

Errata

Please note the following errors in this document and their corrections.

On page 10, where the document currently states:

- “**Literacy:** In Canada, Alberta was the best performer with an average score of 277.7 [+3.6] while the Canadian average was 273 [+1.1]. Internationally, Alberta ranked among the top. Alberta also had a higher proportion of population [55%] at level 4 or 5 than any other province in Canada, and only behind Yukon among the territories.”

This is incorrect and should be replaced with:

- “**Literacy:** In Canada, Alberta was the best performer with an average score of 277.7 [+3.6] while the Canadian average was 273 [+1.1]. Internationally, Alberta ranked among the top. Alberta also had a higher proportion of the population [55%] that performed at literacy Level 3 or better, above the Canadian average.”

Also on page 10, where the document currently states:

- “**Numeracy:** Alberta also was the best performer in Canada for numeracy scores; the average was at 269.1 [+4.3]. About 47% of Alberta’s population had numeracy skills at level 4 or 5 which is also the highest in Canada. Internationally, Alberta also ranked among the top jurisdictions on both these statistics.”

This is incorrect and should be replaced with:

- “**Numeracy:** Alberta also was the best performer in Canada for numeracy scores; the average was at 269.1 [+4.3]. Approximately 47% of Alberta’s population performed at numeracy Level 3 or better, which is also above the Canadian average.”

(May 2019)

Living Literacy

A Literacy Framework for Alberta's Next Generation Economy



The Report
2009 - 2013



CATALOGUING IN PUBLICATION DATA

Government of Alberta.

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BACKGROUND



“Literacy is lifelong, complex and has personal, social and economic benefits for everyone.”¹

“Simply put, literacy is the single most important tool that Canadians need to realize their full economic potential.”² Children and youth in the Kindergarten to Grade 12 system and adult Albertans need literacy skills so they can effectively and efficiently learn new skills, adopt and adapt advanced information and communication technologies, optimize their lifelong learning potential, and become active, participating members of the community and society.³

Literacy development begins with early learning experiences and involves the knowledge, skills and abilities that enable individuals to think critically, communicate effectively, deal with change and solve problems. Literacy is more than the ability to read and write. People need many ways to discover the world and make sense of it by acquiring, connecting, creating and communicating meaning in a variety of contexts throughout daily life.

For adult learners, essential skills are the skills that people need for learning, work and life. The following nine essential skills,⁴ recognized by the Government of Canada and other national and international agencies, are considered to be foundational to learning and acquiring all other skills used in everyday life:

- oral communication
- continuous learning
- working with others
- document use
- reading
- numeracy
- writing
- computer use
- thinking

LITERACY FRAMEWORK

In 2009, the Government of Alberta released a document, *Living Literacy: A Framework for Alberta's Next Generation Economy* [the *Living Literacy Framework*], to respond to the need for greater awareness and coordinated actions to ensure that:

- 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.

¹ Government of Alberta, *Living Literacy: A Literacy Framework for Alberta's Next Generation Economy*, 2009, p. 6.

² T. Scott Murray et al., *Addressing Canada's Literacy Challenge: A Cost/Benefit Analysis*, 2009, p. 57.

³ Alberta Education, *Literacy First: A Plan for Action*, 2010; Government of Alberta, *Living Literacy: A Literacy Framework for Alberta's Next Generation Economy*, 2009.

⁴ Chris Harwood, *State of the Literacy and Essential Skills Field*, 2012, p. 28.

In the *Living Literacy Framework*, it was noted that there is a need to:

- increase awareness among learners, employers, practitioners, organizations and government about the importance of literacy
- increase literacy levels so individuals have adequate skills to cope with the demands of today's society
- meet the literacy needs of diverse populations, including newcomers/immigrants, learners with disabilities, Albertans living in poverty, Aboriginal groups, youth and seniors, while taking into account the cultures and realities of communities
- facilitate partnerships and involvement at the community level
- help learners navigate pathways to further learning and workforce participation
- support collaborative action on literacy, so that Albertans can create, evaluate, use and share information and knowledge to improve their quality of life and achieve their full potential.

The *Living Literacy Framework* discussed how Albertans need literacy skills to obtain and use information effectively. In 1994 and again in 2003, Canada participated in International Adult Literacy Surveys [IALS]. Based on 2003 data, "Nationally, 48 percent of the adult population—12 million Canadians aged 16 and over—perform below Level 3 on the prose and document literacy scales."⁵ Level 3 is equivalent to the level required for high school completion and post-secondary entry. The results for Alberta are slightly better than the national results; 40% of Albertans aged 16 and over scored below Level 3.

Increasing the literacy and essential skills of Albertans is critical to their growth as individuals and to the province's economic growth and productivity. Literacy levels significantly impact life outcomes—economic [e.g., productivity, innovation, competitiveness, employee retention], educational [e.g., knowledge acquisition, career goal achievement, high school completion, lifelong learning] and health-related [e.g., physical, social, emotional]. Typically, adults with low literacy are not aware of their limited literacy skills and therefore do not see a need to invest in raising their literacy levels. Alberta's success in increasing participation in learning and raising the literacy and essential skills levels is dependent upon the commitment and collaboration of many partners, including:

- individuals and families [e.g., provide and maintain literacy in the home]
- schools and school authorities [e.g., are critical builders of literacy]
- volunteers and community groups [e.g., offer Albertans opportunities to engage in literacy instruction and skill development]
- training organizations and post-secondary institutions [e.g., provide a range of credentialed and non-credentialed courses]
- employers and industry associations [e.g., offer employer-related skills and training]
- Government of Alberta [e.g., support literacy development through a range of initiatives, including early learning, advanced education, and workforce development policies and programs].



The *Living Literacy Framework* was prepared by Education, Innovation and Advanced Education and Human Services [tri-ministry partners]. It builds on the strengths of the current Kindergarten to Grade 12 education system, advanced education system and workforce development programs. Four goals [increase literacy, build awareness, enhance opportunities, facilitate partnerships] were identified in the *Living Literacy Framework*, as were specific priority actions, five intermediate outcomes, and nine indicators to measure increased literacy levels.

⁵ Government of Canada, *Building on Our Competencies: Canadian Results of the International Adult Literacy and Skills Survey*, 2005, p. 9.

PURPOSE OF THE REPORT



“ Literacy is... the road to human progress and the means through which every man, woman and child can realize his or her full potential. ”

–Kofi Annan



The purpose of this report is to describe the results, with respect to the implementation of the priority actions identified for each of the four goals, used to measure progress toward meeting the Framework's outcome that “By 2020, 70% of Albertans will have a minimum of level 3 on international adult literacy measures.”⁶

The baseline used in the *Living Literacy Framework* was the 2003 International Adult Literacy Survey [IALS] results which indicated that 60% of Albertans attained Level 3 [which is equivalent to the level required in High School completion and post-secondary entry]. Since the *Living Literacy Framework* was released, the IALS has been replaced by the Programme for the International Assessment of Adult Competencies [PIAAC] which uses different measures to assess literacy levels; literacy, numeracy and problem solving skills in technology-rich environments. Although, there are no direct correlations between the IALS and the PIAAC results, the results for Alberta for 2013 were highest in Canada.



⁶ Government of Alberta, *Living Literacy: A Literacy Framework for Alberta's Next Generation Economy*, 2009, p. 9.

SUMMARY OF RESULTS

The Government of Alberta, through shared leadership from Education, Innovation and Advanced Education, and Human Services and with support from other ministries, continues to coordinate and collaborate with partners to increase participation in learning and improve the literacy of Albertans.

