

Community Adult Learning Program **Guidelines**

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1. INTRODUCTION

PURPOSE OF GUIDELINES

The *Community Adult Learning Program Guidelines* ensure that organizations receiving funding through the Community Adult Learning Program are familiar with the intent of the program and understand the requirements and expectations of grant recipients. While it is understood that each community requires a unique approach to addressing adult learning needs, this document outlines the core expectations of Advanced Education.

Since the late 1970s the Government of Alberta has supported community-based adult learning across the province. Through the Community Adult Learning Program, Advanced Education invests approximately \$17 million each year to support the delivery of adult learning opportunities, professional development for funded organization staff and volunteers, and other initiatives that foster the advancement of community adult learning in Alberta.

Through extensive consultation, *A Learning Alberta* highlighted the immeasurable benefits to the province resulting from the contributions of community-based organizations and their long history of community collaboration and mobilizing volunteers.¹ As the first point of access for adult learners, the community-based learning system has the crucial role of providing a non-threatening, flexible learning environment, and raising awareness and creating a culture of learning in communities.

Foundational learning enables individuals to pursue further learning, have satisfying and meaningful employment, and fully participate in community life. Literacy skills acquired through a solid educational foundation are retained only if used continually throughout the lifespan, at home, in the community, and in the workplace.²

Additionally, English language skills are essential for newcomers to Alberta to settle into local communities, reduce barriers to employment, and become full participants in society. Immigrants and newcomers to Alberta often require flexible learning environments to support their diverse learning needs.³ Community-based learning organizations are well-positioned to respond to these learning needs through flexible programs and supports made possible through strong partnerships and coordination of services within the community.

Alberta has a diverse population of adult learners with respect to language, culture, traditions, life, and work, and this diversity of experience shapes an adult's attitudes towards learning. Many community adult learning organizations have a history of partnership with Indigenous communities. The Community Adult Learning Program seeks to build on and forge new partnerships with Indigenous communities founded on principles of trust, openness and respect in order to improve Indigenous learner access and success in the learning system.

Foundational skill levels significantly influence an individual's life outcomes – the ability to learn, health status, civic participation and social engagement, economic performance, and involvement with the justice system.⁴ Community adult learning organizations support Alberta's rural and economic development by coordinating with local business and industry to identify learning gaps, and leveraging programs and services to respond to these gaps to encourage continued growth in the community. Through greater coordination of partners, programs, and services, communities leverage their learning potential and improve their investment and settlement attraction potential resulting in greater local and regional prosperity.

¹ *Foundational Learning and Diversity Sub-Committee: Report to A Learning Alberta Steering Committee*, 2006, p.10.

http://iae.alberta.ca/media/133758/strengthening_learning_foundations.pdf

² *Living Literacy: A Literacy Framework for Alberta's Next Generation Economy*, 2010, p. 3.

<http://advancededucation.alberta.ca/post-secondary/policy/livingliteracy/>

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

⁴ *Living Literacy*, p. 4. <http://advancededucation.alberta.ca/post-secondary/policy/livingliteracy/>

2. STRATEGIC POLICY CONTEXT

2.1. Advanced Education

The Community Adult Learning Program is grounded in Government of Alberta policy direction since 2002. The following Advanced Education policy frameworks and principles provide strategic context for the program.

ADULT LEARNING SYSTEM VISION AND PRINCIPLES

Alberta's adult learning system includes publicly funded post-secondary institutions, First Nations Colleges, and Community Adult Learning Program-funded organizations, working together towards a vision that:

Every Albertan has the same opportunity to fulfill their full potential and contribute to their communities by obtaining a high quality post-secondary education regardless of financial circumstances.

The Community Adult Learning Program supports this vision by ensuring that adult Albertans have access to affordable, part-time, nonformal literacy and foundational learning opportunities across the province. By providing a safe and welcoming environment, funded organizations serve as the entry point for foundational learners – many of whom have social and/or economic barriers – to begin to see themselves as learners by gaining the confidence they need to persevere in further learning, and ultimately, reach their full potential.

