, and songs are shared and modeled.
- In most programs, two facilitators lead a program for 10 weeks, with one hour-long session per week.

### ***STORY SACKS***

- Story Sacks supports the development of literacy skills in a range of settings.
- A story sack is a large cloth bag made by parents or other volunteers in the community that contains a children's book, soft toys of the main characters, props, and scenery relating to the story, a non-fiction book linked to the theme, an audio-tape, and a language-game based on the book to stimulate and extend reading activities.
- Delivery of this model must include actively coaching and modeling to the parents and caregivers how to use the resources and activities to support their children's oral language and early literacy development, and providing appropriate resources for parents and caregivers to practice these strategies at home.

### 8.3. Changes to the *Community Adult Learning Program Guidelines* since 2015

<b>SECTION</b>		<b>CHANGE</b>
<b>3</b>	Definitions / Program Terms	<ul style="list-style-type: none"> <li>• Amendment to the following definition:               <ul style="list-style-type: none"> <li>○ 'Foundational Learning' now incorporates Foundational Life Skills and Family Literacy in the definition</li> </ul> </li> <li>• Addition of the following definitions:               <ul style="list-style-type: none"> <li>○ 'Foundational Life Skills'</li> <li>○ 'Partnership'</li> </ul> </li> </ul>
<b>4</b>	Vision	<ul style="list-style-type: none"> <li>• Addition of subsection on professional development</li> </ul>
<b>5</b>	Program Requirements	<ul style="list-style-type: none"> <li>• Eligible programming areas now include:               <ul style="list-style-type: none"> <li>○ Literacy and Foundational Learning (required)</li> <li>○ Community Capacity Building (supplemental)</li> </ul> </li> <li>• Clarification that the use of the Community Adult Learning Program grant must clearly prioritize Required Programming.</li> <li>• Family Literacy is now included in the Literacy and Foundational Learning programming area</li> <li>• Additional context and clarity on Learner Support Services:               <ul style="list-style-type: none"> <li>○ While the proportion of the grant expended on Learner Support Services should be based on community need, the use of the grant must clearly prioritize Required Programming</li> <li>○ Clarification that supporting learning offered by another community partner, including a post-secondary institution, must be reported in Learner Support Services, not in program information tables</li> </ul> </li> <li>• Additional context on Facilitating Formal Post-Secondary Learning               <ul style="list-style-type: none"> <li>○ Advanced Education expects funded organizations and Comprehensive Community Institutions to work together to enhance access to formal post-secondary learning opportunities</li> </ul> </li> </ul>
<b>5.1</b>	Literacy and Foundational Learning	<ul style="list-style-type: none"> <li>• Delivery of Literacy and Foundational Learning now includes six categories:               <ul style="list-style-type: none"> <li>○ Adult Literacy</li> <li>○ Numeracy</li> <li>○ English Language Learning</li> <li>○ Basic Computer Skills</li> <li>○ Foundational Life Skills</li> <li>○ Family Literacy</li> </ul> </li> <li>• Literacy and Foundational Learning programming will no longer include Information Sessions; it will now include Tutoring, less formal Learning Activities, and more formal Courses</li> <li>• Reorganized section on Reducing Barriers and added additional content:               <ul style="list-style-type: none"> <li>○ A learner with a social/economic barrier may have 'an association of learning with trauma and/or frustration and a possible fear of failure'</li> </ul> </li> <li>• Additional expectations on Professional Development, including:               <ul style="list-style-type: none"> <li>○ Understanding the motivation of foundational learners;</li> <li>○ The importance of professional development and expectation that decision-making bodies support their staff to take part in professional development within the first six months on the job;</li> <li>○ Professional development requirements</li> </ul> </li> </ul>

<p><b>5.1.1</b> <b>TO</b> <b>5.1.6</b></p>	<p>Literacy and Foundational Learning Categories</p>	<ul style="list-style-type: none"> <li>• Each category includes a definition, intended outcomes and a learner description</li> <li>• Clarified professional development requirements for Family Literacy: <ul style="list-style-type: none"> <li>○ Family Literacy models training is required prior to program start</li> <li>○ Introduction to Family Literacy is required within the first year of employment</li> <li>○ <i>Foundations in Family Literacy</i> College Certificate is now recommended, not required, professional development</li> </ul> </li> </ul>
<p><b>5.2</b></p>	<p>Community Capacity Building</p>	<ul style="list-style-type: none"> <li>• Description of the programming area has been revised to clarify that these learning opportunities support the development of the individual, the family, and/or the community</li> <li>• Eligible Learning Opportunities have been revised to include intended outcomes of programming</li> <li>• Section on Reducing Barriers has been revised to align with section 5.1</li> </ul>
<p><b>6.3</b></p>	<p>Granting Councils</p>	<ul style="list-style-type: none"> <li>• Addition of a purpose statement</li> <li>• Clarification that Granting Councils receiving \$250,000 or more may not allocate more than 15% of their CALP grant to a single provider, and that Granting Councils receiving less than \$250,000 may now allocate up to 30% of their CALP grant to a single provider</li> </ul>
<p><b>8.1</b></p>	<p>Logic Model and Outcomes-based Measurement and Evaluation (OME) Framework</p>	<ul style="list-style-type: none"> <li>• Revised CALP Logic Model and revised CALP OME Framework <ul style="list-style-type: none"> <li>○ Outcomes are numbered to align with the CALP Measurement and Evaluation Guide, and the CALP Final Report form</li> <li>○ Activities and Outputs have been revised on the Logic Model</li> <li>○ The names of indicators and associated measures on the OME Framework have been revised as follows: <ul style="list-style-type: none"> <li><u>Outcome 1:</u> <ul style="list-style-type: none"> <li>○ 'Self-confidence' is now called 'Increase Confidence'</li> </ul> </li> <li><u>Outcome 2:</u> <ul style="list-style-type: none"> <li>○ 'Transitions' is now called 'Pursue Learning'</li> <li>○ 'Learning Opportunity Inquiries' is now called 'Expressed Interest'</li> </ul> </li> <li><u>Outcome 3:</u> <ul style="list-style-type: none"> <li>○ Addition of a new indicator called 'Heard Back'</li> </ul> </li> <li><u>Outcome 4:</u> <ul style="list-style-type: none"> <li>○ 'Community Contribution' has been renamed and now includes two indicators and associated measures: <ul style="list-style-type: none"> <li>• 'Volunteer Hours'</li> <li>• 'In-Kind Contributions'</li> </ul> </li> <li>○ 'Waitlists' have been renamed 'Could Not Register'</li> </ul> </li> </ul> </li> </ul> </li> </ul>