PRIORITY ACTIONS— REPORTED RESULTS

As reported in Appendix A, between 2009 and 2013, various activities were implemented to address the priority actions identified in the *Living Literacy Framework*. A summary of the reported results follows.

With respect to each goal's priority actions, the Government of Alberta:

Goal 1: Increase Literacy

- supported the sustainability of literacy and essential skills programs—e.g., provided funding to organizations to manage and pilot professional development, Aboriginal-focused and work-related projects [see Appendix C for examples]; participated in the development of a reading benchmarks resource; supported basic skills training

Goal 2: Build Awareness

- increased Albertans' understanding of the importance of literacy—e.g., developed accessible information through the use of technology, such as literacy videos, websites, webpages, literacy learning webinars, and presentations to business and industry; supported development of a community engagement model; participated in literacy and learning symposia

Goal 3: Enhance Opportunities

- shared and piloted effective practices; and supported professional development opportunities—e.g., released Education's action plan for literacy; began curriculum redesign initiative that views literacy and numeracy as foundational to student learning; funded adult training programs and human services programs; showcased Alberta Initiative for School Improvement projects; supported the piloting of the digital inclusive education planning tool; participated in family literacy and employer-supported training projects

Goal 4: Facilitate Partnerships

- supported a continuum of literacy development through collaborative partnerships—e.g., provided funding to organizations to support literacy projects [see Appendix B and Appendix C for examples]; participated in literacy and learning forums, symposia, working groups and literacy committees; maintained an ongoing relationship with the Office for Literacy and Essential Skills; promoted the development of a common needs assessment tool; participated in meetings of the Council of Ministers of Education, Canada.

OUTCOMES AND INDICATORS — RESULTS

These results are based on Monitoring and Reporting on the *Living Literacy Framework*, page 9.

A. OUTCOME: Children begin Grade 1 prepared to learn.

INDICATOR: Participation rate of Grade 1 students in Early Childhood Services [ECS] programs in a prior year

✓ 2009–2010: 97%

✓ 2010–2011: 97%

✓ 2011–2012: 96.8%

2012–2013: data not available

NOTE:

This percentage is based on the Kindergarten-age cohort grouping according to demographics. It is an estimate based on population data.

B. OUTCOME: Children meet the acceptable standard and the standard of excellence on grades 3, 6 and 9 achievement tests.

INDICATOR: Percentage of students in grades 3, 6 and 9 who achieve the acceptable standard and the standard of excellence on achievement tests

✓ 2009–2010 Provincial Results in Language Arts

- Acceptable: 81.7%
- Excellence: 17.6%

✓ 2010–2011 Provincial Results in Language Arts

- Acceptable: 81.6%
- Excellence: 17.4%

✓ 2011–2012 Provincial Results in Language Arts

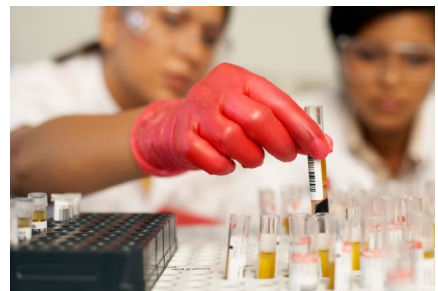
- Acceptable: 81.1%
- Excellence: 18.0%

✓ 2012–2013 Provincial Results in Language Arts

- Acceptable: 81.0%
- Excellence: 16.3%

NOTE:

Language Arts includes English Language Arts, French Language Arts [French Immersion] and Français [Francophone]. “The provincial achievement tests measure knowledge and skills in language arts, mathematics, science and social studies. The tests reflect a common provincial achievement standard for students in a grade. They are based on what students are expected to know and be able to do as set out in the programs of study. Students registered in grades 3, 6 and 9 and ungraded students in their third, sixth and ninth years of schooling are expected to write provincial achievement tests” [Alberta Education, *Guide to Education: ECS to Grade 12 2012–2013*, pp. 78–79].



C. OUTCOME: Alberta children and youth are performing strongly on international assessments.

INDICATOR: Average scores of Alberta children and youth [Grade 4, age 13 and age 15] on international and national assessments [Progress in International Reading Literacy Study, Pan-Canadian Assessment Program and Programme for International Student Assessment]

✓ **Progress in International Reading Literacy Study [PIRLS]**

2011

- Average reading score–548 [on par with Canadian average, PIRLS Scale Centerpoint–500]
- Alberta students demonstrate more strength in literary reading
 - Average literary score–552
 - Average informational score–545
- 12th highest in the world
- Results for 2011 reveal that Alberta students continue to demonstrate strong levels of performance
- Other jurisdictions within Canada and around the world are passing or closing the gap with Alberta

NOTE:

PIRLS, conducted by the International Association for the Evaluation of Educational Achievement [IEA], is administered every five years. PIRLS is an international comparative study of the reading achievement and reading behaviours and attitudes of 4th grade students or the equivalent of 4th grade in participating countries. Alberta students participated in this study in 2006 and 2011.

NOTE:

The score means that Grade 4 students can recognize some textual features, such as figurative language and abstract messages; can make inferences on the basis of abstract or embedded information; and can integrate information to recognize main ideas and provide explanations.

✓ **Pan-Canadian Assessment Program**

2010 [approximately 3,000 Alberta students from nearly 170 schools participated]

- Math: English–495 [at the Canadian average]
- Math: French–504 [at the Canadian average]
- Science: English–515 [above the Canadian average]
- Science: French–506 [at the Canadian average]
- Reading: English–506 [at the Canadian average: ranked second highest in Canada]
- Reading: French–490 [above average: ranked highest in Canada]
- Slight improvement in reading since 2007

NOTE:

The Pan-Canadian Assessment Program, conducted by the Council of Ministers of Education, Canada [CMEC], is administered every three years and tests the knowledge and skills of Grade 8 [13-year-old] students in the areas of mathematics, science and reading, with a major focus on one subject per cycle.

NOTE:

Alberta has participated in two Pan-Canadian Assessment Program cycles. One in 2007, which focused on reading for 13-year-olds; and one in 2010 which focused on mathematics for Grade 8 students.

✓ **Programme for International Student Assessment [PISA]**

2009

- Reading–533 [above OECD and Canadian average]
- Mathematics–529 [above OECD and on par with Canadian average]
- Science–545 [above OECD and Canadian average]

2012

- Reading–525 [above OECD and on par with Canadian average]
- Mathematics–517 [above OECD and on par with Canadian average]
- Science–539 [above OECD and Canadian average]
- Some jurisdictions within Canada and other parts of the world are passing or narrowing the gap with Alberta student performance. That said, Alberta students continue to perform high in science, math and reading.

NOTE:

PISA, conducted by the Organization for Economic Co-operation and Development [OECD], is administered in the spring every three years to 15-year-old students.

NOTE:

PISA 2009 results indicate that approximately 2,900 Alberta students placed second in the world in reading and scientific literacy, and eighth in mathematical literacy. The 2009 assessment focused on reading; however, the assessment also tests a student's ability to demonstrate competency-based literacies in science and mathematics contexts.

NOTE:

PISA 2012 results indicate that approximately 2,500 Alberta students placed fourth in science, fifth in reading and eleventh in mathematics compared to other nations. The 2012 assessment focused on mathematics. Reading and Science were assessed as minor domains.

