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## Section 2: Activity Report

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INTRODUCTION
Through the Community Adult Learning Program, Alberta Advanced Education provides funding and other supports to community-based organizations to facilitate the delivery of part-time, non-formal adult learning opportunities in local communities. In 2013/14 Advanced Education funded 125 organizations that served learners in 415 communities. In 2014/15 Advanced Education funded 130 organizations that served learners in 437 communities.

Through the program, adults have opportunities to return to learning to improve their literacy and foundational skills, in order to meet their personal learning and/or employment goals.

PROGRAM VISION
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, the Community Adult Learning Program identifies four long-term or ultimate outcomes that guide the direction of 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.

Organizations funded through the Community Adult Learning Program strive to become safe and welcoming learning environments – learner access points – that meet the unique needs of learners through the programming or learner support services they provide, such as information and referrals. Funded organizations build connections with other community-based learning and service providers to help learners navigate the complex network of supports and services they may need in order to achieve their goals. Community Adult Learning Program-funded organizations also play a key role in working with community partners to identify and meet the adult learning needs of their communities.

WHY RENEWAL?
In 2012, in close consultation with community adult learning system partners, Advanced Education began to implement a renewal of the Community Adult Learning Program. This renewal aligned with the Government of Alberta’s commitment to responsibly steward Alberta’s resources to provide essential programs and services.

Alberta and Albertans have evolved economically, demographically, and culturally since the Community Adult Learning Program began in the 1970s. Renewal of the program was designed to ensure that it continued to meet the outcomes that are relevant to Albertans as effectively and efficiently as possible.

PHASE ONE (January 2012 to June 2012)
Following conversations with the community, Advanced Education identified opportunities to reduce the administrative burden on organizations. Phase One aligned grant and reporting requirements for three funding streams, and simplified reporting expectations. This phase also involved the allocation of one-time funds in order to bridge to a single grant term.
PHASE TWO (July 2012 to December 2013)
Phase Two shifted the focus of renewal towards a deeper examination of the purpose and objective of the Community Adult Learning Program. This phase focused on conversations with stakeholders. Advanced Education developed the discussion paper, *Strengthening Vibrant Learning Communities*, based on consultations and focus group sessions with internal and external stakeholders. These included the three provincial support organizations, Community Adult Learning Program grant recipients, regional network staff, granting councils, and representatives from Comprehensive Community Institutions (CCIs).

This document was released in July 2013 for review and feedback from all system partners on the vision and direction proposed for the Community Adult Learning Program. The document also proposed operational changes to the Community Adult Learning Program to enhance organizations’ abilities to meet community learning needs in a fast-changing world.

Throughout the consultation process, Advanced Education heard about significant pressure points within the system around adult foundational learning – literacy and essential skills, English language learning, basic technology – and supporting learners to navigate the complex system. In order to ensure that these learners had access to the programming and supports they needed to be successful, the Community Adult Learning Program needed to prioritize literacy and foundational learning.

Phase two set the stage for the development of new program guidelines.

PHASE THREE (January 2014 to July 2015)
Phase Three of renewal included working with a consultant to develop an Outcomes-based Measurement and Evaluation (OME) Framework and Logic Model for the Community Adult Learning Program. Historically, CALP reporting focused on activity-based information and data from funded organizations, rather than outcomes-based data. By developing an OME framework for the Community Adult Learning Program, Advanced Education is able to measure progress against program outcomes, and demonstrate the impact that the program is making in the lives of learners.

In September 2014, Advanced Education released the *Community Adult Learning Program Guidelines*, which incorporated the OME Framework and Logic Model. Organizations had several months to review and strategize about implementing the renewed vision of the program and prepare for changes before they came into effect on July 1, 2015.

During the grant application cycle, Advanced Education worked closely with funded organizations to clarify and implement the renewed direction of the program under the Guidelines. The 2015/2016 grant term was a ‘transition year’ for funded organizations to work through implementation of the new mandate.

Phase Three also saw the release of the Literacy and Foundational Learning Capacity grant, which was provided to a number of organizations in the Community Adult Learning Program to build their capacity to deliver literacy and foundational learning programs and meet the new mandate.

CONTINUED RENEWAL
Following Phase Three, the Community Adult Learning Program will continue its commitment to ensuring that the program vision and outcomes remain meaningful and relevant to Albertans, and that the *Community Adult Learning Program Guidelines* remain a ‘living document’ that is relevant to funded organizations.
<table>
<thead>
<tr>
<th>Phase 1</th>
<th>July 2011 - June 2012</th>
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<tbody>
<tr>
<td>• Merged Rural Innovation and Access (RIA) grant into the Community Adult Learning Council (CALC) grant</td>
<td></td>
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<tr>
<td>• Streamlined reporting requirements for family literacy providers</td>
<td></td>
</tr>
<tr>
<td>• Aligned all program grant streams to a single grant application and final report, and a single grant term (July 1 to June 30)</td>
<td></td>
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<tr>
<td>• Piloted a one-grant concept in 3 communities</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Phase 2</th>
<th>July 2012 - December 2013</th>
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<tbody>
<tr>
<td>• Development and release of the discussion paper, <em>Strengthening Vibrant Learning Communities</em>, based on consultations and focus group sessions with internal and external stakeholder partners</td>
<td></td>
</tr>
<tr>
<td>• Expanded one-grant concept into 7 additional communities (July 2013-June 2014)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 3</th>
<th>January 2014 - June 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discussion and design of CALP Logic Model and Outcomes-based Measurement and Evaluation (OME) Framework</td>
<td></td>
</tr>
<tr>
<td>• Development, release and implementation of the new <em>Community Adult Learning Program Guidelines</em></td>
<td></td>
</tr>
<tr>
<td>• Release of the Literacy and Foundational Learning Capacity Grant</td>
<td></td>
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</tbody>
</table>