Focused on ensuring that every Albertan has the skills they need to succeed in a changing economy, the Government of Alberta's vision for the adult learning system is guided by the following core principles: Accessibility; Affordability; Quality; Accountability; and Coordination. See Appendix 10.1 for further details.

BUILDING VIBRANT LEARNING COMMUNITIES

Building Vibrant Learning Communities, released in 2007, was a guiding document in the development of the *Community Adult Learning Program Guidelines*. The vision of this policy is that quality of life in communities is enhanced when strong community based learning providers work collaboratively with post-secondary institutions so adults are able to engage in learning. All stakeholders – including government, communities, non-profit organizations, provincial support organizations, and post-secondary institutions – have a role to play in building vibrant learning communities.

INCREASING LEARNER ACCESS THROUGH SYSTEM ALIGNMENT

Increasing Learner Access through System Alignment, released in January 2010, was developed by a task team consisting of representatives of community organizations, Comprehensive Community Institutions, and Advanced Education. The report recommends action and proposes guidelines related to the stewardship role of the Comprehensive Community Institutions and the regional access planning process, and further develops the concept of community learning centres.

ROLES AND MANDATES POLICY FRAMEWORK

The Roles and Mandates Policy Framework for Alberta's Publicly Funded Advanced Education System, released in 2007, is the foundational policy for Alberta's advanced learning system, of which the community-based adult learning system is an integral partner. An important contribution of the framework is its identification of six types of post-secondary institutions, each with distinct and complementary roles. Most relevant to the Community Adult Learning Program, the framework includes the expectation that 11 Comprehensive Community Institutions act as stewards for adult learning within their respective regions.

The stewardship role includes collaborating with community providers and other partners in their regions to plan, facilitate and coordinate access to foundational and post-secondary learning opportunities. This relationship does

not change governance or funding arrangements. Rather, it enables all parties to more effectively address literacy and foundational learning needs and ensures more Albertans have access to a range of learning opportunities.

A LEARNING ALBERTA: FINAL REPORT OF THE STEERING COMMITTEE

In 2006, the Government of Alberta held a multi-stage dialogue that brought together thousands of Albertans to seek answers to the challenges of creating an enhanced learning system that covers the full range of learning opportunities. A Learning Alberta identified the importance of foundational learning and of recognizing the diversity of learners, for working in new partnerships with Indigenous communities, and the importance of creating access for adults that are under-represented in formal learning opportunities. The report identified that communities should be learning communities where learners are able to access a broad range of programs because employers, learning providers, schools and other organizations are well-supported and working together.

PARENT-CHILD LITERACY STRATEGY

Advanced Education's *Parent-Child Literacy Strategy* was developed in 2002. It was based on research into early brain development that showed that language acquisition is a critical contributor to literacy development and school readiness. The following goals were included in the *Parent-Child Literacy Strategy*:

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

The Community Adult Learning Program continues to support the above goals by leveraging family literacy as a mode of delivery for required and supplemental adult programming.

2.2. Government of Alberta

In addition, the Community Adult Learning Program supports overall Government of Alberta direction, specifically:

BUILDING ON ALBERTA'S STRENGTHS: ALBERTA'S ECONOMIC DEVELOPMENT FRAMEWORK

The *Alberta Economic Development Framework* intends to guide all stakeholders whose work impacts economic development towards a shared vision and affiliation for economic development. The Community Adult Learning Program aligns with the framework and its priorities by supporting regional economic development in communities and supporting the labour market to better anticipate and meet the needs of employers and workers.

ALBERTA'S SOCIAL POLICY FRAMEWORK

In 2012, over 31,000 Albertans engaged in a process to create a social policy framework with the following vision:

In Alberta, everyone contributes to making our communities inclusive and welcoming. Everyone has opportunities to fulfill their potential and to benefit from our thriving social, economic and cultural life.

Alberta's Social Policy Framework, released in February 2013, is a call to action for collaboration that will guide the work of governments, community partners, and the private sector as they work together to make the vision of the Framework a reality over the next 10-15 years.