D. OUTCOME: Students complete high school within five years of entering Grade 10.

INDICATOR: High school completion rate of students within five years of entering Grade 10	
<ul style="list-style-type: none"> ✓ 2009–2010 • Provincial Results: 79.0% • Francophone authorities: 83.8% 	<p>NOTE: High School Completion Rate: “The high school completion rate reports the percentages of Alberta students in public, separate, Francophone, charter, and accredited private schools who, within five years of entering Grade 10, received an Alberta High School Diploma, an Alberta High School Equivalency Diploma [GED], a Certificate of Achievement for completing the Integrated Occupational Program [IOP] or the Certificate of High School Achievement for completing Knowledge and Employability courses; entered an Alberta post-secondary program or an apprenticeship program; and earned credits in five Grade 12 courses, including one language arts diploma examination course and three other diploma examination courses. The tracking of Grade 10 Alberta students excludes some students, such as those identified as having a severe cognitive disability or severe multiple disabilities” [Government of Alberta, <i>Measuring Up Annual Report 2011–2012</i>, p. 62].</p>
<ul style="list-style-type: none"> ✓ 2010–2011 • Provincial Results: 79.6% • Francophone authorities: 75.2% 	
<ul style="list-style-type: none"> ✓ 2011–2012 • Provincial Results: 80.8% • Francophone authorities: 79.6% 	
2012–2013 Data not available until Spring, 2014	

E. OUTCOME: Adults improve their literacy skills in schools, communities and workplaces.*

INDICATOR: Numbers of adults participating and progressing in foundational literacy programs [less than high school equivalency or levels 1 and 2]				
ALBERTA HUMAN SERVICES — WORK FOUNDATIONS*				
Intervention Count	Attend Academic Upgrading	Attend Basic Skills	Attend Language Training	Complete Nonfunded Program
2009	7,384	4,106	6,174	1
2010	8,947	3,578	8,068	296
2011	10,473	3,898	8,314	263
2012	10,196	3,490	7,327	163
Total	37,000	15,072	29,883	723

ALBERTA HUMAN SERVICES — WORK FOUNDATIONS*

Intervention Count	GED	Grades 10–12	Tech Entrance Preparation	UCEP	Grades 1–3	Grades 4–6	Grades 7–9	Life Skills Personal Management
2009	13	7,100	135	136	97	938	2,945	126
2010	548	8,162	132	105	492	641	2,224	221
2011	873	9,317	86	197	406	655	2,676	161
2012	887	9,098	38	173	345	573	2,421	151
Total	2,321	33,677	391	611	1,340	2,807	10,266	659

ALBERTA HUMAN SERVICES — WORK FOUNDATIONS*

Year	Adults Tutored	Tutoring Hours	Adults in Classrooms	Classroom Hours	Classes
2009–2010	986	42,670	4,201	16,175	542
2010–2011	1,155	24,173	7,005	16,333	1,038
2011–2012	n/a	n/a	n/a	n/a	n/a

* Work Foundations provides full-time or part-time basic skills training primarily for low-income Albertans who lack the basic academic, language and/or employability skills needed to advance to further training, get a job and become self-sufficient.

INDICATOR: Employer satisfaction with the skills and quality of work from education system graduates

2009–2010; 2010–2011; 2011–2012; 2012–2013:

- The last Employer Satisfaction Survey was done in 2008, there is no data available from 2009–2013.

NOTE:

At the October 2010 Minister's forum, participants across sectors identified common employer training gaps in areas such as literacy and foundation skills [both general and industry-focused]. Employers also commented that the role of the K–12 education system [in providing basic education to workplace entrance] is important; that government's role is to ensure secondary school graduates have the basic education and essential skills they need to work.

NOTE:

Employer Satisfaction Survey will be re-instated.

INDICATOR: Number of workplace literacy/essential skills projects funded by the Government of Alberta [GOA]

2009–2013: 21 [GOA-funded projects]

NOTE:

Data collection processes for workplace literacy/essential skills projects and programs were not fully established during this time period so there may be variation in the data collected. The GOA will continue to improve data collection, program outcomes and evaluation, including the Workplace Essential Skills Training [WEST] program.

Examples of projects are listed in Appendix C

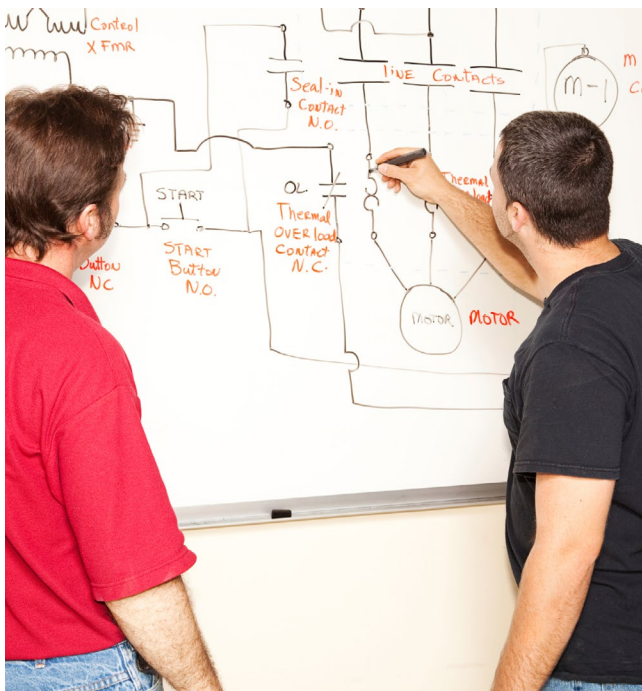
INDICATOR: Introduction of new approaches to literacy development in adults

Quantitative data for 2009–2013 is not available

NOTE:

Appendix C provides a list of 47 adult literacy projects that received funding from Innovation and Advanced Education and/or Human Services.

★ 2013 data will not be available until 2014



INDICATOR: Proportion of adults who score level 3 and higher on international adult literacy measures

Programme for the International Assessment of Adult Competencies [PIAAC]

Literacy: In Canada, Alberta was the best performer with an average score of 277.7 [+3.6] while the Canadian average was 273 [+1.1]. Internationally, Alberta ranked among the top. Alberta also had a higher proportion of population [55%] at level 4 or 5 than any other province in Canada, and only behind Yukon among the territories.

Numeracy: Alberta also was the best performer in Canada for numeracy scores; the average was at 269.1 [+4.3]. About 47% of Alberta's population had numeracy skills at level 4 or 5 which is also the highest in Canada. Internationally, Alberta also ranked among the top jurisdictions on both these statistics.

Problem Solving in Technology-Rich Environments: About 39.5% of Albertans were at level 2 or 3 [the two highest levels for this skill] which is the highest in Canada and among the top internationally [although the differences across provinces are not statistically significant].

**As these results are based on survey, there is a degree of sampling error in all reported statistics. Thus, confidence intervals have to be constructed to make meaningful inferences. Moreover, there is certain degree of measurement error associated with the skill scores as they are derived from responses to questions.*

NOTE:

The last data reported by the International Adult Literacy Survey [IALS] was in 2003. This survey was replaced by the Programme for the International Assessment of Adult Competencies which was administered in 2012. The results were released October 8, 2013 by the Organization for Economic Co-Operation and Development [OECD]. PIAAC assessed adult competencies for people aged 16 – 65 in 24 countries. PIAAC tests literacy, numeracy and the ability to problem solve in a technology-rich environments.

Although Alberta's PIAAC results were the strongest in Canada, there are significant numbers who scored at low levels in all three areas that were measured. Analysis of Alberta's data is currently underway and will report on practical findings and identify gaps that will inform policy and programming.