<table>
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<tr>
<th>July 2015 and Ongoing</th>
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<tbody>
<tr>
<td>• <em>Community Adult Learning Program Guidelines</em> revisions</td>
</tr>
<tr>
<td>• Monitoring of CALP Logic Model and Outcomes-Based Measurement and Evaluation (OME) Framework</td>
</tr>
<tr>
<td>• Review and renewal of CALP Professional Development</td>
</tr>
</tbody>
</table>

**LEARNER SUCCESS STORIES**

Featured throughout this document, Advanced Education is highlighting Learner Success Stories that have been shared by Community Adult Learning Program throughout the province.

**Learner Success Story**

**CALGARY JOHN HOWARD SOCIETY**

A learner was brought to us by his caseworker from the 7th Step Community Residential Centre. This learner had low self-esteem, and was assessed at a level 1.5 to 2.0 in word list reading with the CARA assessment. He could not read any passages in this assessment. He attended regularly for help in basic literacy instruction. Since his introduction to the Calgary John Howard Society’s literacy program, he was encouraged to register into the ABLE program at Bow Valley College. He attended some classes before he was sent back to the Calgary Remand for a few months. After his release, he reconnected to continue with his literacy programming. This time he was not brought in by a caseworker, but came forward on his own – a big step for his self-confidence. Since his reappearance, he has attended instruction regularly once or twice a week and taken Digital Literacy classes. He continues to work on his literacy skills with enthusiasm, and appears more confident accomplishing tasks in his everyday life.
The Community Adult Learning Program is grounded in Government of Alberta policy direction. The following policy frameworks provide strategic context for the program:

**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 we work together to address social challenges and achieve the following social outcomes for individuals and families:

*Albertans will be safe, healthy, secure and resilient, lifelong learners, included, and active and engaged.*

The Framework also recognizes that achieving the well-being of Albertans requires that Alberta’s social serving system is aligned, balanced, accessible, accountable and sustainable, and complementary.

Community Adult Learning Program delivery providers, in collaboration with other stakeholders, have a key role in making the vision of the Framework a reality over the next 10 to 15 years.

**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.

**RESULTS-BASED BUDGETING**

In spring 2012, the *Results-Based Budgeting Act* was released to help ensure every government program and service delivered the outcomes Albertans expect as effectively and efficiently as possible.

In the results-based budgeting process, front line government workers participated in the review of all programs and services. In addition, government MLAs and members of the public participated on challenge panels to ensure that reviews were rigorous, and that recommendations supported the goal of working better to meet the needs of Albertans.

The review process occurred over three cycles, with approximately one-third of government programs and services reviewed in each cycle. Public reports for all three cycles are available on the Treasury Board and Finance website.

A high level evaluation of the Community Adult Learning Program was included as part of the Cycle 3 review in 2014.

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2 For more information on results-based budgeting go to [http://rbb.alberta.ca](http://rbb.alberta.ca)
LIVING LITERACY: A LITERACY FRAMEWORK FOR ALBERTA’S NEXT GENERATION ECONOMY

Living Literacy was released in 2009 and provided a framework for action that coordinated 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.

ROLES AND MANDATES POLICY FRAMEWORK AND REGIONAL STEWARDSHIP

The Roles and Mandates Policy Framework for Alberta’s Publicly Funded Advanced Education System, released in 2007, is the foundation of Campus Alberta, of which community adult learning and literacy providers are integral partners.

An important contribution of the framework is its identification of six distinct types of post-secondary institutions, each with different and complementary roles. Most relevant to the Community Adult Learning Program, the Framework designated 11 colleges as Comprehensive Community Institutions (CCIs) and introduced the expectation that they act as stewards for adult learning within their respective regions covering Alberta.

The stewardship role includes collaborating with community adult learning providers and other partners in their respective regions for the purposes of planning, facilitating, and coordinating 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.

BUILDING VIBRANT LEARNING COMMUNITIES

The Community Adult Learning Program is a key contributor to Advanced Education’s vision that every Albertan has the skills they need to succeed in a changing economy. The program contributes to this mission by building and strengthening vibrant learning communities across the province. Building Vibrant Learning Communities, released in 2007 presented a vision 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 relevant 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 and helping to achieve these four outcomes.

Download Living Literacy at http://advancededucation.alberta.ca/post-secondary/policy/livingliteracy/
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, CCIs, and the ministry. Among other things, the report provided recommendations for action and proposed guidelines related to the stewardship role of CCIs, the regional access planning process, and further developed the concept of community learning centres.

All parties represented by the group had a responsibility for implementing actions identified in the report.

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 defined for the strategy:

• 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
• Strengthen and build the basic literacy skills of parents
• Support and foster the involvement of parents in their children’s learning
• Develop and enhance community-based partnerships that support the development of language and literacy skills of families.

Key components of the strategy included funding for community-based family literacy programs, training and professional development, awareness-raising and information, and provincial coordination and planning.

SUPPORTING IMMIGRANTS AND IMMIGRATION TO ALBERTA
Released in 2005, this policy framework highlighted 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 outlined 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.

