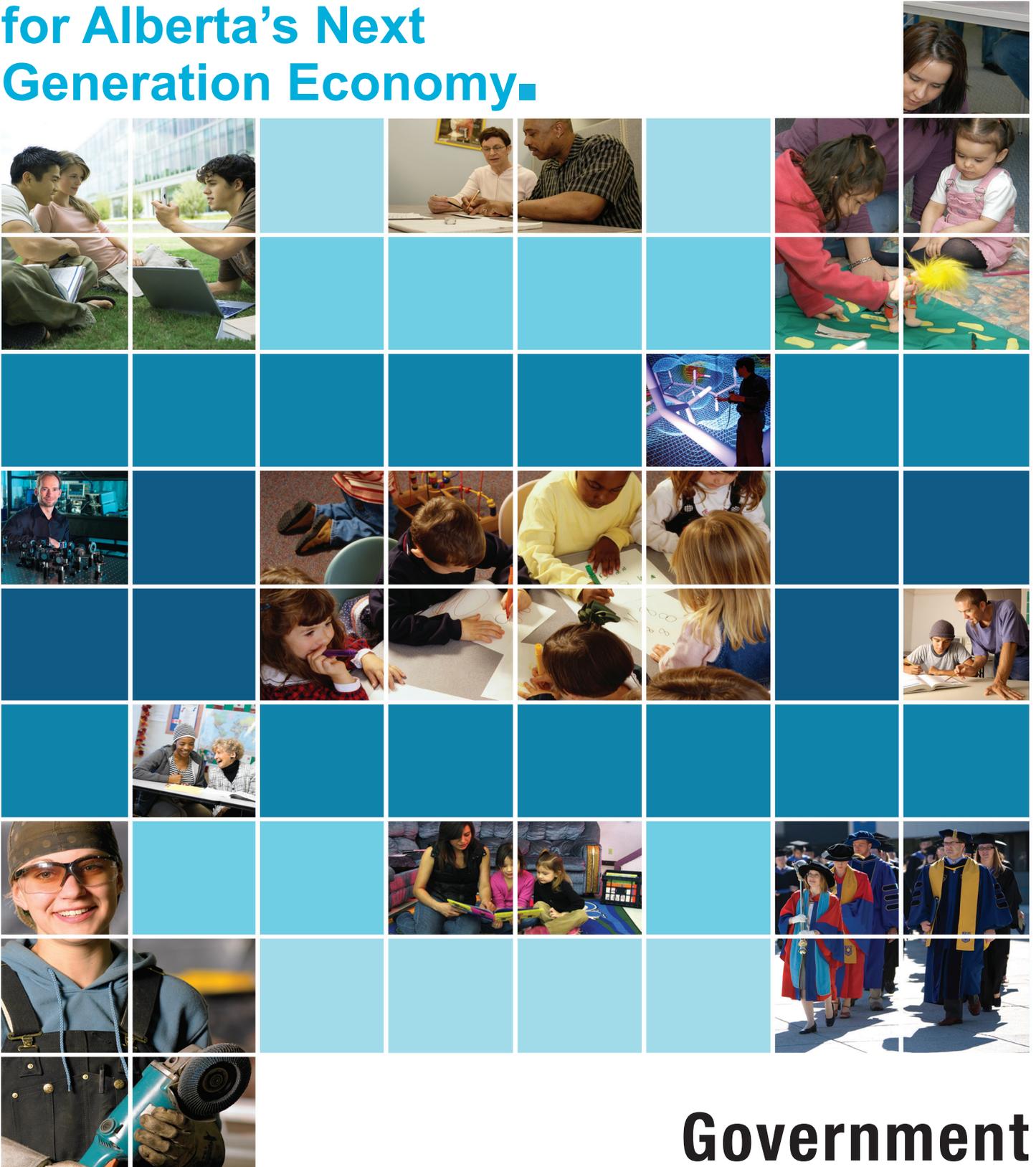
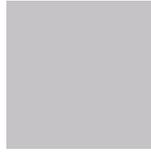


# Living Literacy: A Literacy Framework for Alberta's Next Generation Economy.



# Freedom To Create. Spirit To Achieve.



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# Introduction

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“Living Literacy” provides a framework for action that coordinates the efforts of the Government of Alberta and our many partners to improve literacy levels for Albertans so that they can thrive and contribute to the next generation economy.

The “Living Literacy” framework is the result of research and consultation with adult literacy learners, parents, and representatives from early learning, Kindergarten to Grade 12 learning system, public post-secondary institutions, community organizations, libraries, employers and industry associations and Alberta government ministries.

