

Community Adult Learning Program **Guidelines**

Superseded

July 2015

Contact Information:

Education and Training Program Coordination
Alberta Innovation and Advanced Education
11th Floor, Commerce Place
10155 – 102 Street NW
Edmonton, Alberta T5J 4L5

Eileen Passmore, Director
Phone: 780-427-5710
Email: eileen.passmore@gov.ab.ca

Lindsay Manz, Manager
Phone: 780-415-8196
Email: lindsay.manz@gov.ab.ca

Iona Neumeier, Manager
Phone: 780-427-5724
Email: iona.neumeier@gov.ab.ca

Ben Hartt, Program Coordinator
Phone: 780-427-5625
Email: ben.hartt@gov.ab.ca

Meghan Horosko, Program Coordinator
Phone: 780-644-7159
Email: meghan.horosko@gov.ab.ca

Sheri Jenkins, Program and Finance Administrator
Capital Planning and Grant Management
Phone: 780-427-1678
Email: sheri.jenkins@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 Innovation and 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, Innovation and 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.¹ 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 – including literacy and numeracy, English language learning, and basic computer skills – 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.²

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.³ 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.⁴ 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.

¹ *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

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

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

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

2. STRATEGIC POLICY CONTEXT

2.1. Innovation and Advanced Education

The Community Adult Learning Program is grounded in Government of Alberta policy direction since 2002. The following Innovation and 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 Innovation 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

Innovation and 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 to support the development of literacy and numeracy skills, proficiency in English language learning, basic computer skills, and workplace readiness and essential skills that enable individuals to pursue further learning, have satisfying and meaningful employment, and fully participate in society.

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.

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4. PROGRAM VISION

Through the Community Adult Learning Program, Alberta Innovation and 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.

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5. PROGRAM REQUIREMENTS

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

ELIGIBLE PROGRAMMING AREAS

Organizations funded through the Community Adult Learning Program must provide one or both of the following required programming areas. Organizations have the flexibility to determine priorities within the two required programming areas based on an assessment of needs in the community (see Needs Assessments below).

- 5.1 Literacy and Foundational Learning
- 5.2 Family Literacy

In addition to providing one or both of the two required programming areas above, organizations may also provide learning opportunities in the following area:

- 5.3 Community Capacity Building

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.

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 can 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 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.

5.1. Literacy and Foundational Learning

Literacy, proficiency in the English language, and the ability to engage with basic technology are core foundational 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 opportunity and supports in these areas.

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

PRIORITY ON LITERACY AND FOUNDATIONAL LEARNING

Within the Literacy and Foundational Learning programming area, funded organizations must provide learning opportunities to support *adult literacy*, *English language learning* and the development of *basic computer skills* according to the level of need in the community. These learning opportunities must be available locally or through the use of technology. Organizations must deliver these learning opportunities directly or in partnership with other delivery providers in the community. If there are other literacy and foundational learning providers in the community but they 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), nonformal learning activities, information sessions, and tutoring.

Organizations may also provide learning opportunities to support the essential skills development of learners to prepare them for work, learning, and life. 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 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).

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

Grant funds can be used to reduce fees for learning opportunities, provide on-site child care, cover costs for transportation and other relevant costs for adults facing social or economic barriers that may prevent them from participating in learning opportunities. Funded organizations are expected to interpret the guidelines below using a principled, common-sense approach. Learners are still expected to pay fees for learning opportunities if their barriers are not financial. Social and economic barriers may include:

- Low literacy or learning challenges;
- Cultural or social isolation, including English language challenges facing newcomers to Alberta or 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;
- Low income, housing, mental health or other personal or family challenges.

FACILITATING FORMAL POST-SECONDARY LEARNING

Funded organizations may also partner with the Comprehensive Community Institution or other post-secondary institutions to assist learners to access post-secondary learning opportunities locally or online through the provision of learner support services, space or administration. Organizations are not authorized to develop or deliver their own formal post-secondary learning opportunities.