The PIAAC report issued October 8, 2013 is only the first in a series of reports to be released. Six additional thematic reports will be released over the next two years and include: Skills in the Canadian Labour Market; Skills, Education and Adult Learning; Official Language Minority Communities; Skills of Immigrants; Skills of Aboriginal People and Skills for Everyday Life.



Alberta's high level of dependence on interprovincial and international trade in commodities implies that literacy skills will influence Alberta's economic prospects more than other jurisdictions.⁸



MOVING FORWARD ...

“Integrate and align with our leadership at the national level.”

Literacy is a key pillar in securing Alberta’s economic future, prosperity and reduced social costs.

The following are the next steps in our commitment to improve literacy in Alberta:

- Conduct an analysis and use evidence-based decision making to identify future directions based on:
 - What we have learned from this Report and results achieved;
 - Government of Alberta initiatives currently underway or about to be launched;
 - Alberta’s leadership role in the Council of Ministers of Education, Canada’s [CMEC] ongoing work in particular, using the four pillars of lifelong learning whereby literacy [and numeracy] are being approached from a continuum perspective [early childhood learning and development, elementary to high school system, postsecondary education, and adult learning and skills development];
 - Cross-ministry analysis to identify gaps, understand areas where need is the greatest and targeted interventions can have the greatest impacts.

The *Living Literacy Framework* has laid a solid foundation for understanding, collaboration, cooperation and a shared focus on literacy with the tri-ministry partners. Each ministry has contributed ministry-specific actions to help ensure a coordinated literacy approach for all Albertans.

Under the leadership of the Government of Alberta, it is expected that literacy and numeracy for Albertans will continue to improve, so that future generations of Albertans will have the knowledge, skills and potential to enjoy a high-quality of life and to live and work in safe, healthy and vibrant communities.



APPENDIX A: PRIORITY ACTIONS— REPORTED ACTIVITIES

The priority action activities are reported within each of the four goals.

1

INCREASE LITERACY

More Albertans have a minimum of level 3 on international adult literacy measures.

Priority actions—to develop and implement an articulated adult literacy system, to introduce new approaches for increased adult participation in foundational literacy programs, to identify new strategies for a continuum of adult learning and skills training, and to coordinate adult literacy policies, programs and services.

Highlights of 2009—2013	Education	Innovation and Advanced Education	Human Services
<ul style="list-style-type: none"> Participated in the development, training and implementation of a reading benchmarks resource 	✓	✓	✓
<ul style="list-style-type: none"> Provided funding to organizations to implement and manage adult literacy projects [see Appendix C for examples] 		✓	✓
<ul style="list-style-type: none"> Supported pilot projects in numerous Aboriginal communities [see Appendix C, which includes a list of 16 Aboriginal projects] 		✓	✓
<ul style="list-style-type: none"> Supported delivery of credit and non-credit courses through videoconferencing and other technology-based learning 		✓	
<ul style="list-style-type: none"> Participated in Programme for the International Assessment of Adult Competencies Literacy Survey 		✓	
<ul style="list-style-type: none"> Encouraged grant proposals from Aboriginal colleges for literacy and essential skills programming 		✓	
<ul style="list-style-type: none"> Supported literacy Classroom on Wheels [Cow] Bus 		✓	✓
<ul style="list-style-type: none"> Engaged stakeholder conversations regarding actions in response to the framework 		✓	✓
<ul style="list-style-type: none"> Supported ongoing delivery of literacy programming and supports through the Volunteer Tutor Adult Literacy Services and Community Adult Learning Council grants 		✓	
<ul style="list-style-type: none"> Supported ongoing delivery of family literacy programs that serve economically and socially disadvantaged populations 		✓	✓
<ul style="list-style-type: none"> Supported the Kaplan Spell Read Pilot Project 			✓
<ul style="list-style-type: none"> Continued to support basic skills training, which is designed to help individuals develop the basic competencies needed to obtain employment and/or to pursue further training 			✓

2

BUILD AWARENESS

Albertans have increased understanding of the importance of literacy and its lifelong benefit for all.

Priority actions—to facilitate literacy actions in communities and to develop accessible information for specific populations.

Highlights of 2009–2013	Education	Innovation and Advanced Education	Human Services
• Participated in annual Literacy and Learning Symposium	✓	✓	✓
• Supported an opportunity for adult learning stakeholders from government, community and post-secondary systems to dialogue with two experts from the field of literacy research	✓	✓	✓
• Created two literacy videos with accompanying conversation guides	✓		
• Developed literacy webpages in both English and French	✓		
• Created Literacy Learning webinars [archived by the Edmonton Regional Learning Consortium]	✓		
• Provided community information about literacy on the Raising Children and the High School Completion Framework websites	✓		
• Supported a First Nations, Métis and Inuit Literacy Symposium and provided follow-up support and materials	✓		
• Supported the development and implementation of a model for engaging communities around identifying and addressing literacy and learning needs in communities		✓	
• Developed four workplace essential skills videos		✓	✓
• Completed literacy and essential skills orientation with Human Services department liaisons			✓
• Presented information about literacy and essential skills to Private Career Development Contractors Association of Alberta			✓
• Participated in the Aboriginal Adult Learning and Literacy Symposium			✓



3

ENHANCE OPPORTUNITIES

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

Priority actions—to develop and implement a priority action plan for Kindergarten to Grade 12 literacy, to pilot and research effective practices in literacy, and to increase professional development in literacy.

Highlights of 2009–2013	Education	Innovation and Advanced Education	Human Services
<ul style="list-style-type: none"> Increased province-wide, broad-based supports to improve the literacy outcomes of children, youth and adults who are at risk [see Appendix B for examples] 	✓	✓	✓
<ul style="list-style-type: none"> Released <i>Literacy First: A Plan for Action</i> [2010] and implemented actions 	✓		
<ul style="list-style-type: none"> Initiated Early Childhood Development Mapping Initiative, a province-wide research project that looks at factors influencing healthy child development, including Language and Thinking Skills and Communication Skills and General Knowledge 	✓		
<ul style="list-style-type: none"> Initiated Curriculum Redesign which sees literacy and numeracy as foundational to all student learning 	✓		
<ul style="list-style-type: none"> Began development of K–12 literacy and numeracy benchmarks 	✓		
<ul style="list-style-type: none"> Provided funding to Regional Consortia to support literacy professional development for educators [e.g., district leaders, teachers] 	✓		
<ul style="list-style-type: none"> Developed, in partnership with the University of Alberta, a comprehensive professional development program [Advancing Adolescent Reading Initiative] 	✓		
<ul style="list-style-type: none"> Supported Literacy Professional Learning Pilot with five school jurisdictions to build teacher capacity 	✓		
<ul style="list-style-type: none"> Created a Literacy for All Pilot Project to build teacher capacity to better meet the literacy and communication needs of grades 1 to 6 students with significant disabilities 	✓		
<ul style="list-style-type: none"> Created [K–12] English as a second language and Francisation [Francophone] benchmarks to support students and children who require additional language supports and instruction to achieve grade-level expectations 	✓		
<ul style="list-style-type: none"> Showcased Alberta Initiative for School Improvement projects from Cycles 2 and 3 that support literacy for the K–12 system 	✓		
<ul style="list-style-type: none"> Continued to support the piloting of the digital Inclusive Education Planning Tool in Alberta school jurisdictions to address the needs of diverse Alberta learners [literacy strategies are in English and French] 	✓		
<ul style="list-style-type: none"> Developed instructional strategies related to literacy and numeracy to be included in the Inclusive Education Library 	✓		