Individuals and organizations strongly supported a coordinated literacy framework for all Albertans as critical to achieving the vision of the Government of Alberta of an “innovative and prosperous province where Albertans enjoy a high quality of life built on vibrant communities and a healthy environment”.<sup>2</sup>

We heard that collaborative action on literacy was needed because sustainable prosperity requires people able to create, evaluate, use and share information and knowledge to improve their quality of life and achieve their full potential. Involvement and partnerships at the community level were seen as key to improving literacy levels for all Albertans. We also heard about the importance of literacy actions taking into account the cultures and realities of communities, and circumstances of populations such as First Nations, Métis and Inuit, new immigrants, persons with disabilities and seniors.

Although literacy is the great enabler, 40 percent of Albertans aged 16 and older struggle with their ability to understand and use information from texts including news stories and instruction manuals.

The “Living Literacy” framework responds to what we heard about the need for greater awareness and coordinated actions to enhance and go beyond our education and training systems to ensure that Albertans have foundational literacy skills, and to engage Albertans in developing and maintaining their literacy competencies throughout their lives on a daily basis at home and in communities and workplaces.

*Resourceful people. Original ideas. Adventurous entrepreneurs. Innovative companies. A thriving technology sector. A committed government. We're all coming together to create Alberta's Next Generation Economy. <sup>1</sup>*

*We are well into a new era where innovative societies are not only sustained by a limitless supply of ideas and imagination, but also by the ability to comprehend, compute and convey them.*

*Literacy facilitates all of these activities and in turn, fosters a nation's standard of living and quality of life. It is the great enabler. <sup>3</sup>*

# What is literacy?

Literacy is not just about reading and writing. While reading and writing provide the necessary foundation for learning, literacy is fundamentally about an individual's capacity to put his/her skills to work in shaping the course of his or her own life. Literacy involves "reading the word and the world"<sup>5</sup> in a variety of contexts. Individuals need literacy skills to obtain and use information effectively, to act as informed players and to manage interactions in a variety of contexts whether the context is making decisions about health care, parenting, managing household finances, engaging in the political process or working.

Literacy requirements are continually evolving and becoming more demanding. Alberta's next generation economy requires "independent thinkers and learners. It is about problem solving, teamwork, knowledge of the world, adaptability and comfort in a global world of technologies, conflict and complexity. It is about the joy of learning and the pleasure and productivity in using one's learning in all facets of work and life pursuits".<sup>7</sup>

The knowledge, skills and attitudes associated with high school completion are the basic building blocks for effective communication, further learning, problem-solving and active citizenship. These "foundational" literacy skills equate to level 3 on international adult literacy survey measures. The international adult literacy survey conceptualizes literacy skills along a continuum of proficiency. Level 1 describes individuals with very poor literacy skills unable to determine the correct dosage on a medicine bottle. Those at level 2 can deal with simple, clear text but will be challenged to learn new job skills. Individuals at level 3 are viewed as having skills adequate to cope with the demands of today's society. Individuals at levels 4 and 5 have strong skills and can process complex and demanding information.<sup>8</sup>

The proportion of adult Albertans with foundational literacy skills (the basic skills required for today's knowledge society or level 3 and above) has not increased in the decade between the first international literacy survey in 1994 and the second in 2003.<sup>9</sup>

*Survey finds a troubling lack of financial literacy. Most Canadians feel ill-equipped to make economic decisions, with more than half not knowing if their mutual funds are insured and with four in 10 unable to do basic interest rate calculations.*<sup>4</sup>

*The new 3Rs  
...reasoning, resilience and responsibility are requirements of the workers in the next generation economy to find science, technology and environmental solutions to increasingly complex problems*<sup>6</sup>

## Foundational Levels

### Description of Adult Literacy Levels

**Level 5** – Very strong skills able to find information in dense text and make high-level inferences or use specialized background information.

**Level 4** – Strong skills able to integrate and synthesize information from complex or lengthy passages.

**Level 3** – Adequate skills for coping in a complex advanced society. Equivalent to the skill level required for high school completion and college entry.

**Level 2** – Weak skills, can deal with simple clearly laid out material. May be able to cope with everyday demands but will have difficulty with new situations.

**Level 1** – Very poor skills, may not be able to determine the correct dosage from the label on a medicine bottle.<sup>8</sup>

# Why Literacy Matters

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The Government of Alberta's strategic plan identified that the foundation of sustainable prosperity is knowledgeable and skilled people able to build Alberta's next generation economy – an economy that is knowledge-based, value-added, innovative, globally competitive and resilient.<sup>11</sup>

*You need innovative strategies to improve literacy fast because the new wealth is going to depend on the ability of people to handle complex and abstract issues that can only be done if you have outstanding literacy.*

*If we don't get the basic literacy in place forget the rest.<sup>10</sup>*

Currently many adult Albertans do not have the literacy skills that will allow them to effectively and efficiently learn new skills and adopt and apply the advanced information and communication technologies that will be a key means for increasing productivity.