TRAINING REQUIREMENTS

All staff responsible for the administration or delivery of Literacy and Foundational Learning must have completed Introduction to Adult Learning prior to the start of programming within the grant term. Funded organizations are responsible for staying informed of other training and professional development opportunities supported by the Department and available for staff, volunteers, and board members.

5.2. Family Literacy

In addition to the requirements outlined in Section 5, the following are requirements for the delivery of Family Literacy programs and services. All programs and services must be approved through the Department's Community Adult Learning Program grant application process.

Family literacy programs promote the value and benefits of literacy, and provide parents with the skills and strategies to create a literacy-rich environment in the home and use daily activities to strengthen the emergent literacy skills of their children. 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.

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.

MANDATE FOR ADULT 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. 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.

INVESTING IN 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. Funded organizations are expected to interpret the guidelines below using a principled, common-sense approach. Social and economic barriers may include:

- Low literacy or learning challenges;
- Cultural or social isolation, including English language challenges facing newcomers to Alberta or 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;
- Low income, housing, mental health or other personal or family challenges.

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.

ELIGIBLE LEARNERS

All Albertans are eligible to participate in family literacy programs, however, priority must be given to permanent residents and Canadian citizens.

TRAINING REQUIREMENTS

All staff responsible for the administration and delivery of Family Literacy programs must have completed, prior to the start of the program year, the following:

- Introduction to Adult Learning,
- Introduction to Family Literacy, and
- 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.

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, is expected to have completed, or be registered and participating in, the Certificate in Family Literacy course available on-line through Vancouver Community College or Conestoga College, or equivalent. It is not necessary for all family literacy facilitators to have completed this training.

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.

5.3. Community Capacity Building

The Community Adult Learning Program recognizes the potential of building a community's capacity as a mechanism for achieving its vision of a vibrant learning community. To this end, funded organizations are able to deliver a range of learning opportunities to support community and family development and workplace readiness. 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, public health and more.

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 Department's Community Adult Learning Program grant application process.

ELIGIBLE LEARNING OPPORTUNITIES

Community Capacity Building includes learning opportunities that seek to increase awareness of and address community problems, as well as learning opportunities that prepare individuals to access employment and be successful in the workplace. Examples include parenting, mental health, legal education, programming for seniors (excluding recreation and fitness), and local or indigenous languages, as well as first aid, basic computer software and application skill development, communication through social media, email, safe internet navigation, occupation-specific computer and technology training, and supporting individuals to understand workplace culture.

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.

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

Grant funds can be used to reduce fees for learning opportunities, provide on-site child care, cover costs for transportation and other relevant costs for adults facing social or economic barriers that may prevent them from participating in learning opportunities. Funded organizations are expected to interpret the guidelines below using a principled, common-sense approach. Learners are still expected to pay fees for learning opportunities if their barriers are not financial. Social and economic barriers may include:

- Low literacy or learning challenges;
- Cultural or social isolation, including English language challenges facing newcomers to Alberta or 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;
- Low income, housing, mental health or other personal or family challenges.

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. Eligible Granting Councils

Organizations may be eligible to award and distribute Community Adult Learning Program funding to other learning providers in the community if, in addition to the relevant requirements outlined in Section 5, the organization also meets the following:

- a. Do 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 training or professional development opportunities for recipient organizations.
- c. Allocate no more than 15% of their annual grant to a single provider.
- d. Develop and adhere to written policies and procedures consistent with the *Community Adult Learning Program Guidelines* and Enterprise and Advanced Education Grants Regulation 121/2008, to guide decision-making in the allocation of grants, and make available to the Department upon request.
- e. Ensure all recipient organizations are in compliance with the requirements outlined in the *Community Adult Learning Program Guidelines*.
- f. 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:

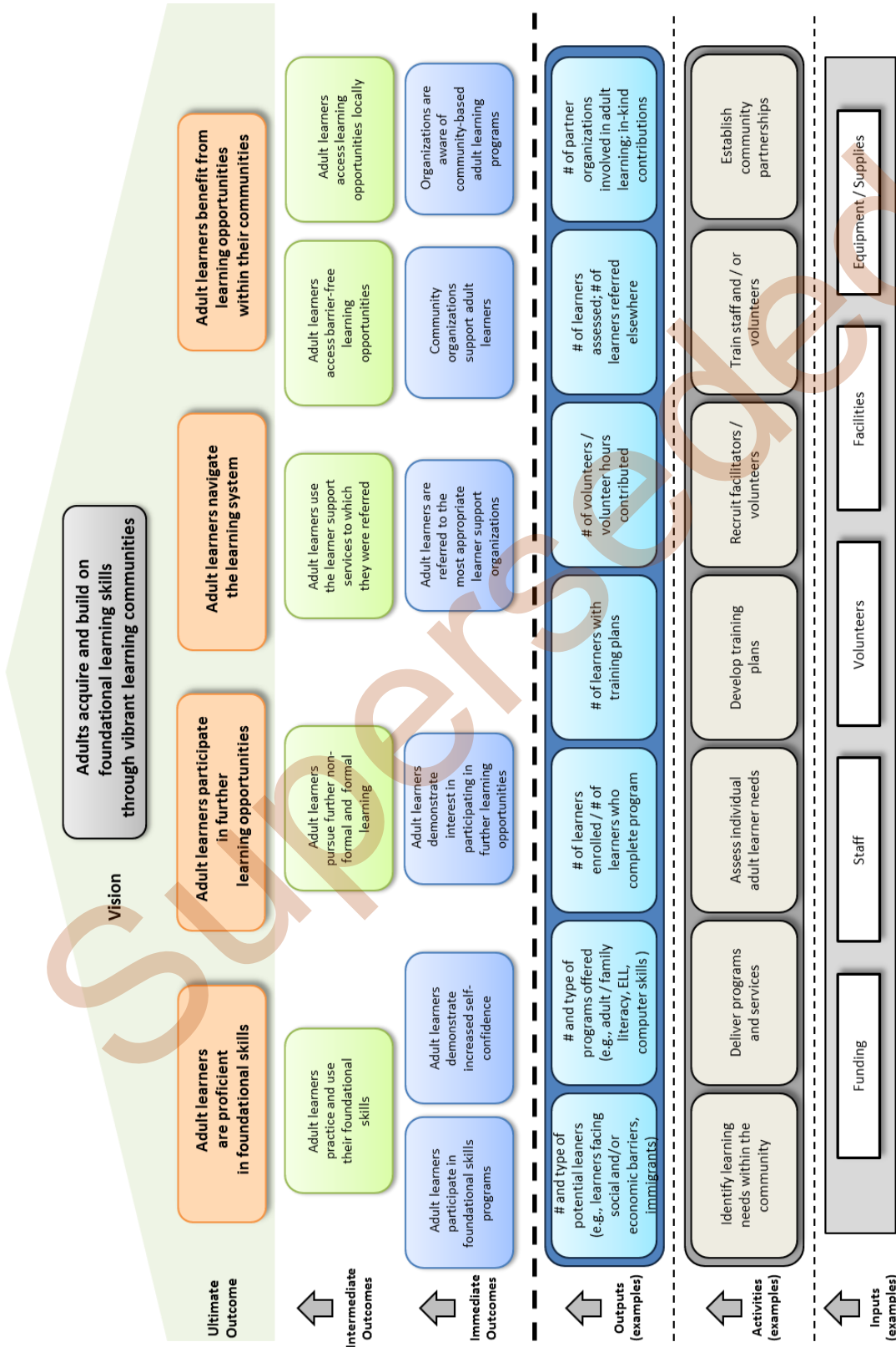
- a. Other Learning Opportunities: Any costs for learning opportunities outside of the Community Adult Learning Program, including staff time, facility rental, instructor fees, advertising, and materials.
- b. Learner Subsidy: Grant dollars cannot be provided directly to learners.
- c. Furniture, Fixtures 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.