MEDICINE HAT COLLEGE A.B.L.E. PROGRAM - BROOKS CAMPUS
An Arabic-speaking woman came to the A.B.L.E. office with her husband to find a tutor. While her husband had already been in Brooks for several years, she had just arrived to Canada with their children. This woman was a teacher in her country, but her English language skills were at benchmark 2-2-4-4. The ABLE Coordinator placed her with a volunteer and they met 2-3 times a week to have conversations to build on her speaking skills. The student also attended classes at Brooks Community Adult Learning Council, progressing quickly into ESL 3. She is now attending Level 6 ESL classes at Medicine Hat College. Such amazing progress in one year! The learner talks about her volunteer tutor with great appreciation, saying that her tutor has taught her so much about Canada. They talked about cooking, religion, using common phrases in our language, and enjoyed many laughs together. This learner has the confidence now to speak to anyone - when their family is travelling, out in the community, and more.
Subject to ministry approval of applications and final reports, the following funding streams were available in 2013/14 and 2014/15 to eligible organizations:

**COMMUNITY ADULT LEARNING COUNCIL GRANT**

The Community Adult Learning Council (CALC) grant supported expenses incurred by eligible organizations (including granting councils) related to delivery of the Community Adult Learning Program. Through the CALC grant, each recipient collaborated with community partners to identify and provide non-formal, non-credit, part-time adult learning opportunities in areas of literacy, English or French as a second language, employability enhancement, and programming to address community-identified needs.

The CALC grant could be used to cover expenses for office requirements, staffing, professional development, volunteer recruitment, board support, and advertising for required programming areas. Grants could also be used to subsidize learning opportunities within required programming areas for adult Albertans who face financial barriers to learning.

**VOLUNTEER TUTOR ADULT LITERACY SERVICES**

The Volunteer Tutor Adult Literacy Services (VTALS) grant supported organizations to provide basic instruction to adults who wanted part-time, one-on-one or small group tutoring or classroom instruction to improve their literacy or English language skills.

The grant supported the operational needs of this programming, including office requirements, staffing, volunteer support (recruitment, training and recognition), mileage for tutors, literacy resources, advertising and professional development for board, staff, and volunteers.

**FAMILY LITERACY INITIATIVE FUND**

Through 2014/15, the department made funding available to deliver family literacy programming through the Family Literacy Initiative Fund and the Aboriginal Family Literacy Component, through which organizations primarily served Indigenous parents/caregivers and their children.

Supported programming was based on approved family literacy models, which are recognized as best practices in the field.

The table below shows detailed results for each grant term.

<table>
<thead>
<tr>
<th></th>
<th>2013/14</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Amount Funded</strong></td>
<td>$12,156,624</td>
<td>$13,879,262</td>
</tr>
<tr>
<td><strong># Supported Organizations</strong></td>
<td>125</td>
<td>130</td>
</tr>
<tr>
<td><strong># Learners Served</strong></td>
<td>66,518</td>
<td>49,234</td>
</tr>
<tr>
<td><strong># Communities Served</strong></td>
<td>582</td>
<td>430</td>
</tr>
</tbody>
</table>

*Learners Served does not refer to unique learners as a learner may be counted more than once. The decrease in the number of Learners Served in 2014-15 is the result of changes to the way learners were counted, as well as the renewed focus on Literacy and Foundational Learning, which is more time and resource intensive.*
Learning providers in the Community Adult Learning Program are primarily community-based, non-profit organizations independent from government with an accessible, local presence; local governance, input and leadership from community members; significant in-kind, volunteer and financial support from the local community; and efficient and sustained services and programming that address locally determined learning needs. In 2013/14 these learning providers included 125 organizations. In 2014/2015 the number of learning providers increased to 131 organizations.

The information below outlines the three categories of service providers:

**INDEPENDENT, NON-PROFIT ORGANIZATIONS**

The most common delivery mechanism for the Community Adult Learning Program is through independent, non-profit adult learning and literacy organizations. Most of these organizations are incorporated under the Societies Act, and some may also be registered as charitable organizations to facilitate fundraising activities. In some cases, the non-profits are community development agencies, and given their reach and existing trusted presence within communities, they can be ideal delivery mechanisms for the Community Adult Learning Program. These organizations include family and community organizations, Aboriginal and immigrant-serving agencies, as well as agencies specifically serving other vulnerable populations.

**COMMITTEES OPERATING UNDER A LEGAL HOST**

Some organizations have chosen not to incorporate and have formed as committees under a county / municipality, school division, public college, or other incorporated body. The legal host is the financial administrator for program grants, provides general liability insurance, and is the legal employer of individuals hired to administer funded programs in the community.

**PUBLIC ORGANIZATIONS**

Advanced Education works directly with some public post-secondary institutions and municipal libraries to increase access to literacy programming in communities.

**GRANTING COUNCILS**

In both 2013/14 and 2014/15, 12 supported organizations operated as granting agencies, which were entrusted with distributing part of their CALC grant to member organizations in their regions.

5 of the granting councils also directly delivered programming through their CALC grants (referred to as hybrid councils), and some also received grants for programming that fell outside of their granting mandate. Application and reports submitted by these granting councils include direct programming delivered by their organizations, as well as activities undertaken by their member organizations.
PROVINCIAL SUPPORT ORGANIZATIONS

For years, Advanced Education worked closely with provincial-level organizations to offer support to funded organizations and practitioners: the Centre for Family Literacy, the Community Learning Network, and Literacy Alberta. In 2013/14, Support Services grants to these organizations totaled $1,583,899. In 2014/15, grants totaled $1,444,016.