LIVING LITERACY: A LITERACY FRAMEWORK FOR ALBERTA'S NEXT GENERATION ECONOMY

Living Literacy was released in 2009 and provides a framework for action to coordinate the efforts of the Government of Alberta and its partners to improve literacy levels for Albertans so they can thrive and contribute to Alberta's economy. *Living Literacy* reflects government priorities for increasing high school completion rates, increasing post-secondary participation, and building a skilled workforce to enhance quality of life for all Albertans.

SUPPORTING IMMIGRANTS AND IMMIGRATION TO ALBERTA

Released in 2005, this policy framework highlights a vision where immigrants and their families choose to live in Alberta, where they are able to fully participate in community life and are valued for their cultural, economic and social contributions. The policy outlines the province's strategies for the attraction and retention of immigrants, and supporting their successful transition into society, including increasing access to English language learning opportunities to meet the increasing demand and diverse needs of immigrants. The Community Adult Learning Program supports this policy direction through the provision of English language learning and other supports for immigrants in local communities.

3. PROGRAM DEFINITIONS

Adult Learning Principles

Adult Learning Principles are the best practices that guide the development and delivery of adult foundational learning opportunities, where learning is relevant, practical, respectful, self-directed, strengths-based, builds on the learner's knowledge and experience, and is oriented towards the learner's goals. For more information, see Appendix 10.2.

Barriers

Barriers are the social and/or economic situations that learners face that impede their participation in learning, including low literacy or learning challenges, cultural or social isolation, lack of resources or confidence to access information and services to support learning, an association of learning with trauma and/or frustration and a possible fear of failure, and personal or family challenges. For more information on barriers see Section 5: Program Requirements.

Basic Digital Skills

The ability of individuals to appropriately use and understand digital systems, such as computers and related technology, to find, evaluate, utilize, create, and communicate in order to participate effectively in society.

Coaching and Modeling

Coaching is the process of teaching a new skill and encouraging participants as they learn and practice that skill. Modeling is a teaching technique that encompasses the principle 'do as I do.'

Comprehensive Community Institution (CCI)

A regionally-based, public post-secondary institution responsible for stewardship of adult learning opportunities within a defined region in Alberta. The Comprehensive Community Institution has a mandate for understanding their geographic service region to enhance strategic planning, achieve goals for access, and meet regional learner and economic demand. This is achieved through greater system collaboration and alignment with community adult learning.

Cost-Recovery

Cost-recovery means ensuring the organization recovers the full costs of delivering a program or service, including all direct and indirect costs.

Decision-Making Body

For the Community Adult Learning Program, the decision-making body is the voluntary body of members who jointly oversee the activities of the organization. This may be a board of directors, council, or committee operating with a Legal Host.

English Language Learning

The study and practice of the English language by individuals whose first language is other than English and who are unable to communicate fluently or learn effectively in English, to help them gain proficiency in speaking, reading, writing and listening in English.

Essential Skills

Essential skills are the skills needed for work, learning, and life. They are used in nearly every job at different levels of complexity. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. The essential skills are: Reading, Writing, Document Use, Numeracy, Digital Technology, Thinking, Oral Communication, Working with Others, and Continuous Learning.

Formal Learning

Learning that is acquired in an educational institution, is delivered through an organized and structured curriculum, is assessed by a qualified instructor, and recognized with grades and parchment (e.g. degrees, diplomas, certificates).

Foundational Learning

Learning opportunities that support the development of adult literacy and numeracy skills, proficiency in the English language, the development of basic digital skills, and foundational life skills that enable individuals to pursue further learning, have satisfying and meaningful employment, and fully participate in society. While these Guidelines do not identify or mandate a specific “cut-off level” for foundational learning, in general terms, it can be thought of as up to and including approximately Grade 9 levels in the formal Kindergarten to Grade 12 system, or, in the case of adult literacy and numeracy, up to and including PIAAC level 2.

Foundational Life Skills

Learning opportunities that facilitate the development of the fundamental competencies that adults require to be able to participate in foundational learning and/or everyday life on an independent basis. Programming in this category includes one or more of the following components:

- oral communication skills
- personal and interpersonal skills
- decision-making and problem-solving
- creative thinking and critical thinking
- self-awareness and self-assessment

Knowledgeable Referral

A referral is the process of sending an individual to another person or place for help, information, or advice. Knowledgeable referrals are those that are made with the confidence that the person or place to which an individual is referred is appropriate, and that the individual will be able to access the help, information, or advice required.