Superseded

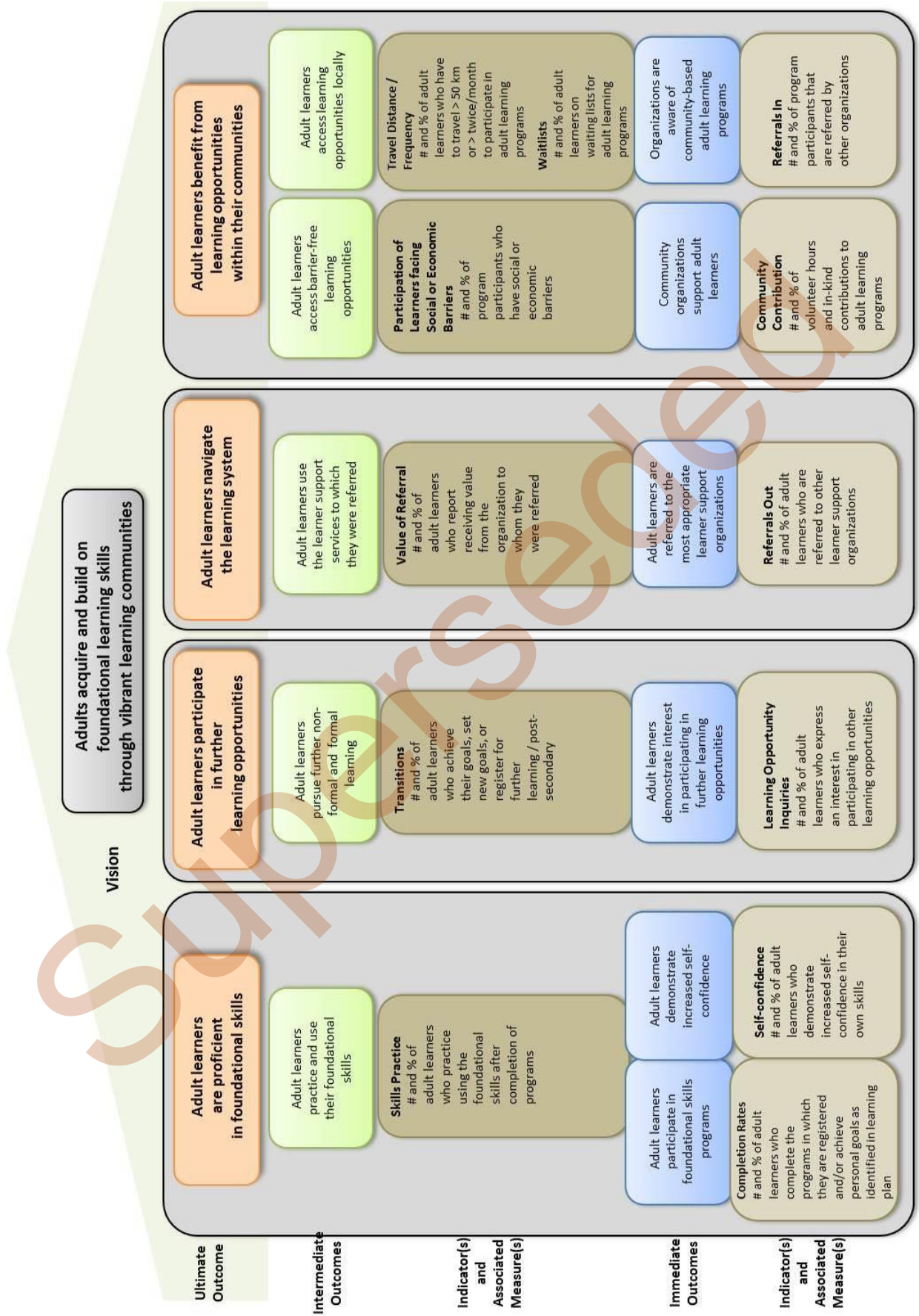
8. APPENDICES

8.1. Community Adult Learning Program Evaluation Framework

Community Adult Learning Program (CALP) Logic Model



Community Adult Learning Program (CALP) Outcomes Measurement 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.