While these organizations are separate legal bodies with differing mandates, they routinely work together to achieve results for the Community Adult Learning Program. For example, throughout 2013/14 and 2014/15, in partnership with Advanced Education, these organizations worked together to support the renewal of the Community Adult Learning Program through ongoing discussions about the professional development and training needs of the system moving forward.

More information on the provincial support organizations is provided below.

CENTRE FOR FAMILY LITERACY

In 2013/14 and 2014/15, the Centre for Family Literacy (CFL) supported family literacy programs through models training and professional development, operation of the Alberta Prairie C.O.W. Bus (see Other Supported Initiatives below), development and publication of support resources and awareness raising materials, and providing advice and assistance on family literacy matters to FLIF-funded programs. The CFL accomplished its provincial mandate in part through 7 regionally based Family Literacy Regional Network Coordinators.

The CFL also directly provided family literacy programs and an adult tutor program within the Edmonton area.

COMMUNITY LEARNING NETWORK

In 2013/14 and 2014/15, the Community Learning Network (CLN) cultivated and promoted the advancement of community-based learning by providing training, support and resources to its members and partners. The CLN supported a Regional Resource Network, with 7 regions throughout the province, enabling community-based learning organizations to support and mentor each other, promoting best practices to meet the increasingly diverse needs of adult learners in Alberta.

Learner Success Story

DRUMHELLER COMMUNITY LEARNING SOCIETY

A husband and wife, originally from China, worked diligently with a volunteer, first to improve their English skills and then, to prepare for the Citizenship Exam. They became Canadian Citizens in February of 2015. A proud moment for us all!
LITERACY ALBERTA

In 2014, the Board of Directors of Literacy Alberta announced that it would be closing its doors as of June 30, 2015.

In 2003, Literacy Alberta was formed through the amalgamation of two veteran provincial literacy and adult learning organizations: Alberta Association for Adult Literacy (AAAL) and Literacy Coordinators of Alberta (LCA). Literacy Alberta was aligned with other national literacy organizations, representing all provinces and territories. The organization became a hub for literacy programs and practitioners in Alberta, providing significant supports, training and resources across the province.

Literacy Alberta became a leader and champion of literacy and essential skills and was well known for developing best practices and resources that continue to shape the adult literacy field today. These include:

- **New Coordinator Training (NCT) and Follow-Up Coordinator Training (FCT)** – provided a comprehensive orientation and training for VTALS (and later, CALC and FLIF) practitioners
- **Creating Learning Partners** – a curriculum for training and supporting tutors
- **Regional Network** – designed to support practitioners through regional networking and professional development, coordinated by Literacy Alberta Regional Persons (RPs). RPs shared messages from government to community providers and were the voice and ear of the regions often identifying challenges or opportunities for both Literacy Alberta and the Government of Alberta.
- **Opening Doors: A Literacy Audit Toolkit for Customer Service Excellence** – a resource that built on the AAAL Literacy Audit Toolkit/Literacy Matters. The renewed Toolkit, a nationally recognized resource, is still in use today, and reflects a broader range of literacy and essential skills.

To further support practitioners in the Community Adult Learning Program, and ensure that its legacy lives on, Literacy Alberta transferred the ownership of its many resources to the Community Learning Network, many of which are currently housed on the CALP Portal (www.calp.ca).

Advanced Education would like to thank Literacy Alberta – including all its staff, board members and Regional Persons – for its contribution to the Community Adult Learning Program and to the broader literacy and essential skills community in the province, and beyond.

Thank you, Literacy Alberta!
Learning opportunities supported under the Community Adult Learning Program are flexible and responsive to the diverse needs of adults, resulting in program lengths, intensities, and delivery models that vary considerably across the province.

PROGRAMMING STREAMS

The table below summarizes the types of programming supported by each funding stream, as of 2014/15.

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<thead>
<tr>
<th>PROGRAMMING TYPE</th>
<th>FUNDING STREAM SUPPORT</th>
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<tbody>
<tr>
<td></td>
<td>CALC</td>
</tr>
<tr>
<td>Adult Basic Literacy</td>
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<tr>
<td>A range of learning opportunities is supported relating to adult basic literacy (reading, writing, document use, and numeracy). These opportunities can include drop-in programs, short workshops, courses, and one-on-one or small group tutoring.</td>
<td></td>
</tr>
<tr>
<td>Family Literacy</td>
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<tr>
<td>Family literacy programs boost the confidence and literacy skills of parents in socially and economically challenged circumstances so that they can effectively engage their pre-school children in early language and learning activities. Supported programming also provides a venue for parents/caregivers to see themselves as active learners and may serve as a stepping stone to further learning.</td>
<td></td>
</tr>
<tr>
<td>English/French Language Learning</td>
<td>✔</td>
</tr>
<tr>
<td>The ability to communicate in the English language is a key foundational skill in Alberta. Learning opportunities may include drop-in programs, short workshops, ESL/literacy courses, and one-on-one or small group tutoring. In some Alberta communities, French language instruction is also available.</td>
<td></td>
</tr>
<tr>
<td>Employability Enhancement</td>
<td>✔</td>
</tr>
<tr>
<td>Short-term training can be provided related to employment standards and helping individuals reach occupational goals. These learning opportunities can include Standard First Aid, CPR, farm business management, Driver Air Brake Endorsement, and others. They are not intended to duplicate local programs and services supported or provided by other Government of Alberta ministries.</td>
<td></td>
</tr>
<tr>
<td>Community Issues</td>
<td>✔</td>
</tr>
<tr>
<td>Learning opportunities that address community issues are facilitated in response to identified needs. These opportunities range in subject and duration. Examples include programming related to parenting, safety, seniors, cultural diversity, and rural living.</td>
<td></td>
</tr>
</tbody>
</table>