Estimates of the productivity gains from improving literacy are enormous. The TD Bank Financial Group projected that raising the literacy of Canadians with inadequate reading skills (levels 1 and 2) to an adequate skill level (level 3) would have an economic payoff close to \$80 billion. Even a one percent improvement in literacy rates nationally would boost Canada's economy by \$32 billion.<sup>12</sup> According to the C.D. Howe Institute, these effects are three times as great as for investment in physical capital. As well, raising literacy and numeracy for people with weak and poor skills may have a greater impact on long-run economic growth than investing in more highly skilled graduates.<sup>13</sup>

The benefits of higher literacy levels are more than economic. Research supports the link between higher literacy skills and higher levels of physical and mental health status. A positive relationship was also shown between literacy levels and civic and social engagement. Higher prose literacy scores were correlated with higher rates of volunteerism and participation in one or more civic organizations.<sup>14</sup>

The Conference Board of Canada and the Canadian Public Health Association identified literacy as one of the socio-economic determinants of health that should be addressed to ensure the long-term sustainability of Canada's health care delivery system.<sup>16</sup> Seniors are at greater risk for low literacy because the skills bar is being raised continually and because skill loss is a natural consequence of aging.

Literacy skills acquired through a solid educational foundation are retained only if used continually throughout the lifespan at home, in community and in the workplace. Workers in jobs that under-utilize their essential skills face the risk of losing the skills because they do not use them regularly.<sup>17</sup> The importance of daily reading was noted in two recent reports on health literacy in Canada that suggested that daily reading is one of the most important determinants of health literacy.<sup>18</sup>

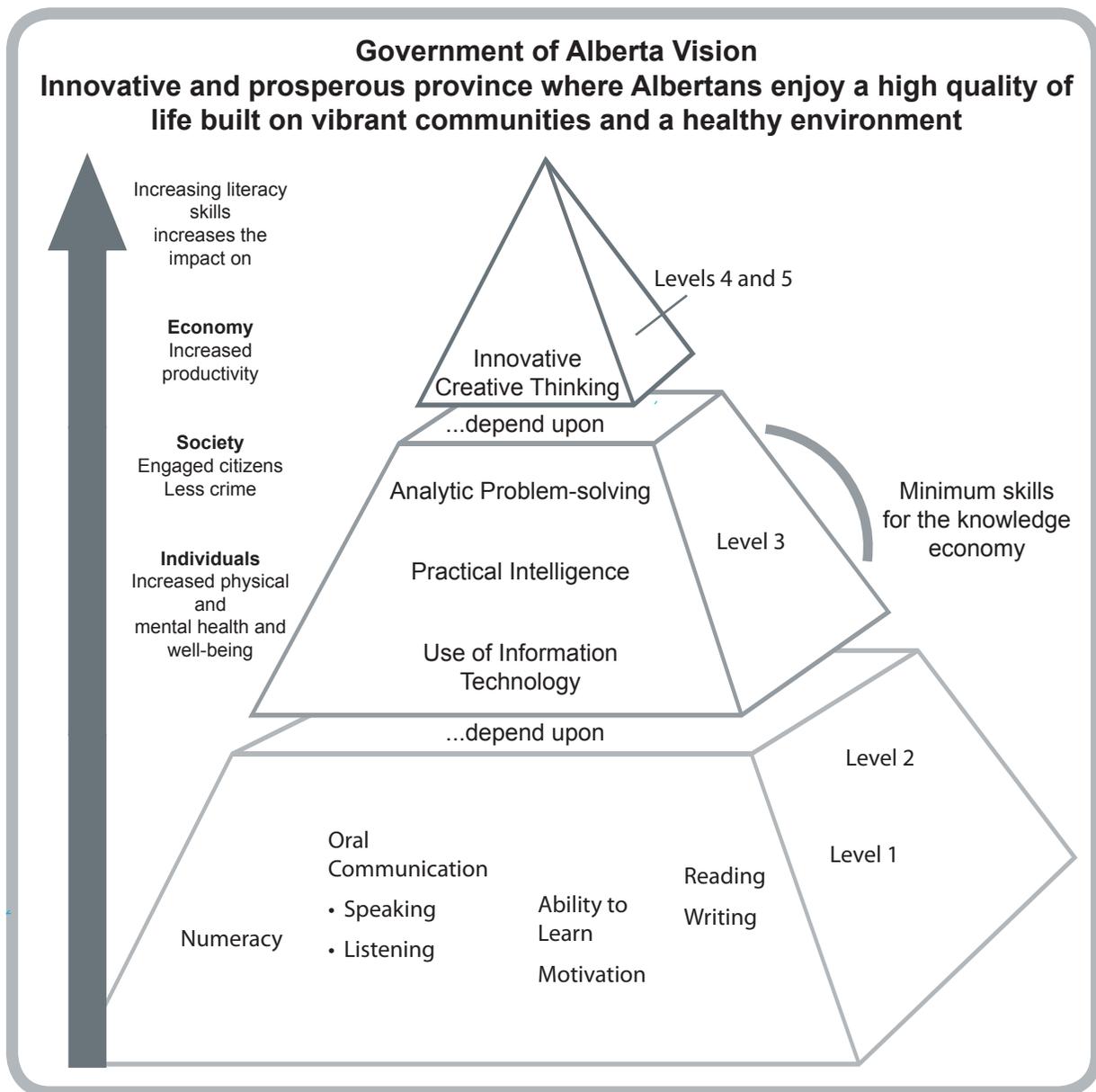
Continuous learning or lifelong learning assists in maintaining competencies and gaining new ones. Adults with strong literacy (levels 4/5) had much higher rates of participation in credit and noncredit learning, and active forms of informal learning than adults with poor and weak literacy skills. About 80 percent of Canadians with a university degree participate in active forms of learning compared to 57 percent of Canadians with high school completion.<sup>19</sup>