Highlights of 2009—2013	Education	Innovation and Advanced Education	Human Services
<ul style="list-style-type: none"> Developed an Education Standing Offer for learning technologies to support literacy, including related information for teachers 	✓		
<ul style="list-style-type: none"> Provided a collection of books with content related to First Nations, Métis, and Inuit traditional, cultural, familial, and other knowledge used to seed the library collections as well as provide basis for parent, family and community engagement in literacy 	✓		
<ul style="list-style-type: none"> Supported the development of a literacy audit toolkit through a grant to Literacy Alberta 		✓	
<ul style="list-style-type: none"> Supported professional development, regional mentorship and networking and sharing of effective practices around literacy and essential skills through grants to Community Learning Network, Literacy Alberta and the Centre for Family Literacy 		✓	
<ul style="list-style-type: none"> Embedded essential skills and literacy into employment and training programs; work foundations, training for work and workforce partnerships; e.g., Alberta Job Corps, apprenticeship training, university/college entrance preparation, transitional vocational program, academic upgrading 			✓
<ul style="list-style-type: none"> Reviewed and revised human services program logic models to embed literacy and essential skills 			✓
<ul style="list-style-type: none"> Participated in projects related to employer-supported training practices 			✓
<ul style="list-style-type: none"> Worked with partners on new programming pilot projects; e.g., Workplace Essential Skills Training [WEST], enhanced language training 			✓



Beyond formal education, learning occurs in a range of settings within the family, at the workplace and through self-directed study. Lifelong learning is vital to maintaining and developing skills proficiency.⁷



⁷ The Organisation for Economic Co-operation and Development [OECD], *Skilled for Life? Key Findings from the Survey of Adult Skills*, 2013, p.16

4

FACILITATE PARTNERSHIPS

Collaborative partnerships support a continuum of literacy development for Albertans of all ages.

Priority actions—to explore partnerships and to coordinate provincial literacy policies, programs and services.

Highlights of 2009–2013	Education	Innovation and Advanced Education	Human Services
<ul style="list-style-type: none"> Moved into a leadership role [2013] in the Council of Ministers of Education [CMEC] through Minister Johnson as chair of CMEC and Deputy Minister Bass as Chair of the Advisory Committee of Deputy Ministers of Education [ACDME]. 	✓		
<ul style="list-style-type: none"> Education and Innovation and Advanced Education co-lead CMEC Literacy Expert Advisory Group [LEAG] [2012] 	✓	✓	
<ul style="list-style-type: none"> Participated in meetings of the CMEC to ensure the national literacy agenda continues to move forward 	✓	✓	✓
<ul style="list-style-type: none"> Led the development of the Draft CMEC Statement on Literacy and Numeracy and website content, which is currently under review by the other provinces and territories. 	✓	✓	
<ul style="list-style-type: none"> Partnered with University of Alberta in the Comprehensive Professional Program Development, Advancing Adolescent Reading Initiatives 	✓		
<ul style="list-style-type: none"> Maintained an ongoing relationship with the Government of Canada's Office for Literacy and Essential Skills 	✓	✓	✓
<ul style="list-style-type: none"> Participated in provincial literacy and learning forums and symposia 	✓	✓	✓
<ul style="list-style-type: none"> Provided funding to various organizations to support adult literacy projects [see Appendix C for examples] 		✓	✓
<ul style="list-style-type: none"> Supported Aboriginal forum dialogue with Calgary-based learning providers to enhance Aboriginal literacy and essential skills learning 		✓	✓
<ul style="list-style-type: none"> Participated in and promoted the development of a common needs assessment tool and resources with Comprehensive Community Institutions and in support of community organizations 		✓	
<ul style="list-style-type: none"> Supported the building of partnerships between First Nations, Métis and Inuit stakeholders and Edmonton-based literacy groups 		✓	
<ul style="list-style-type: none"> Participated in ongoing strategic and operational working groups with Literacy Alberta, Community Learning Network and Centre for Family Literacy to support enhanced coordination and collaboration of community adult learning providers 		✓	
<ul style="list-style-type: none"> Participated in cross-ministry and community financial literacy working groups 		✓	✓

⁸T. Scott Murray and Richard Shillington, *Understanding the Literacy Market in Alberta: A Segmentation Analysis*, 2010, p. 3.

APPENDIX B: EXAMPLES OF PROVINCE-WIDE, BROAD-BASED LITERACY SUPPORTS

The following are examples of province-wide, broad-based supports that are designed to help improve the literacy skills of Albertans.

Alberta Mentoring Partnership	A coalition of government ministries, government-funded organizations and community agencies with the mandate to increase access to mentoring for the children and youth of Alberta.
Community Adult Learning Councils	Located across Alberta, over 80 councils provide non-credit, part-time learning opportunities to adults in English as a second language/French as a second language, literacy, employability enhancement and community issues. Councils respond to their communities' unique learning needs and provide information on local learning opportunities. [Programs for high school upgrading are also available.]
Early Childhood Development Mapping	The Early Child Development [ECD] Mapping Initiative is a province-wide, five-year research project activity looking at the factors that may influence healthy child development. The Early Development Instrument, which gauges how populations of young children are developing, is being used as part of the Mapping Initiative to support communities and families in ensuring that all children have the best possible start in life.
Early Childhood Services	School authorities receive provincial funding to support optional programming, some of which is focused on oral literacy, that is developmentally appropriate for children 2.5 to under 6 years of age.
ESL and Francisation [Francophone] Benchmarks	<p>In consultation with local jurisdictions and advisory committees, Education developed K–12 ESL and Francisation [Francophone] Benchmarks in response to needs expressed to better support programming and instructional needs of students learning English or French as a new language in the Alberta context.</p> <p>These benchmarks support the development of both oral and written literacy. The Alberta K–12 ESL Proficiency Benchmarks and the <i>Seuils repères pour la francisation, de la maternelle à la douzième année</i> allow students to meet grade-level learning expectations across all subject areas. Both sets of benchmarks are part of comprehensive digital resources found on LearnAlberta.ca, <i>Supporting English Language Learners</i> and <i>La francisation : l'affaire de tout le monde</i>.</p>
Family and Community Support Services	<p>Family and Community Support Services [FCSS] is a partnership between the Government of Alberta, and municipalities or Métis Settlements. Under FCSS, communities design and deliver social programs that are preventive in nature to promote and enhance well-being among individuals, families and communities. For example:</p> <ul style="list-style-type: none"> • family literacy programs; e.g., Books for Babies, Building Blocks, Family Literacy Tote Bag Program, Jump Start, Literacy for Life • pre-school programs; e.g., ABC Headstart, nursery school programs, playschool programs.