Learner Pathways

The chosen routes taken by learners into and/or through a range of learning opportunities, including nonformal community-based learning, nonformal and formal post-secondary learning, transfer credit, and workplace training. Learner pathways are used to describe the learning options available to different learners.

Learner Support Services

The range of activities, or services, that funded organizations coordinate to support the learning and/or life journey of adult learners. They are opportunities for organizations to build relationships with learners, which may increase their confidence to participate in further learning. For more information on Learner Support Services, see Section 5: Program Requirements.

Legal Host

A legal entity approved by the department to act as the legal administrator for a service organization and receive a Community Adult Learning Program grant on behalf of the organization.

Literacy

The ability to identify, understand, interpret, create, communicate, compute, and use printed and written materials associated with varying contexts.

Modes of Delivery

The ways in which required or supplemental programming may be delivered towards the achievement of learning objectives. The four modes of delivery include tutoring, courses, family literacy, and learning activities. For more information, see Section 5.3: Modes of Delivery.

Nonformal Learning

Learning that is acquired outside of the formal education system. These learning experiences are led by a facilitator, have identified learning goals, and tend to be flexible, voluntary, with few if any prerequisites.

Numeracy

The ability to use, apply, interpret, and communicate mathematical information and ideas.

Partnership

A partnership is a collaborative, mutually beneficial relationship between a funded organization and one or more partner organizations to support learning opportunities and activities related to the mandate of the Community Adult Learning Program. A partnership includes one or more of the following attributes:

- The partner organizations make a formal commitment to working together collaboratively, although the formality of partnerships may vary;
- A set of joint activities are drafted that set out partnership priorities and each partner's commitments, roles, and responsibilities,
- All partners contribute financially or in-kind to the learning opportunity;
- A partnership is based on mutual respect and trust;
- Partner organizations contribute in a meaningful way to the success of a learning opportunity, which may include, for example, the sharing of intellectual or physical resources;
- All partners share a common goal to serve adult learners, particularly those with foundational learning needs, and they commit to approaches to meet the outcomes of the Community Adult Learning Program.

Vulnerable Persons

A vulnerable person is an individual who, because of age (under 18 or over 65), a disability (physical or mental), or other circumstances, whether temporary or permanent:

- Is in a position of dependency on others;
- Is otherwise at greater risk than the general population of being harmed by a person in a position of trust or authority towards them.⁵

⁵ *Volunteer Screening Terms & Definitions*, Volunteer Alberta, 2017, <http://volunteeralberta.ab.ca/wp-content/uploads/2017/02/VSP-Definitions.pdf>.

4. PROGRAM VISION

PURPOSE

As a key component of Alberta's adult learning system, the Community Adult Learning Program supports a network of organizations to deliver part-time, nonformal literacy and foundational learning opportunities to address a significant social and economic issue: at least one in five adult Albertans face daily literacy and numeracy challenges⁶.

These individuals struggle to perform basic tasks, such as reading a medicine label or filling out a job application, and often face personal, cultural, social, or economic challenges that create barriers to their participation in learning. These learners are also hard to reach and engage in learning, and, due to the complexity of their lives, are difficult to retain in foundational programs. Adults with limited foundational skills are more likely to live in poverty and experience social isolation, health problems, encounters with the justice system, and other adverse socio-economic issues.

VISION

Changing lives through adult foundational learning in connected communities.