*Many Canadians don't have the literacy skills needed to respond to the daily health information demands and the situation is "critical". A report by the Canadian Public Health Association estimates that 88 percent of senior citizens cannot cope on their own with modern health care information demands.<sup>15</sup>*

# Why Literacy Matters

Literacy levels have a significant influence on life outcomes – the ability to learn, health status, civic participation and social engagement, economic performance, and involvement with the justice system. However, the overwhelming majority of Canadian adults with low literacy skills believe that their skills are adequate and do not see a need to invest in raising their literacy levels. As well, many adults who completed high school or post-secondary education have allowed their literacy skills to erode through lack of use.

Literacy skills are required by everyone in every situation – life wide and throughout our lives – life long. Increasing the literacy skills of Albertans is an important contributor to enhancing and maintaining the quality of life of individuals, families, communities and the province.



# Literacy Development Involves Many Partners

Alberta's success in having a population with highly developed literacy competencies is dependent upon the commitment and collaboration of many partners, including the following:

## Individuals and Families

Literacy development begins and is maintained in the home. The foundation for school literacy and lifelong learning is laid in the early years through families talking, story telling and reading together. These activities ensure that children have the necessary early language and emergent literacy building blocks when they start school.<sup>22</sup> Literacy development continues through adulthood with daily use needed to maintain skills and keep up with the evolving demands of new technology and media.

*Parental involvement is key to the development of literacy skills.*

*Numerous studies attest to the profound influence of parents. Early literacy develops from the many parent-child interactions around everyday experiences such as noting signs while shopping, informal parent commentary on what's happening throughout the day, and listening to stories.<sup>21</sup>*

## Schools and School Jurisdictions

Schools and school jurisdictions are critical builders of literacy. Alberta's programs of studies in the Kindergarten to Grade 12 system support students to develop the abilities to think deeply about what they read and to express themselves accurately and expressively in a variety of contexts in a variety of media (such as multimedia, speech, hypertext, text messaging and symbols).

## Volunteers, Community Groups and Public Libraries

Every year, thousands of volunteers contribute their skills and time in settings such as Community Adult Learning Councils, volunteer tutor programs and public libraries to mentor others - adults and children - to assist them with basic reading, writing and/or math. Family literacy programs, preschool programs, community centres and public libraries are just some examples of the many online and on-site opportunities for individuals and families to engage in literacy.

## Training Organizations and Post-Secondary Institutions

Public post-secondary institutions and private training providers provide a range of credit and noncredit programs ranging from adult basic education, diploma and degree programs, occupational training, apprenticeship training, professional development and general interest courses.

## Employers and Employee and Industry Associations

The impact of literacy skills on labour market outcomes is clear. Adults with higher literacy skills work more, experience less unemployment, earn more and rely less on employment insurance and social assistance.<sup>23</sup> Where workplaces provided literacy and essential skills training for their employees, the results included improvements in safety records, worker confidence, productivity and performance, labour relations, quality of work, and increased staff retention.<sup>24</sup>

## Government of Alberta

The Government of Alberta has a range of initiatives to support literacy development through early learning, basic education (Kindergarten to Grade 12), advanced education (community-based and post-secondary institutions) and workforce development policies and programs. A summary of the Government of Alberta's key literacy related initiatives and programs is included as Appendix A.

# LIVING LITERACY: A Literacy Framework For Alberta's Next Generation Economy

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Literacy is more than the ability to read and write. It involves the knowledge, skills and abilities – the competencies - that enable individuals to think critically, communicate effectively, deal with change and solve problems in a variety of contexts to achieve their personal goals, develop their knowledge and potential, and participate fully in society.