7 Organizations funded through the CALC grant are required to offer at least one of the four options in the column.
OTHER SUPPORTED INITIATIVES

To support the work of delivery partners, and to respond to the priority actions identified in *Building Vibrant Learning Communities* and other government policies, Advanced Education also supported the initiatives below:

**LEARNER SUPPORT SERVICES PILOT PROJECT**

Taber and District Community Adult Learning Association (TDCALA), in partnership with Lethbridge College and Medicine Hat College, began to develop a Learner Support Services model in early 2015. The model was piloted in five communities in Southern Alberta and was intended to support the provision of learner support services to assist individuals to transition to programs and services that will help them meet their learning goals. The pilots sites included:

- Big Country Community Adult Learning Association
- County of Lethbridge Community Adult Learning Association
- Newell Further Education Council
- Pincher Creek Adult Learning Council
- Taber and District Community Adult Learning Association

The pilots concluded in December of 2015, and learnings from the project have been made available to CALP organizations across the province.

**CULTURE OF COLLABORATION**

From 2012 to 2014, the Community Learning Network received funding to support the development of a “culture of collaboration” within communities, by holding community dialogue events. These events engaged and captured communities’ collective wisdom to establish a shared commitment for addressing the needs of adult learners in their communities. Organizations work with a mentor/coach to support them in planning a suitable dialogue event for their community.

In 2014/15, the Culture of Collaboration project entered phase 2, which continued to bring community partners together in support of adult learning. Additionally, phase 2 supported the CALP-funded host organization to develop strategies and actions coming out of the dialogue to continue the momentum in the community. During this grant term, the CLN hired a dedicated staff member.

Through the project, community-based learning organizations were supported to plan and host community dialogue events in their communities. 17 “culture of collaboration” events were held in 2013/14, and an additional 26 in 2014/15.

**RURAL ROUTES**

In 2013/14 and 2014/15, NorQuest College received funding from Advanced Education and Labour to provide professional development, mentoring and other resources to CALP organizations and other rural and small urban learning providers to increase their capacity to provide English language programming. Workshops are available on a range of topics, including: ESL tutor training, Introduction to the Canadian Language Benchmarks (CLBs), strategies for teaching multi-level classrooms, and pragmatics (relating context to language learning).

For more information on resources or to participate in a workshop, visit [https://eslruralroutes.norquest.ca/](https://eslruralroutes.norquest.ca/).

**SERVING COMMUNITIES INTERNSHIP PROGRAM**

The Serving Communities Internship Program (SCiP), launched in May 2011, aims to build stronger communities by engaging post-secondary students in the voluntary sector. Non-profit organizations can benefit by taking on interns on a voluntary basis. Interns acquire practical work experience and a $1000 bursary. More information is available at [www.joinscip.ca](http://www.joinscip.ca)
ALBERTA PRAIRIE C.O.W. BUS
The Alberta Prairie Classroom on Wheels (C.O.W.) Bus, operated by the Centre for Family Literacy, raises awareness of the importance of family literacy and the critical role of family and community in early literacy development. In 2013/14 the C.O.W. bus visited 96 communities across Alberta, provided information to 1,901 adults and 3,406 children, and donated 4,710 books to communities. In 2014/15 the C.O.W. bus visited 95 communities across Alberta, provided information to 1,917 adults and 3,646 children, and donated 5,131 books to communities.

In 2013/14, the C.O.W. Bus began to build stronger relationships with Aboriginal communities by visiting 14 First Nations and Métis communities across the province. In 2014/15 the C.O.W Bus visited an additional 10 First Nations and Métis communities. Beginning in the 2013/2014 grant term, C.O.W. Bus staff worked with partners to ensure that all efforts were made to engage parents and caregivers in learning activities, to better support the adults’ awareness of literacy development.

LITERACY AND ESSENTIAL SKILLS (LES) FIELDWORK PROJECT
The LES Fieldwork Project started on February 9, 2009 and ended on June 30, 2015. In 2012/13, Literacy Alberta delivered practitioner workshops to support raising awareness and increase the capacity of Community Adult Learning Program coordinators and practitioners to successfully embed essential skills into their programming. During this grant term, 6 sessions were delivered through New Coordinator Training and Follow-up Training; 4 workshops were delivered in partnership with Edmonton Community Adult Learning Association; 6 rural projects were delivered in Grande Prairie, Edson, Medicine Hat, Bow Island, Hanna and Taber; and 2 sessions were held in partnership with Tribal Chiefs Employment and Training Services Association.

A significant piece of feedback from the field was the need to learn how to use Essential Skills with vulnerable populations. As a result, in 2013/14, Literacy Alberta continued the development of this project through five pilot sites, with the goal of creating essential skills programs for unique, vulnerable learner populations. The following facilitators’ guides are now available on the CALP Portal.

• Basic Computer Literacy and Essential Skills
• Essential Skills Development for New and Expectant Mothers
• Alberta GED and Essential Skills
• Essential Skills for Trades Learners
• Visual Arts, Storytelling and Essential Skills

Each guide targets a different population with unique barriers and may be a useful tool for practitioners across the province who work with similar populations.

