

Community Adult Learning Program Overview

The Community Adult Learning Program (CALP) supports the delivery of part-time, non-formal literacy and foundational learning opportunities in Alberta. The program is aimed at helping adult learners in their transition to post-secondary education, employment, and/or fuller participation in society.

Under CALP, Advanced Education allocates more than \$17.5 million annually to approximately 100 organizations that focus on delivering literacy, numeracy, basic digital skills, foundational life skills, and/or English language learning. Learning is delivered through group settings or individually. CALP also provides professional development for program staff and volunteers who serve adult foundational learners. Additionally, there is specialized training available for those that work with Indigenous learners.

CALP is rooted in Alberta's [adult learning system principles](#); accessibility, quality and co-ordination by ensuring foundational learning opportunities align with community needs. In 2016/17, 21,000 unique adult learners participated in nearly 1,100 learning opportunities and teachers and volunteers dedicated nearly 130,000 instructional hours to literacy and foundational learning programs in Alberta.

All organizations that receive funding through CALP report annually on outputs and outcome measures. However, measuring the progress of foundational learners is difficult for a number of reasons. For instance, developing foundational skills generally takes longer than what can be reported in an annual reporting cycle. Instead, CALP collects information on learner's progress informally – e.g. self-reporting by learners and observations by instructors, facilitators, and volunteer tutors. This information and data provides general indicators of progress towards CALP's vision of *changing lives through adult foundational learning in connected communities*:

Goal 1: Adult learners acquire new skills.

Indicator/measure:

- a. Skills use: In 2016/17, CALP organizations reported that about nine of 10 learners practiced and used skills learned in foundational learning programs.
- b. Increased confidence: CALP's 2016/17 data indicates that about nine of 10 learners demonstrated increased self-confidence because of foundational learning opportunities.

Goal 2: CALPs develop and deliver foundational learning that meets needs.

Indicator/measure:

- c. Reduced barriers: In 2016/17, about seven out of 10 learners had a social or economic barrier to learning addressed by reducing course fees, providing childcare, and/or subsidizing or providing transportation.

Goal 3: Communities support the delivery of adult foundational learning.

Indicator/measure:

- d. Volunteer hours: In 2016/2017, volunteers contributed approximately 29 per cent of the total hours (operational, administrative, and instructional) invested in CALP programs.
- e. In-kind contributions: CALP-funded organizations leveraged more than \$1.8 million in in-kind contributions from communities in 2016/2017, which equates to 13 per cent of the total allocation in CALP grants.

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