- **Literacy is life long.** The development and maintenance of literacy competencies is life long. It begins at birth with early learning experiences and continues through adulthood. Literacy requirements evolve over time throughout the life course and with advances in technology and new media.
- **Literacy is complex.** In our knowledge-based society, literacy competencies extend beyond reading and writing to extracting and critically analyzing information to solve problems in different settings such as school, advanced education, work and in the community.
- **Literacy has personal, social and economic benefits for everyone.** Individuals with stronger literacy skills have been shown to have higher income, better health, greater social and civic engagement, life long access to learning and less involvement with the justice system. Everyone has a responsibility to develop and maintain literacy competencies.

**Vision** - Albertans have the literacy competencies to participate fully and successfully in living, learning and work.

## Values

Literacy policies, programs and services:

- Are learner-centred and responsive to the strengths, abilities and needs of individuals.
- Acknowledge and value the language, culture, spirituality and traditions of learners, families and communities.
- Are delivered through collaborative partnerships.
- Support innovation and excellence in teaching and learning.
- Are based on shared responsibility and accountability.
- Are developed and implemented through open, honest, consistent and transparent processes.

## Goals

The framework for action is built around four interlinked goals.

1. **Increase Literacy** – More Albertans have a minimum of level 3 on international adult literacy measures.
2. **Build Awareness** - Albertans have increased understanding of the importance of literacy and its lifelong benefit for all.
3. **Enhance Opportunities** - Inclusive and accessible programs and services provide quality learning opportunities for more individuals to develop, enhance and maintain their literacy skills.
4. **Facilitate Partnerships** - Collaborative partnerships support a continuum of literacy development for Albertans of all ages.

# Priority Actions (2009 - 2013)

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To address the vision and four goals of “Living Literacy”, the Government of Alberta through leadership from Alberta Advanced Education and Technology, Alberta Education and Alberta Employment and Immigration and support from other government ministries, commits to coordinate and collaborate with our many partners to improve the literacy skills of Albertans through the following priority actions:

## **Increase Literacy**

**Goal 1** – More Albertans have a minimum of level 3 on international adult literacy measures (roughly the competencies associated with high school completion).

### **Priority Actions:**

- 1.1 Work with adult literacy providers (community learning providers, post-secondary institutions, private providers and workplace trainers) to develop and implement an articulated adult literacy system referenced to international adult literacy and essential skills measures. This includes:
  - Standard learning outcomes and benchmarks.
  - Standard tools to assess learning and skill acquisition.
  - Articulated literacy curriculum.
- 1.2 Introduce new approaches to increase the numbers of adults participating in foundational literacy programs (levels 1 and 2), including:
  - Innovative community-based programming.
  - e-learning and web-based delivery.
  - Access to tuition, books, supplies and income support.
  - Workplace essential skills programming.
- 1.3 Identify new strategies to provide a full continuum of adult learning and skills training that will effectively address low levels of literacy (levels 1 and 2) among adults, specifically:
  - Identify and prioritize gaps.
  - Pilot new approaches that respond to the specific needs of First Nations, Métis and Inuit people, immigrants, persons with disabilities and seniors.
- 1.4 Coordinate adult literacy policies, programs and services, beginning with:
  - Alignment of literacy programming between community adult learning providers and comprehensive community institutions (colleges).

# Priority Actions (2009 - 2013) - continued

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## **Build Awareness**

**Goal 2** – Albertans have increased understanding of the importance of literacy and its lifelong benefit for all.

### **Priority Actions:**

- 2.1 Work with education and training stakeholders to facilitate literacy actions in communities.
- 2.2 Develop accessible information for specific populations including government ministries, employers and industry, adults with literacy challenges, seniors and families with young children.

## **Enhance Opportunities**

**Goal 3** – Inclusive and accessible programs and services provide quality learning opportunities for more individuals to develop, enhance and maintain their literacy skills.

### **Priority Actions:**

- 3.1 Develop and implement a priority action plan for Kindergarten to Grade 12 literacy.
- 3.2 Pilot and research effective practices in literacy in community, school, post-secondary and workplace settings.
- 3.3 Increase professional development in literacy, including:
  - Support approaches to infuse literacy into programs of study.
  - Support training in literacy for educators, instructors, literacy practitioners and workplace trainers.
  - Facilitate the sharing of effective practices in assessment, curricula and instructional strategies.

## **Facilitate Partnerships**

**Goal 4** - Collaborative partnerships support a continuum of literacy development for Albertans of all ages.

### **Priority Actions:**

- 4.1 Explore partnerships between schools, community learning organizations, public libraries and employers.
- 4.2 Coordinate provincial literacy policies, programs and services.