OUTCOMES

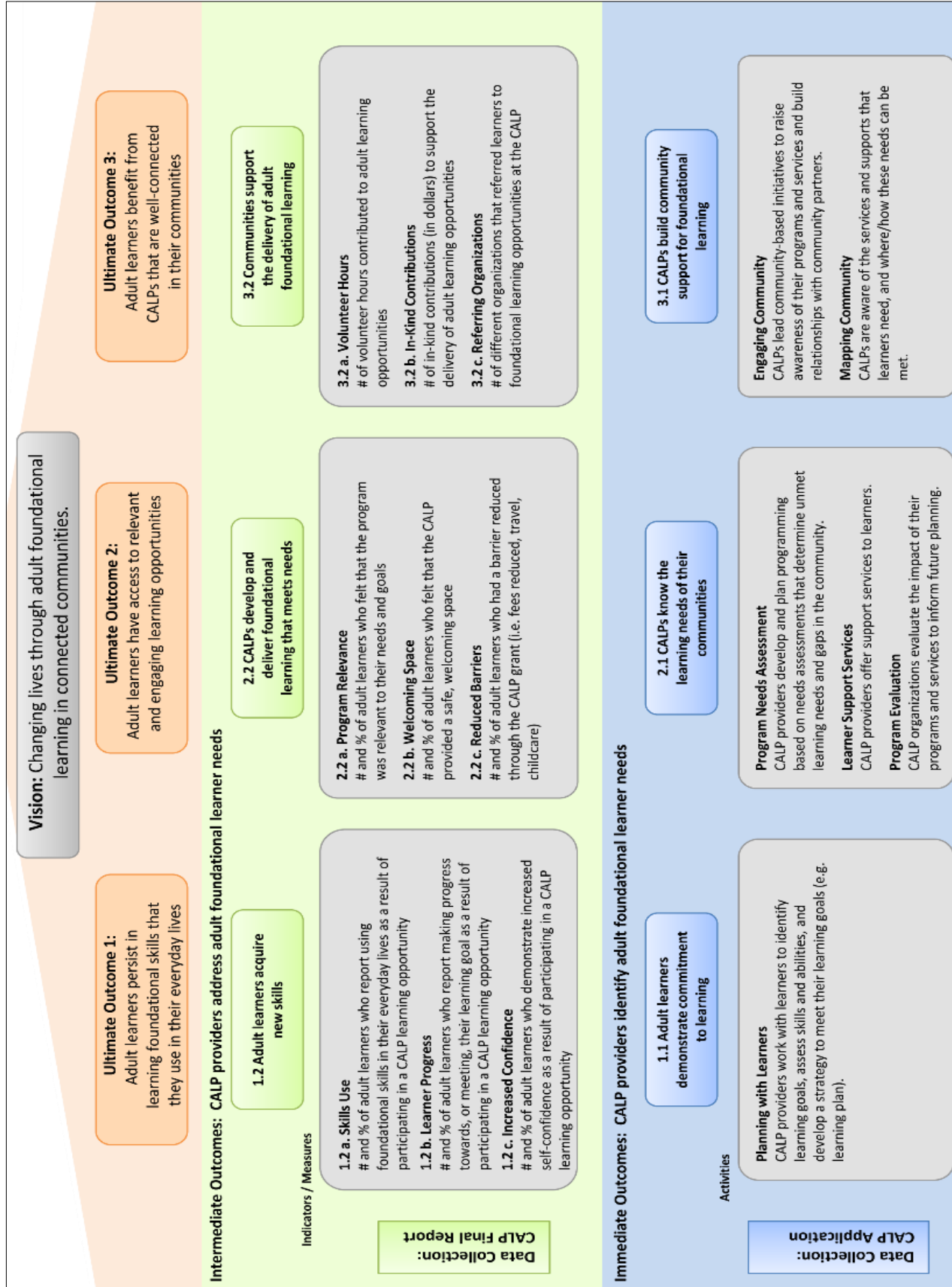
1. Adult learners persist in learning foundational skills that they use in their everyday lives.
2. Adult learners have access to relevant and engaging learning opportunities.
3. Adult learners benefit from CALPs that are well-connected in their communities.

LOGIC MODEL

Advanced Education and its partners co-created a Logic Model and Outcomes-based Measurement and Evaluation Framework ('Logic Model') to provide a road map for achieving the program's vision, and demonstrate the impact of the program in Alberta (see Figure 1.0 on page 9). The Logic Model shows the relationship between the resources available to the program, the activities performed, and the results the program hopes to achieve.

⁶ This statistic is based on the 2012 international literacy survey, Programme for the International Assessment of Adult Competencies (PIAAC), and includes learners who scored below PIAAC level 2.