Family Literacy Programs	<p>Various family literacy programs receive provincial funding to integrate adult literacy instruction and early oral language development for children from birth to age six, with a focus on economically and socially disadvantaged families. One example is the Parent-Child Literacy Strategy, which was developed to strengthen the adult literacy skills of disadvantaged parents/caregivers, who have children up to age six, to:</p> <ul style="list-style-type: none"> • enhance the early oral language development of their preschool children • support and foster the involvement of parents in their children’s learning • enhance community-based partnerships that support the development of language and literacy skills of families. <p>The Strategy includes initiatives to raise awareness about family literacy, training in family literacy and support for family literacy programs in Alberta.</p>
Literacy for All Pilot	<p>The Literacy for All Pilot Project is designed for teachers of students [in grades 1 to 6] with significant disabilities, and is based on the literacy resource MEville to WEville from Bridges Publishing, Canada. The project has teachers participating from across the province from public, separate, private, rural and urban school jurisdictions. The goals are to:</p> <ul style="list-style-type: none"> • enhance the capacity of participating teachers to better meet the diverse learning needs of students with significant disabilities • create a provincial community of practice to analyze the effectiveness and appropriateness of the MEville to WEville literacy and communication teacher resource in the Alberta context • support and build teacher understanding of literacy and communication strategies for students with significant disabilities.
Parent Link Centres	<p>Parent Link Centres are a province-wide network of 46 family resource centres that support Alberta’s parents as their children’s first and most influential teacher. Parent Link Centres are designed for children ages 0–6 and give them, and their parents, a place to laugh, learn and play. Each centre offers a range of services to meet the unique needs of families including:</p> <ul style="list-style-type: none"> • play-based learning activities for children and parents • parent education including the Triple P: Positive Parenting Program • toy-lending and resource libraries • information about other parenting resources in the community.
Skills Investment Strategy	<p>The Skills Investment Strategy helps Albertans become more successful members of the labour force, which in turn benefits employers and creates a stronger economy for Alberta. The four programs are:</p> <ul style="list-style-type: none"> • Career Information: provides information and resources to help Albertans make well-informed career, education, employment and business decisions. • Work Foundations: provides full-time or part-time basic skills training to help Albertans prepare for further job-related training, get a job or get a better job. • Training for Work: provides full-time or part-time occupationally-focused training opportunities to help Albertans get a job, get a better job or increase their skills to keep a job. • Workforce Partnerships: helps ensure working Albertans continue to enhance their skills in order to contribute to Alberta’s economic growth or respond to skills shortages through industry and community partnerships.
Volunteer Adult Literacy Programs	<p>Programs match adult learners with a volunteer tutor to assist with improving reading, writing and numeracy.</p>
Workplace Essential Skills Training Program	<p>Workplace essential skills training supports people in the workplace to learn new skills and adapt to workplace change. Workplace essential skills include reading text, use of documents, writing, working with numbers, oral communication, thinking skills, working with others, computer use and continuous learning.</p>

APPENDIX C: EXAMPLES OF ADULT LITERACY PROJECTS FUNDED BY THE GOVERNMENT OF ALBERTA

Between October 2012 and January 2013, the Community Partnerships and Literacy Branch of Innovation and Advanced Education collected information on project-based [rather than ongoing] adult literacy initiatives across Alberta that receive funding from Innovation and Advanced Education and/or Human Services. The goal was to build awareness within the two ministries of funded literacy activities and to coordinate funding streams, if appropriate.

A total of 47 projects [see list below] were submitted [in some cases the same project was submitted once for each site at which it was offered]. Some projects were location-specific while others were accessible to learners across Alberta. While submissions were received from a variety of regions of the province, there was a high concentration of submissions applying to communities within the Edmonton to Lethbridge corridor and relatively few applying to the north. Sixteen Aboriginal-specific projects were submitted.

ADULT LITERACY PROJECTS IN ALBERTA

funded by Innovation and Advanced Education and/or Human Services

Name of Project	Organization Funded [Location/ Service Area]	Description/Purpose	Project Timeline Start and End Dates	
1. Aboriginal Adult Learning Project	Calgary Learns Association [Calgary]	Increase the capacity of Calgary's education providers to facilitate educational success for Aboriginal adult learners in community learning programs.	November 2012	March 2014
2. Aboriginal Workplace Literacy Project	Red Crow Community College [Cardston]	Provide Aboriginal community members with opportunities and the skill development to gain and maintain employment.	January 2012	December 2012
3. Adult Literacy Communication Strategy	Literacy Alberta [Alberta]	Design and develop a communications strategy for literacy awareness.	February 2009	September 2013
4. Adult Literacy Initiative— Nehiyawak Warrior	Maskwacis Cultural College [Hobbema]	Provide basic reading, writing and numeracy skills training, along with cultural knowledge and skills learning, to First Nations adult males in Hobbema with literacy levels that fall within grades 1 to 3.	October 2012	December 2013

Name of Project	Organization Funded [Location/ Service Area]	Description/Purpose	Project Timeline Start and End Dates	
5. Adult Literacy Project	Old Sun Community College [Siksika]	Develop and deliver a Literacy Program for students to enter into a regular high school program. The program will prepare students with the basic foundational skills in English and Mathematics and provide a specialized learning environment to meet the needs of students.	November 2012	June 2014
6. Alberta— Aboriginal Adult Literacy Assessment Tool Project	Bow Valley College [Alberta]	Develop an English literacy assessment tool that is respectful of Aboriginal culture, language and values.	April 2012	March 2014
7. Digital Skills Essential Training	[Taber]	Develop essential digital skills of employees of rural small business; incorporate digital technology that meets increasing changes in routine process within the workplace. Employment and Social Development Canada has developed and will provide the software to be piloted.	May 2013	May 2014
8. ESL Literacy Network [ELN]	Centre for Excellence, Immigrant & Intercultural Advancement at Bow Valley College [Worldwide]	Address the needs of learners across the literacy continuum and provide information, resources and an online community to support ESL Literacy practitioners. The ELN received a National Adult Literacy Database [NALD] Innovative Technology Award in 2011.	Website launched in March 2011	Ongoing
9. Embedding Essential Skills into Integrated Training with Support from Literacy Alberta	Literacy Alberta [Calgary]	Embed the nine Essential Skills [as identified by the Office of Literacy and Essential Skills] into employment training programs for Calgarians who are currently receiving income support in the 'Expected to Work' category.	March 2012	December 2012
10. Employment-based Language Training	[Brooks]	Provide Employment-based Language Training, occupational and employability skills to Brooks and area residents who do not meet entrance requirements for Medicine Hat College full-time ESL, and/or do not have the language and/or literacy skills to find and keep employment.	November 2011	March 2013

Name of Project	Organization Funded [Location/ Service Area]	Description/Purpose	Project Timeline Start and End Dates	
11. English as a Second Language	[Medicine Hat]	Provide English language training for individuals living in Medicine Hat who have been assessed as not having adequate English language skills to obtain and maintain employment or pursue employment-related training.	January 2013	January 2014
12. English as a Second Language for the Transportation Industry	Alberta Motor Transportation Association [AMTA] [Alberta]	Train Alberta drivers [many of whom are immigrants] with the driver language skills needed to effectively perform their jobs.	March 2012	March 2013
13. English for Work	[Lethbridge]	Prepare English as a second language clients in Lethbridge, with low levels of language and education, to acquire the English language competencies necessary to obtain employment and/or pursue further employment-related training and facilitate economic integration for immigrants.	August 2012	September 2013
14. Enhancing the Provincial Foundational Learning System [Alberta Benchmarks Project]	Bow Valley College [Alberta]	Improve the literacy skills of adult Albertans at International Adult Literacy Survey [IALS] levels 1 and 2 by considering a provincial system of benchmarks for literacy programming, provincial curriculum aligned to those levels, practitioner professional development and other support components.	December 2009	May 2013
15. Extension of Story Robe Project	Old Sun Community College [Siksika]	Develop a textbook on Siksika knowledge and history to be used as a resource for Blackfoot 10, 20 and 30.	January 2013	December 2013
16. Family Literacy Initiative	Maskwacis Cultural College [Hobbema]	Deliver a First Nations Family Literacy Program for five communities in Hobbema: Ermineskin, Montana, Louis Bull, Samson and Pigeon Lake.	March 2011	March 2012
17. First Nations Literacy and Essential Skills	Yellowhead Tribal College	Conduct a First Nations community literacy training needs assessment, create a culturally-based assessment model, create a culturally- and community-based program model and develop best practices.	September 2011	March 2013