# Monitoring and Reporting on Progress

The “Living Literacy” framework builds on the strengths of our current early learning and child care, basic education (Kindergarten to Grade 12), advanced education (community-based and post-secondary institutions) and workforce development systems, and ongoing initiatives to enhance lifelong learning. Regular and ongoing monitoring and reporting will be established to measure progress and ensure that actions respond to the evolving needs of Albertans and Alberta.

## Vision

Albertans have the literacy competencies to participate fully and successfully in living, learning and work.

Alberta has a knowledgeable and innovative population able to thrive and contribute to the next generation economy.



## Outcome

By 2020, 70% of Albertans will have a minimum of level 3 on international adult literacy measures.



## Intermediate Outcomes

- Children begin Grade 1 prepared to learn.
- Children meet the acceptable and the standard of excellence on grades 3, 6 and 9 achievement tests.
- Alberta children and youth are among the best in the world on international assessments.
- Students complete high school within five years of entering Grade 10.
- Adults improve their literacy skills in schools, communities and workplaces.



## Goals

**Increase Literacy** - More Albertans have a minimum of level 3 on international adult literacy measures.

**Build Awareness** - Albertans have increased understanding of the importance of literacy and its lifelong benefit for all.

**Enhance Opportunities** - Inclusive and accessible programs and services provide quality learning opportunities for more individuals to develop, enhance and maintain their literacy skills.

**Facilitate Partnerships** - Collaborative partnerships support a continuum of literacy development for Albertans of all ages.

## Increased literacy levels as measured by these indicators

- Participation rate of Grade 1 students in Early Childhood Services (ECS) Programs in a prior year.
- % of students in grades 3, 6 and 9 who achieve the acceptable standard and the standard of excellence on achievement tests.
- Average scores of Alberta children and youth (grade 4, age 13 and age 15) on international and national assessments (Programs in International Reading Literacy Study, Pan-Canadian Assessment Program and Program of International Student Assessment).
- High school completion rate of students within five years of entering Grade 10.
- Numbers of adults participating and progressing in foundational literacy programs (less than high school equivalency or levels 1 and 2).
- Employer satisfaction with the skills and quality of work from education system graduates.
- Number of employer-supported workplace literacy/essential skills programs.
- Introduction of new approaches to literacy development in adults.
- Proportion of adults who score level 3 and higher on international adult literacy measures (will require the introduction of standardized assessment).



# Appendix A: Alberta Government Literacy-Related Initiatives

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The Government of Alberta in its strategic plan identifies enhancing value-added activity, increasing innovation, and building a skilled workforce as a priority to long-run sustainability of Alberta's economy. Key to achieving this is enhancing excellence, access and affordability of the learning system and building a flexible and competitive workforce.

A number of government strategic priorities including *A Learning Alberta*, *Alberta's Commission on Learning* and the *K-3 Numeracy/Literacy Report* identified the important role of early learning and the need to break the intergenerational cycle of low literacy/low socio-economic status by investing in family literacy and other parenting supports. This includes Child Care, Early Childhood Services (educational programming for children as young as 2 ½ years), Parent Link Centres, and the Parent-Child Literacy Strategy which supports intergenerational family literacy programming for parents and their preschool-aged children. Premier Stelmach's April 2009 mandate letter to the Minister of Education identified a priority to continue to improve the learning outcomes of at-risk children by increasing broad-based supports and early intervention initiatives.

Alberta Education provides Early Childhood Services (ECS) options for educational programming for children as young as 2 ½ years old. Children from 2 ½ to age 6 identified with disabilities/delays are eligible for up to three years of ECS funding depending upon age, severity of disability/delay and its impact on the child's ability to function within an ECS environment. Funding is also available for children at least 3 ½ years of age with mild to moderate disabilities and those who are gifted and talented. In 2007, Alberta Education introduced the Early Learners: English as a Second Language (ESL)/Francisation Programming for ECS which provides additional funds to help build language skills for children as young as 3 ½ years of age.

Alberta Advanced Education and Technology's Parent-Child Literacy Strategy recognizes that parents are children's first teachers. The strategy supports inter-generational family literacy programming for disadvantaged parents who have children up to age 6. Part-time programs are offered by community groups to increase the confidence and skills of parents to engage in early learning and literacy activities with their children, and to encourage parents to continue their own literacy learning.

Public education is provided free of charge to all Canadian citizens and permanent residents under 20 years of age until the end of secondary school. In Alberta, students are legally required to attend school from ages 6 to 16. Alberta spends about \$30 million on the Kindergarten to Grade 12 (K-12) learning system for each day that students are in school. Our public education system includes public, separate, francophone and charter schools, as well as alternative programs and virtual programs offered by school boards, and home education. Public and separate school boards operate the basic education system in the province — the universal system accessible to everyone. Separate school boards administer Roman Catholic and Protestant separate schools.