WRITEFORWARD ASSESSMENT TOOL
Bow Valley College developed the writeforward writing assessment tool through funding from the federal government’s Office of Literacy and Essential Skills (OLES) in March 2012. Advanced Education funded Bow Valley College to pilot writeforward with 13 CALP organizations from across the province, as well as to pilot the tool with 9 literacy and essential skills practitioners at the College.

Following the pilot phase, an external evaluator was hired to examine the feedback of practitioners.
READFORWARD ASSESSMENT TOOL
Bow Valley College developed the readforward reading assessment tool through funding from the federal government’s Office of Literacy and Essential Skills (OLES). Operating in tandem with the Alberta Reading Benchmarks, this tool is a series of tests that are referenced to the International Adult Literacy and Skills Survey (IALSS) and allow organizations to assess a learner’s reading skill level.

Advanced Education provided funding in 2011 to support training for literacy practitioners on the use of this tool. From 2011 to 2013, 275 people participated in training sessions in person or online. In 2013/14, readforward was included at New Coordinator Training and delivered to practitioners in Grande Prairie region. There has also been an increasing interest in readforward with organizations outside of CALP and outside of Alberta. The final version is available at http://www.readforward.ca/.

ALBERTA READING BENCHMARKS
Advanced Education provided funding to Bow Valley College in 2010 to establish a provincial system of adult literacy benchmarks for reading levels based on the international levels set through the International Adult Literacy and Skills Survey (IALSS). Development of the Alberta Reading Benchmarks (ARB) was completed in 2010.

In 2012/13 the first pilot project for ARB was carried out to explore effective and meaningful applications of the reading benchmarks and tools. The pilots were evaluated during 2013/2014 with a focus on analysis of the experiences of practitioners with implementation of the ARB and associated tools. Further training materials were developed to support practitioners to use the ARBs in their programs. In 2014 Bow Valley College re-designed the ARB website to make it more user-friendly and to house the online and video training tools. A second ARB pilot was completed in June 2014.

A key initiative of the ARB project was to align it with the Read Forward reading assessment tool (see above), and to reference the two resources in a way that would better support literacy practitioners, particularly those who have limited experience in assessment and achieving reading outcomes.

The ARB tools and resources are available at http://www.arbforadults.ca/.

Learner Success Story
GRIMSHAW/BERWYN & DISTRICT COMMUNITY ADULT LEARNING SOCIETY
A woman approached us due to the social isolation after moving here with her 5 children and having no community contacts. She was from a Low-German Mennonite background and had never learned to read or write. She was referred to us by her child’s kindergarten staff so she could learn to read to her youngest child. She started with a wonderful tutor and worked very hard. She left suddenly as her husband moved them back down South, but followed up to let us know she is now involved in a program for literacy where she lives. This was an amazing success because she learned so much in a short time and she was inspired to seek out further learning opportunities on her own.
## OTHER SUPPORTED INITIATIVES

### PROFESSIONAL DEVELOPMENT THROUGH PROVINCIAL SUPPORT ORGANIZATIONS

Several opportunities, funded solely or in part by Advanced Education, gave learning providers the chance to build and continue their own learning.

<table>
<thead>
<tr>
<th>DELIVERED BY</th>
<th>PARTICIPANTS</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family Literacy Training Institute</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CFL</td>
<td>Family Literacy practitioners</td>
<td>Specialized training in Alberta-based and out of province family literacy program models.</td>
</tr>
<tr>
<td><strong>New Coordinator Training / Follow-up Coordinator Training</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLN, LA</td>
<td>Coordinators of programs under VTALS / CALC grants. Invitation extended to coordinators under FLIF grants.</td>
<td>Introduction to program planning, literacy awareness, adult reading assessment, working with ESL learners, cultural awareness, understanding essential skills, board governance and review of Advanced Education program and policy documents.</td>
</tr>
<tr>
<td><strong>Regional Meetings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional networks of CFL, CLN, LA</td>
<td>Coordinators, staff and board members of programs funded under a CALC, VTALS or FLIF grant (some included all three), representatives from the local CCI, and Advanced Education.</td>
<td>Share challenges, best practices and strengthen relationships, and participate in professional development opportunities.</td>
</tr>
<tr>
<td><strong>Regional Models Training</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CFL</td>
<td>Family Literacy practitioners</td>
<td>A minimum of two family literacy program model training opportunities are held in each of the seven regions annually.</td>
</tr>
<tr>
<td><strong>Special Workshops and Professional Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CFL, CLN, LA</td>
<td>Varies</td>
<td>Ad-hoc opportunities including board leadership and development, social media, human resources, plain language, and others.</td>
</tr>
<tr>
<td><strong>Foundations in Family Literacy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CFL (in partnership with Conestoga College in Ontario)</td>
<td>Family Literacy practitioners</td>
<td>A certificate program that links theory to the planning, delivery, and evaluation of family literacy programs.</td>
</tr>
<tr>
<td><strong>Literacy and Learning Symposium</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CFL, CLN, LA</td>
<td>Coordinators, staff and board members of programs funded under CALC, VTALS and/or FLIF grants, volunteer tutors, government and CCI representatives.</td>
<td>Range of professional development sessions, networking opportunities and a forum for community conversations.</td>
</tr>
</tbody>
</table>
COMMUNITY LEARNING HUBS
Returning to learning can be daunting for an adult learner. The network of service and learning organizations in a community is very complex, and can be confusing and discouraging for an adult learner trying to navigate through the system.

When a learner works up the courage to walk through a door to learning, it is critical that every organization in a community is best equipped to meet the unique needs of that learner, directly or indirectly. This concept lies at the heart of the Community Adult Learning Program and promotes its vision that “any door is the right door” for learners.