Name of Project	Organization Funded [Location/ Service Area]	Description/Purpose	Project Timeline Start and End Dates	
18. Initiatives to Support the Increased Literacy and Essential Skills Goal of the <i>Living Literacy Framework</i>	Bow Valley College [Alberta]	Implement an assessment resource aligned with the Alberta Reading Benchmarks, write an assessment resource, create practitioner training for teaching adult reading/document use, and inform directions and strategies for meeting the goal of increasing literacy.	March 2011	December 2013
19. Integrated Information Literacy Project	Yellowhead Tribal College [Edmonton and Area]	Develop and implement an integrated literacy program to build and enhance essential information/technology competencies and skills to improve academic performance for adult learners in the region.	October 2012	August 2013
20. Job Maintenance and Employee Retention Services	Career Assistance Network Inc. [Red Deer, Olds, Rocky Mountain House, Drayton Valley, Wetaskiwin, Camrose, Stettler]	Provide job maintenance and employee retention services to employed Albertans [who are employer-referred, self-referred or Alberta Works Centre-referred] to seek workplace essential skills, including literacy enhancement skills, as well as related job performance improvement skills.	November 2011	April 2013
21. Job Maintenance and Employee Retention Services	3A Academy & Consulting Ltd. [Lloydminster, Vermilion, Wainwright]	Work with employed Albertans who are experiencing performance or worksite issues and/or lacking workplace essential skills; and work with small and medium-sized employers, located throughout the central region, that are experiencing employee workplace employability concerns.	October 2011	March 2014
22. Job Maintenance and Employee Retention Services	MH Enterprises [Drumheller]	Work with employed Albertans who are experiencing performance or worksite issues and/or lacking workplace essential skills; and work with small and medium-sized employers, located throughout the central region, that are experiencing employee workplace employability concerns.	September 2011	May 2014
23. Learner Transition: Math Literacy Project	PALS: Project Adult Literacy Society [Edmonton and Area]	Develop skills in adults in the Edmonton area with low-level mathematics, so that they can transition into other educational opportunities.	July 2012	June 2013

Name of Project	Organization Funded [Location/ Service Area]	Description/Purpose	Project Timeline Start and End Dates	
24. Literacy and Essential Skills: Effective Practices Guide with New Model[s]	Literacy Alberta [Alberta]	Assist policy makers, training providers and literacy practitioners with identifying effective practices that support literacy and essential skills [LES] programs and services to meet a desired standard.	October 2012	November 2013
25. Literacy and Essential Skills: Learner Progression Measures Project	Bow Valley College [Alberta]	Explore ways to embed literacy and essential skills [LES] as a component in adult learner assessment processes, programs and services.	October 2012	November 2013
26. Literacy Audit of an Alberta Works Service Delivery Office	Literacy Alberta [Calgary-urban service delivery office]	Carry out a pilot at an Alberta Works service delivery office in Calgary to determine the feasibility of improving customer service excellence and to offer services which are low-literacy friendly, through the use of a literacy audit developed and offered by Literacy Alberta.	December 2011	October 2012
27. Miyikowisiwin Aboriginal Adult Literacy Project	Fishing Lake Métis Settlement [Fishing Lake Métis Settlement]	Develop local tutor capacity of five tutors and deliver basic adult literacy support to 222 Fishing Lake Métis Settlement participants.	March 2010	May 2012
28. Occupational Training	Grande Prairie Council for Lifelong Learning [Grande Prairie]	Offer an English as an Additional Language part-time program: two semesters per year and three streams of learning basic, intermediate and advanced language for work training; 45 participants per semester and work through each stream based on individual assessment; deliver three evenings per week.	September 2012	December 2014
29. Productivity Alberta: Workforce Development Toolkit	Productivity Alberta	Contributed to the creation of an online workforce development toolkit for small-to-medium-sized employers [SMEs], which included essential skills information.	April 2012	December 2012
30. Rural Employer Access to Workplace Training Needs and Aboriginal Engagement	Bow Valley College [Strathmore and Chestermere]	Identify common workplace training needs for a cross-section of industries in the Strathmore and Chestermere region. Included is an inventory of Aboriginal worker recruitment and retention tactics. Project outcomes will inform the strategic delivery of local, affordable and sustainable employee training opportunities to be accessed by multiple businesses of varying sizes in the region.	January 2012	August 2012

Name of Project	Organization Funded [Location/ Service Area]	Description/Purpose	Project Timeline Start and End Dates	
31. Story Robe Literacy Project	Old Sun Community College [Siksika]	Development of a traditional Winter Count/Story Robe depicting significant historical events of the community to be used as a tool for adult literacy learning.	October 2011	October 2012
32. Subject Matter Expert Contract	Stephen Reder, Ph.D [Alberta]	Use the services of Dr. Stephen Reder, an internationally recognized expert in the subject matter. He provides technical expertise in the research base underlying the projects, as well as technical assistance and recommendations for literature reviews, research design, resource and data collection, analysis and interpretation of findings. He is contracted to assist with LES Learner Progression Measures & Effective Practices Guide projects [projects 24 and 25 included in this table].	November 2012	March 2014
33. SustainAbilities [ESS Skills Initiative]	Literacy Alberta [Regional Municipality of Wood Buffalo, Athabasca Region]	Identify literacy-related essential skills gaps and needs of the workforce, and increase worker essential skills competency levels [i.e., oral fluency, prose literacy, document literacy and numeracy] for employment sustainability. Enhancing these competencies will serve to help workers better adapt to corporate and culturally diverse environments and continued workplace change.	October 2012	November 2013
34. TransCanada Literacy/Numeracy Employment Preparation Program	Louis Bull First Nation Tribal Administration [Central Region-Hobbema]	Consists of remote delivery of literacy and numeracy instruction, classroom tutoring, and employment preparation workshops to provide students with the basic skills they need to enter the workforce or continue on with further education. Post-program employment is coordinated directly with TransCanada Corporation and sub-contractors. Professional job developers assist with services required to make successful matches and provide on-the-job support.	September 2010 [3 intakes from September to April]	November 2013

Name of Project	Organization Funded [Location/Service Area]	Description/Purpose	Project Timeline Start and End Dates	
35. TransCanada Literacy/Numeracy Employment Preparation Program	Montana First Nation Tribal Administration [Central Region-Hobbema]	Consists of remote delivery of literacy and numeracy instruction, classroom tutoring, and employment preparation workshops to provide students with the basic skills they need to enter the workforce or continue on with further education. Post-program employment is coordinated directly with TransCanada Corporation and sub-contractors. Professional job developers assist with services required to make successful matches and provide on-the-job support.	September 2010 [3 intakes from September to April]	November 2013
36. TransCanada Literacy/Numeracy Employment Preparation Program	Samson Cree Nation [Central Region-Hobbema]	Consists of remote delivery of literacy and numeracy instruction, classroom tutoring, and employment preparation workshops to provide students with the basic skills they need to enter the workforce or continue on with further education. Post-program employment is coordinated directly with TransCanada Corporation and sub-contractors. Professional job developers assist with services required to make successful matches and provide on-the-job support.	September 2011 [3 intakes from September to April]	November 2013
37. T.R.E.A.T.Y. Model for Literacy and Essential Skills [ArrowMight] Project	Tribal Chiefs Employment and Training Services Association [Frog Lake First Nation, Kehewin Cree Nation]	Deliver the ArrowMight project to 45 adults to increase their literacy and essential skills levels.	March 2012	May 2013