# Appendix A: Alberta Government Literacy-Related Initiatives - continued

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A commonly cited reason for non-completion of high school is that students do not have the literacy skills to keep up with an increasingly complex high school curriculum. To address this, a key strategy to increase high school completion is the development of priority actions to improve school-aged literacy. Alberta Education is developing a Literacy Action Plan to further enhance student achievement. The action plan provides a contemporary definition of literacy in the Alberta context, guiding principles, goals and strategies to support educators in providing Alberta students with the strategic literacy instruction they need for life long learning in the 21<sup>st</sup> century. Alberta Education has produced *Supporting the Literacy Learner: Promising Literacy Strategies in Alberta* showcasing 12 Alberta Initiative for School Improvement (AISI) projects from Cycle 1 and Cycle 2 that demonstrate promising literacy strategies for classroom implementation. *Supporting the Literacy Learner II* showcases 17 AISI projects that support the definition of literacy for the K-12 system.

When students reach 20 and wish to further their secondary schooling, they are responsible for paying for their tuition, books and supplies, unless the individual qualifies for funding through Alberta Employment and Immigration funded programs.

The ministries of Alberta Advanced Education and Technology and Alberta Employment and Immigration share the responsibilities for publicly supported foundational learning for adults (equivalent to high school completion or international adult literacy survey levels 1 and 2).

Alberta Employment and Immigration provides full-time and part-time training programs for eligible adult Albertans so they can pursue further job-related training and/or find a job and substantially improve their employment opportunities. Eligible clients may receive financial assistance in the form of grants to cover tuition, books, supplies and income support. They may also receive health benefits.

In 2008-09, 12,233 clients received full-time training from about 100 public (Comprehensive Community Institutions, other post-secondary institutions and school boards) and private training providers. Alberta Employment and Immigration provided over \$111 million for tuition, books, supplies and income support to increase employability, employment, and readiness for further training. Generally, eligible learners must be at least 18 years old and not have attended an education program under the School Act for 12 consecutive months. Training includes classroom-based programs (grades 1 to 9; Life Skills/ Personal Management; or College Preparation Programs; English as a Second Language (ESL); or Academic Upgrading) or Integrated Training (a skill-based training program that combines job-related skills, work experience, employability and/or essential skills, and academic related and/or ESL training).

In 2008-09, Alberta Employment and Immigration provided \$6 million to over 4,000 clients for part-time training. Support is provided through two bursaries: the Skills Investment Bursary and the Part-Time Bursary.

# Appendix A: Alberta Government Literacy-Related Initiatives - continued

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Across Canada, assisting adults to read and write is rooted in volunteerism and voluntary sector organizations. Alberta Advanced Education and Technology supports a province-wide network of over 80 Community Adult Learning Councils, 72 volunteer tutor adult literacy and 50 family literacy programs which are mandated to provide adults with locally available tuition-free or low cost learning for personal, further learning, or employment purposes. These programs have the ability to reach learners where they are geographically and with respect to literacy level. Adults can be matched with a volunteer tutor, attend a part-time class, or participate in a family literacy program.

In 2008, 2,000 adults were matched with a volunteer tutor who assisted them with basic reading, writing and/or math. On average, these learners received 39 hours of tutoring. Almost half of these adults were between the ages of 18 and 35, with the majority seeking to improve their literacy skills for personal reasons. Community Adult Learning Councils offered 600 part-time adult basic literacy courses to 4,000 registrants and 550 English as a Second language (ESL) courses to over 7,000 registrants. About 4,500 parents (with their preschool children) participated in family literacy programs. The community learning system received \$12 million, a portion of which is focused specifically on adult basic literacy and family literacy programming.

Alberta Advanced Education and Technology's 2008-09 budget to support the post-secondary education system, facilities, learners, research and innovation, technology commercialization and apprenticeship delivery was \$3 billion.

The need to increase literacy and other foundation skills of adult Albertans was identified in *A Learning Alberta* and *Building and Educating Tomorrow's Workforce*. Both initiatives recognize that people are the shaping force in sustaining Alberta's economic performance and quality of life. Specific strategies are under way to provide specific programs and supports to groups underrepresented in education and the workforce. This includes First Nations, Métis, Inuit peoples, persons with disabilities, Albertans with literacy challenges and immigrants.

# Appendix A: Alberta Government Literacy-Related Initiatives - continued

Table 1 below provides a summary of the continuum of Alberta Government education and training programs that provide up to the competencies generally associated with high school completion.