Figure 1.0 – CALP Logic Model



ACTIVITIES

To achieve the Community Adult Learning Program vision and outcomes, funded organizations are expected to engage in all of the following activities.

Planning with Learners

Funded organizations work with adult foundational learners to identify their learning goals, assess their skills and abilities, and develop a strategy to meet their learning goals. Funded organizations have a responsibility to understand why a learner might go to them for learning, what supports they may need in order to be successful, and how the organization might leverage intake processes to set goals and/or create a learning plan with that learner. Funded organizations should be aware of the range of reasons that may motivate adult foundational learners to return to learning, including their desires to transition to further learning or training, get a job or seek a promotion, adapt to changes to a job, support their children's education, become more independent, and/or adapt to changes in their lives.

Organizational Planning

Funded organizations engage in continuous strategic planning in order to deliver programs and services that align closely with the Community Adult Learning Program focus on literacy and foundational learning and respond to unmet learning needs and gaps in the community. Strategic planning includes exploring strengths and weaknesses, opportunities and challenges, and helps organizations to identify what success looks like, what is the path to achieving success, and what resources are required, such as human resources, succession planning, and associated professional development of staff and volunteers.

Program Needs Assessment

Funded organizations develop and plan programming based on needs assessments that determine unmet learning needs and gaps in the community. To ensure the appropriate allocation of resources and supports, funded organizations assess the needs of their communities on a regular basis and make strategic decisions based on knowledge gained from needs assessments, including greater awareness of social and economic barriers that may prevent adults from participating in foundational learning.

Learner Support Services

Funded organizations provide Learner Support Services to assist individuals to transition to programs and services that will help them to meet their learning goals.

Program Evaluation

By collecting outcomes data in response to the Logic Model, funded organizations evaluate the impact of their required programming and services to inform their future program planning. When Advanced Education aggregates the data of funded organizations from across the province, it is able to demonstrate to Albertans the impact of community-based foundational learning.

Engaging Community

Funded organizations lead community-based initiatives to raise awareness of their programs and services and build relationships with community partners, including their local Comprehensive Community Institution. In doing so, funded organizations are able to leverage local resources in the form of volunteer-based human resources such as local decision-making body members, volunteer tutors, or in the form of in-kind or financial contributions.

Mapping Community

Funded organizations are aware of the services and supports that learners need, and where/how these needs can be met. Through mapping their communities and building strong relationships and connections to other learning and service providers, including their local Comprehensive Community Institution, funded organizations create seamless pathways for learners and promote the concept that 'any door is the right door.' It is only within a well-connected network that learners can find their way to the services and supports they need, whether through direct programming at funded organizations, or indirectly through coordinated referrals.

Safe and Welcoming Space

Many adult foundational learners may not have had a positive experience in the traditional educational system. By creating a safe and welcoming learning environment and atmosphere, funded organizations enable adult learners to explore their unique learning needs, without fear of shame, stigma, or judgment. Funded organizations play a vital role in providing learners with access to the information, services, or learning opportunities they need to be successful.

Relevant Programming

When learning opportunities are relevant to the needs, goals, and motivations of the learner, adults are more likely to be engaged in their learning and achieve their goals. To be relevant, funded programs should offer learner-centred programming that considers any number of factors, including the cultural, social, economic, and/or historic context of the learner.

Reducing Barriers

Adult foundational learners may face a broad range of barriers to learning (for more information, see Section 5: Program Requirements). However, when external supports are available to help alleviate barriers, whether by reducing fees, providing travel or childcare, many adult learners show the resilience and persistence necessary to pursue their learning goals.

5. PROGRAM REQUIREMENTS

In order to effectively address the vision of the Community Adult Learning Program, funded organizations must engage in the activities described below. These activities correspond to the 'approved activities' referenced in Community Adult Learning Program grant agreements.

ELIGIBLE PROGRAMMING AREAS

While the Community Adult Learning Program grant may be used to offer Supplemental Programming, the use of the grant must clearly prioritize Required Programming.