Name of Project	Organization Funded [Location/ Service Area]	Description/Purpose	Project Timeline Start and End Dates	
38. T.R.E.A.T.Y. Model for Literacy and Essential Skills Project: Innovative Aboriginal Literacy Project	Tribal Chiefs Employment and Training Services Association [Cold Lake First Nation, Goodfish Lake First Nation, Heart Lake First Nation]	Deliver the ArrowMight Program to 42 First Nations adult community members.	March 2010	June 2011
39. Water Wings Project	Boyle Street Community Services [Edmonton and Area]	Assess adult clients in the Edmonton area and tutor them to reach a basic level in reading competency, writing and math skills.	September 2012	June 2014
40. Workplace Essential Skills Training [WEST]	Grande Prairie Council for Lifelong Learning [Grande Prairie]	WEST project with Rotary House for 28 employed clients: deliver essential skills [document use, communication, working with others, continuous learning and thinking skills] through a series of workshops over an eight-month period.	October 2012	May 2013
41. Workplace Essential Skills Training [WEST]	Grande Prairie Council for Lifelong Learning [Grande Prairie]	WEST project with employer First Choice Electrical for one employed client, assisting with essential skills necessary for client to challenge next level of apprentice to achieve journeyman status.	September 2012	October 2012
42. Workplace Essential Skills Training [WEST]	Academic Express, in partnership with Lacombe and District Chamber of Commerce [Lacombe]	The contractor develops and delivers a customized WEST program to employees of Lacombe Chamber members in eight workplace essential skills to increase workplace productivity, improve employee retention, increase competitiveness, enhance efficiencies and create a highly skilled workforce.	September 2012	May 2013
43. Workplace Essential Skills Training [WEST]	Olds Chamber of Commerce/ Accredited Supports to the Community [Olds]	WEST training for new supervisors in small businesses.	February 2012	July 2012

Name of Project	Organization Funded [Location/ Service Area]	Description/Purpose	Project Timeline Start and End Dates	
44. Workplace Essential Skills Training [WEST]	Academic Express, in partnership with Red Deer Lodge Hotel and Conference Centre [Red Deer]	The contractor designs, develops and delivers a customized WEST program to Red Deer Lodge employees in eight essential skills [reading text, document use, writing, oral communication, working with others, thinking skills, computer use and continuous learning] to increase/improve worker productivity, retention and safety, and integration of under-represented groups.	October 2011	June 2012
45. Workplace Essential Skills Training [WEST]	Academic Express, in partnership with Sheraton Hotel Red Deer [Red Deer]	The contractor designs, develops and delivers a customized WEST program to Sheraton Hotel employees in eight essential skills [reading text, document use, writing, oral communication, working with others, thinking skills, computer use and continuous learning] to increase/improve worker productivity, retention and safety, and integration of under-represented groups.	June 2012	September 2012
46. Workplace Essential Skills Training [WEST]	Academic Express, in partnership with Cosmos Group of Companies [Red Deer]	The contractor designs, develops and delivers a customized WEST program to Cosmos employees in eight workplace essential skills, with special curriculum devoted to literacy [document use and writing skills], to increase productivity, to improve employee retention, communication and team performance, and to create a more vibrant and engaged workforce.	October 2012	September 2013
47. Workplace Essential Skills Training [WEST]	Academic Express, in partnership with South Inc. [Red Deer]	The contractor designs, develops and delivers a customized WEST program with key emphasis in six workplace essential skills [basic communication, hand-writing/note-taking, document use, telephone and e-mail etiquette] and managing change skills to 15 entry-level technically-trained “millennial” employees to improve their communication, team performance and workplace productivity and retention, and to create a more vibrant and engaging workplace.	November 2012	September 2013

SUMMARY OF LOCATION-SPECIFIC PROJECTS BY COMMUNITY

COMMUNITY	PROJECT
Alberta	Adult Literacy Communication Strategy
Alberta	Alberta–Aboriginal Adult Literacy Assessment Tool Project
Alberta	English Literacy Network for English Second Language Practitioners
Alberta	English as a Second Language for the Transportation Industry
Alberta	Enhancing the Provincial Foundational Learning System [Alberta Benchmarks Project]
Alberta	Initiatives to Support the Increased Literacy and Essential Skills Goal of the <i>Living Literacy Framework</i>
Alberta	Literacy and Essential Skills: Effective Practices Guide with New Model[s]
Alberta	Literacy and Essential Skills: Learner Progression Measures Project
Alberta	Productivity Alberta: Online Workforce Development Toolkit
Alberta	Subject Matter Expert Contract
Brooks	Employment-based Language Training
Calgary	Embedding Essential Skills into Integrated Training with Support from Literacy Alberta
Calgary	Literacy Audit of an Alberta Works Service Delivery Office
Calgary	Aboriginal Adult Learning Project
Camrose	Job Maintenance and Employee Retention Services
Cardston	Aboriginal Workplace Literacy Project
Chestermere	Rural Employer Access to Workplace Training Needs and Aboriginal Engagement
Cold Lake First Nation	T.R.E.A.T.Y. Model for Literacy and Essential Skills Project: Innovative Aboriginal Literacy Project
Drayton Valley	Job Maintenance and Employee Retention Services
Drumheller	Job Maintenance and Employee Retention Services
Edmonton and Area	Integrated Information Literacy Project
Edmonton and Area	Learner Transition: Math Literacy Project
Edmonton and Area	Water Wings Project
Fishing Lake Métis Settlement	Miyikowisiwin
Frog Lake First Nation	T.R.E.A.T.Y. Model for Literacy and Essential Skills [ArrowMight] Project

COMMUNITY	PROJECT
Goodfish Lake First Nation	T.R.E.A.T.Y. Model for Literacy and Essential Skills Project: Innovative Aboriginal Literacy Project
Grande Prairie	Occupational Training
Grande Prairie	Workplace Essential Skills Training [WEST] [x2]
Heart Lake First Nation	T.R.E.A.T.Y. Model for Literacy and Essential Skills Project: Innovative Aboriginal Literacy Project
Hobbema	Adult Literacy Initiative–Nehiyawak Warrior
Hobbema	Family Literacy Initiative
Hobbema	TransCanada Literacy/Numeracy Employment Preparation Program [x3]
Kehewin Cree Nation	T.R.E.A.T.Y. Model for Literacy and Essential Skills [ArrowMight] Project
Lacombe	Workplace Essential Skills Training [WEST]
Lethbridge	English for Work
Lloydminster	Job Maintenance and Employee Retention Services
Medicine Hat	English as a Second Language
Olds	Workplace Essential Skills Training [WEST]
Olds	Job Maintenance and Employee Retention Services
Red Deer	Workplace Essential Skills Training [WEST] [x4]
Red Deer	Job Maintenance and Employee Retention Services
Regional Municipality of Wood Buffalo, Athabasca Region	SustainAbilities
Rocky Mountain House	Job Maintenance and Employee Retention Services
Siksika	Adult Literacy Project
Siksika	Story Robe Literacy Project
Siksika	Extension of Story Robe Project
Stettler	Job Maintenance and Employee Retention Services
Strathmore	Rural Employer Access to Workplace Training Needs and Aboriginal Engagement
Sunchild First Nations and O'Chiese First Nation	First Nations Literacy and Essential Skills
Taber	Digital Skills Essential Training
Vermillion	Job Maintenance and Employee Retention Services
Wainwright	Job Maintenance and Employee Retention Services
Wetaskiwin	Job Maintenance and Employee Retention Services