**Table 1:  
Alberta Government Foundational Literacy Programs\***

Life Stage				
<b>Families</b>	<p>Early Childhood Services (ECS) – for children as young as age 2 ½ for severe disability/delay, mild to moderate disability/delay, gifted and talented, ESL and Francisation.</p>			
<b>Inter-Generational Adult + Preschool</b>	<p>Part-time family literacy programs for disadvantaged parents with children up to age 6.</p>			
<b>Children and Youth</b>	<p>Basic education to age 20 Kindergarten, Grades 1-12.</p> <p>A range of additional assessment, programs, learning resources, professional and paraprofessional assistance available to address the diverse learning needs of students.</p>			
<b>Working Age Adults</b>	<p><b>For personal, further learning or employment purposes</b></p> <p>Community learning programming provides free tutor or low-tuition part-time classroom programs for adults.</p> <p>Inmate Education Program supports literacy and other learning for offenders in Alberta’s correctional facilities.</p>	<p><b>For personal, further learning or employment purposes</b></p> <p>Tuition-based high school courses. Tuition may be covered for eligible low-income adults.</p> <p>Tuition-based programming offered by post-secondary institutions.</p> <p>Tuition and other supports may be covered for eligible low-income adults.</p>	<p><b>Primarily for employment</b></p> <p>Support for full or part-time programming up to academic upgrading/college preparation in public or private institutions for eligible low-income adults out of K-12 for 12 months. Tuition, text books, transportation and income support for eligible adults and dependents.</p>	<p><b>For employment</b></p> <p>Integrated vocational training for eligible adults. May provide tuition, text books, transportation and income support for eligible adults and dependents.</p>
	<p><b>In the workplace</b></p> <p>English in the Workplace and Workplace Essential Skills programs provide English as a second language and literacy training for small and medium-sized employers.</p>			
<b>Seniors</b>	<p>Community learning programming for Seniors.</p>			

*\* Foundational literacy programs are educational and training programs intended to provide education and training up to level 3 on international adult literacy measures (competencies associated with high school completion).*

# Appendix A: Alberta Government Literacy-Related Initiatives - continued

Table 2 below provides examples of some of the government of Alberta programs that support the foundational literacy programs summarized in Table 1.

**Table 2:**

## Examples of Alberta Government Actions that Contribute to or Impact Literacy

Life Stage	Program/Initiative
<b>Families</b>	<ul style="list-style-type: none"> <li>• Parent Link Centres</li> <li>• Initiatives for optimal early childhood development including child care staff training and accreditation</li> </ul>
<b>Children and Youth</b>	<ul style="list-style-type: none"> <li>• Math, Science and Technology Awareness and Promotion</li> <li>• Healthy Alberta School Communities Strategy</li> <li>• Healthy Kids Alberta! Strategy</li> </ul>
<b>Youth</b>	<ul style="list-style-type: none"> <li>• Connecting Learning and Work (career development information and assistance)</li> <li>• Advancing Futures Bursary Program for youth-in-care</li> <li>• Youth Technopreneurship</li> <li>• Internships for new graduates seeking work experience</li> </ul>
<b>Working Age Adults</b>	<ul style="list-style-type: none"> <li>• Supports and services to enable persons with disabilities to be as independent as possible and participate in the community</li> <li>• Grant support to cover tuition, text books and supplies and income support for full or part-time training</li> <li>• Workplace Essential Skills Training</li> <li>• Alberta Health Workforce Action Plan</li> </ul>
<b>Seniors</b>	<ul style="list-style-type: none"> <li>• Supports and services to support independence and enable participation in community life</li> </ul>
<b>For All Ages</b>	<ul style="list-style-type: none"> <li>• Work Foundations</li> <li>• Support for public libraries including the Alberta Public Library Electronic Network</li> <li>• Supports and services for persons with disabilities</li> <li>• Public infrastructure for schools, post-secondary institutions and other facilities</li> </ul>

# End Notes

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- <sup>1</sup> *Alberta's Action Plan: Bringing Technology to Market*, June 2008, p.1.
- <sup>2</sup> 2009-12 Government of Alberta Strategic Business Plan, p. 1.
- <sup>3</sup> F. McKenna, Deputy Chairman, TD Bank Financial Group, *Literacy Matters*, 2007, p. 1.
- <sup>4</sup> The Strategic Council, *Canadian National Survey on Economic and Financial Capability*, Canadian Foundation for Economic Education, November 2008 and *Survey finds troubling lack of financial literacy* cited in the *Edmonton Journal*, December 16, 2008.
- <sup>5</sup> P. Freire, *Pedagogy of the Oppressed*, Penguin, 1972.
- <sup>6</sup> *Rick focusing on new 3 Rs*, Lethbridge Herald, November 18, 2008, p. A4.
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