Many Community Adult Learning Program-funded organizations have become hubs of learning in the communities they serve. These organizations play many important roles in their communities, including:

- Assessing and meeting community needs through learning initiatives in cooperation with related organizations.
- Connecting closely with other community organizations to raise awareness of available programs and services to identify gaps and ensure unique needs are being met.
- Providing access to information, technology and other supports to assist adults to make the transition to further learning, employment and other goals.
- Mobilizing community volunteers and other local resources in support of learning.
- Facilitating community and regional dialogues to highlight learning as a social and economic driver.

COMMUNITY PARTNERSHIPS AND REFERRALS
In the same way that funded organizations play a central role in serving their communities as learning hubs, the support of their communities is also critical to their success. The outcomes of a vibrant learning community are only attainable when community members work closely to achieve common goals. The following are common partner organizations across the community-based adult learning system:

- Organizations and programs funded under the Community Adult Learning Program
- Comprehensive Community Institutions (CCI) and other post-secondary institutions
- First Nations Colleges
- Schools
- Other adult learning providers
- Municipalities
- Employment Centres
- Employers
- Libraries
- Family and Community Support Services (FCSS)
- ParentLink Centres
- Health Units / mental health organizations
- Apprenticeship and Industry Training Offices

Working together can take many forms, from active referrals between organizations to pooling resources, sharing capacity and collaboratively delivering programs to best support learner success. These partnerships can be beneficial to all parties.
COMMUNITY CONNECTIONS

VOLUNTEER SUPPORT
In many ways, volunteers are at the core of the Community Adult Learning Program, whether supporting learners through one-on-one tutoring, supporting organizations at community events, or by serving on their boards of directors. Volunteers play an invaluable role in supporting organizations to become community learning hubs and in building capacity to better serve learners.

In 2014/15, the ratio of volunteer staff to full time staff was 21:1, demonstrating the significant contribution made by community members to the Community Adult Learning Program.

<table>
<thead>
<tr>
<th>Type of Volunteer</th>
<th>2013/14</th>
<th></th>
<th>2014/15</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Hours</td>
<td>Number</td>
<td>Hours</td>
</tr>
<tr>
<td>Board / Committee</td>
<td>1,183</td>
<td>24,460</td>
<td>1,059</td>
<td>23,636</td>
</tr>
<tr>
<td>Tutors</td>
<td>1,625</td>
<td>72,345</td>
<td>1,549</td>
<td>76,924</td>
</tr>
<tr>
<td>Support for special events</td>
<td>1,649</td>
<td>14,188</td>
<td>1,727</td>
<td>19,532</td>
</tr>
<tr>
<td>Other</td>
<td>461</td>
<td>8,220</td>
<td>591</td>
<td>1,0442</td>
</tr>
<tr>
<td>Total</td>
<td>4,918</td>
<td>119,213</td>
<td>4,926</td>
<td>130,536</td>
</tr>
</tbody>
</table>

IN-KIND CONTRIBUTIONS
A total of $1,635,450 of in-kind contributions was reported in 2013/14, and $1,396,152 in 2014/15. Contributions may have included items such as free or subsidized classrooms, computer labs, office space, materials, supplies, financial or accounting services, or administration.

LAC LA BICHE CANADIAN NATIVE FRIENDSHIP CENTRE ASSOCIATION
During the past programming year, participants in the Aboriginal Literacy and Parenting Skills program were given the opportunity to design and facilitate their favorite storybook. They worked in pairs over two sessions and during the last one, presented their design to the larger group. The creativity, enthusiasm and support the gave to one another through this activity had parents excited about learning, and build their confidence to take on the task of enhancing the literacy skills of their children. One parent in particular felt very inadequate when she was in school as a child, and had difficulty speaking clearly in front of people. Working in pairs through this program gave her confidence and also made it more fun. She was able to do the majority of the presentation and was cheered on by her peers. She now readily assists other parents and is always positive in her approach when facing learning challenges.
PROGRAM INFORMATION
The table below outlines the number of hours, number of learners, and hours per learner that was spent in the four programming areas shown. As can be seen, hours per learner are much higher for foundational learning opportunities (e.g. Adult Basic Literacy and English Language Learning) than for the other program areas, as foundational learning requires more time to achieve outcomes than in other types of learning opportunities.

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Hours</th>
<th>Learners</th>
<th>Hours per Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Basic Literacy</td>
<td>43,268</td>
<td>6,250</td>
<td>7</td>
</tr>
<tr>
<td>English Language Learning</td>
<td>74,376</td>
<td>9,888</td>
<td>8</td>
</tr>
<tr>
<td>Community Issues</td>
<td>18,917</td>
<td>18,245</td>
<td>1</td>
</tr>
<tr>
<td>Employability Enhancement</td>
<td>18,405</td>
<td>10,357</td>
<td>2</td>
</tr>
</tbody>
</table>

When plotting the program information from the table above according to the number of learners in each program area (Chart 1), it appears that organizations overwhelmingly support learners in Community Issues and Employability Enhancement programs (green and purple slices). But the opposite is true when plotting the program information according to the hours the learners spend. Chart 2 demonstrates that more than half of the total learning hours are spent on Adult Basic Literacy and English Language Learning (blue and red slices).
SOURCES OF DATA
Information presented in this section is derived primarily from CALP Final Reports provided by grant recipients.

Base measures, where used, are derived from general population sources including the 2011 Census and the 2011 National Household Survey.

While the Census provides helpful information for planning, learning providers should use it with discretion as it may not accurately reflect current demand. Program planning should draw on a number of different sources to determine needs.

FOR MORE INFORMATION
More information on statistics, trends, and activities in each region can be found in the annual Campus Alberta Planning Resource (CAPR), available at http://www.eae.alberta.ca/post-secondary/policy/capr.aspx. Detailed profiles for each service region are provided in supplements to the CAPR, and are available upon request.

Other useful information for understanding learning needs in communities, though not provided in alignment with CCI service regions, is available from sources including the following:

<table>
<thead>
<tr>
<th>Name</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta Community Profiles</td>
<td><a href="http://www.albertacommunityprofiles.com">http://www.albertacommunityprofiles.com</a></td>
</tr>
<tr>
<td>Community Learning Needs Assessment Toolkit</td>
<td><a href="https://www.bowvalleycollege.ca/community-profiles">https://www.bowvalleycollege.ca/community-profiles</a></td>
</tr>
<tr>
<td>Economic Dashboard</td>
<td><a href="http://economicdashboard.albertacanada.com/">http://economicdashboard.albertacanada.com/</a></td>
</tr>
<tr>
<td>Labour Market information</td>
<td><a href="http://work.alberta.ca/labour/labour-market-information.html">http://work.alberta.ca/labour/labour-market-information.html</a></td>
</tr>
</tbody>
</table>
**ALBERTA: OVERVIEW**

### 2013/2014 CALP FUNDING

Operational funding of $12,156,624 was provided in the region as follows: 82 recipients of CALC funding, 61 recipients of VTALS funding, 46 recipients of FLIF funding and 3 recipients of a One Grant.

### 2014/2015 CALP FUNDING

Operational funding of $13,879,262 was provided in the region as follows: 103 recipients of CALC funding, 78 recipients of VTALS funding, 50 recipients of FLIF funding and 10 recipients of a One Grant.

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**Community Adult Learning Program Map (as of October 2016)**

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**NOTES**

Comprehensive Community Institution locations are provided for information only. Funding amounts and statistics in this document relate only to the community adult learning system.
ALBERTA: 2013/14 ACTIVITY REPORT

DEMOGRAPHICS

PROFILE OF POPULATION

AGE OF POPULATION

EDUCATION LEVEL OF POPULATION

BARRIERS TO LEARNING

- 79 out of 82 CALC grant funded programs in the province reported serving 24,208 learners facing financial barriers.
- The FLIF grant supported programs that served 5,386 adults with social and / or economic disadvantages.

LANGUAGE SKILLS

- According to Census 2011, approximately 45,845 adults who make their home in the province are unable to conduct a conversation in English.

COMMUNITY ADULT LEARNING PROGRAM ACTIVITY

A total of 56,679 learners were served. This includes learning opportunities in all program types (family literacy, adult literacy, English and French language learning, employability enhancement and community issues), and all learning categories (tutoring, information session, learning activity, and course).

LEARNERS SERVED BY PROGRAM TYPE

**French Language Learning represented less than 1% of programming offered.

ACHIEVEMENT OF P-CLS OUTCOMES

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enhanced skills in children</td>
<td>84%</td>
</tr>
<tr>
<td>2. Enhanced skills in adults</td>
<td>81%</td>
</tr>
<tr>
<td>3. Improved understanding, confidence, and interaction</td>
<td>85%</td>
</tr>
<tr>
<td>4. Enhanced community-based partnerships</td>
<td>85%</td>
</tr>
</tbody>
</table>

* Data only reflects services provided through the Community Adult Learning Program. Additional adult learning services may be offered by other stakeholders, and funded organizations may offer additional services through other revenue sources. These activities are not reflected in this profile.
DEMOGRAPHICS

**DEMOGRAPHICS**

* Data only reflects services provided through the Community Adult Learning Program. Additional adult learning services may be offered by other stakeholders, and funded organizations may offer additional services through other revenue sources. These activities are not reflected in this profile.

PROFILE OF POPULATION

![Profile of Population Chart]

EDUCATION LEVEL OF POPULATION

![Education Level of Population Chart]

AGE OF POPULATION

![Age of Population Chart]

BARRIERS TO LEARNING

- 84 out of 90 CALC grant funded programs reported serving 11,461 learners facing financial barriers.
- The FLIF grant supported programs that served 4,349 adults with social and / or economic disadvantages.

LANGUAGE SKILLS

- According to Census 2011, approximately 45,845 adults who make their home in the province are unable to conduct a conversation in English.

COMMUNITY ADULT LEARNING PROGRAM ACTIVITY

A total of 49,234 learners were served. This includes learning opportunities in all program types (family literacy, adult literacy, English and French language learning, employability enhancement and community issues), and all learning categories (tutoring, information session, learning activity, and course).

LEARNERS SERVED BY PROGRAM TYPE

![Learners Served by Program Type Chart]

ACHIEVEMENT OF P-CLS OUTCOMES

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enhanced skills in children</td>
<td>85%</td>
</tr>
<tr>
<td>2. Enhanced skills in adults</td>
<td>83%</td>
</tr>
<tr>
<td>3. Improved understanding, confidence, and interaction</td>
<td>87%</td>
</tr>
<tr>
<td>4. Enhanced community-based partnerships</td>
<td>82%</td>
</tr>
</tbody>
</table>

* Data only reflects services provided through the Community Adult Learning Program. Additional adult learning services may be offered by other stakeholders, and funded organizations may offer additional services through other revenue sources. These activities are not reflected in this profile.