Required Programming – Literacy and Foundational Learning

Funded organizations must provide learning opportunities in the Required Programming area – Literacy and Foundational Learning. Organizations have the flexibility to determine priorities within the Required Programming area based on a needs assessment in the community (see section 5.1: Literacy and Foundational Learning).

Supplemental Programming – Community Capacity Building

In addition to providing programming in the Required Programming area above, organizations may also provide learning opportunities in the supplemental programming area – Community Capacity Building – to support the development of individuals, families, and communities (see section 5.2: Community Capacity Building).

INELIGIBLE PROGRAMMING

Grant funds cannot be used to support learning opportunities that fall outside of the eligible programming areas, including costs for staff time, instructor fees, learning materials, advertising, and space. Learning opportunities that are taken for personal enjoyment, such as recreation, art, and fitness, are not eligible for grant support and may only be delivered on a cost-recovery basis.

ELIGIBLE LEARNERS

All adults 18 years and over who reside in Alberta are eligible to participate in learning opportunities and access services and supports. Priority must be given to Canadian citizens and permanent residents. Youth may be served on an exception basis only, where community need is identified, a more appropriate youth-serving organization is not available, and the funded organization has taken the necessary precautions (e.g., security clearances, vulnerable sector check, consent from legal guardian).

Of these eligible learners, funded organizations must focus on attracting and meeting the needs of learners who face social and/or economic barriers, which may include:

- Low literacy or learning challenges, including a diagnosed or undiagnosed learning disability;
- Cultural or social isolation, including:
 - English language challenges facing newcomers to Alberta
 - Individuals who are marginalized in society;
 - Other barriers to participating in the community;
- Lack of resources or confidence to access information and services to support their own learning, such as:
 - Participating in learning opportunities for a fee;
 - Seeking out information at the library or online;
 - Seeking assistance from other agencies;
- An association of learning with trauma and/or frustration and a possible fear of failure;
- Personal or family challenges, including issues related to:
 - Low income, housing and/or homelessness;

- Previous encounters with the justice system;
- Mental health and/or addictions;
- Previous traumatic experiences, such as violence or abuse;
- Being unable to manage a social context effectively;
- Being unable to accomplish basic daily tasks.

REDUCING BARRIERS WITH THE GRANT

To address some of the barriers that may prevent adults from participating in learning opportunities, as listed above, the Community Adult Learning Program grant may be used in the following ways:

- Reduce or waive fees for learning opportunities when a financial barrier exists. Note: learners are still expected to pay fees for learning opportunities if their barriers are not financial.
- Provide on-site child care
- Cover costs for transportation and other relevant costs

NEEDS ASSESSMENTS

Funded organizations must assess the needs of communities on a regular basis to inform direction and determine program priorities. Needs assessments may be formal or informal and should consider information from other sources, such as needs assessments completed by other organizations, statistical data, and demographic information. Needs assessments are not an assessment of a community's "wants" or what might be popular, but should identify the learning gaps that are present within a community, particularly for those learners who may not otherwise have a voice. Needs assessments should also be informed by an understanding of community assets through the processes of mapping, and engaging with, the community.

PROFESSIONAL DEVELOPMENT

Professional Development Requirements

All staff involved in the delivery of Literacy and Foundational Learning programming must have completed Introduction to Adult Foundational Learning within the grant term. New staff are encouraged to take the training in their first year of employment. Contracted instructors, facilitators, tutors, or other volunteers are not required to participate in Introduction to Adult Foundational Learning; however, they are eligible to do so. Additional professional development requirements are noted below in section 5.3: Modes of Delivery.

Funded organizations are responsible for staying informed of other professional development opportunities supported by the department and available for staff and volunteers, including board members. The department encourages funded organizations to access the substantial amount of research and resources available on best practices in the Literacy and Foundational Learning field, much of it located on the Community Adult Learning Program Portal (www.calp.ca).

The Importance of Professional Development to Support Foundational Learners

Funded organizations are expected to support staff, volunteers, and board members to access professional development. Because foundational learners often have complex learning needs and may face one or more social or economic barriers, they require highly supportive and knowledgeable staff and volunteers who are aware of their needs and are competent and confident in Literacy and Foundational Learning subject matter.

Surveys

Funded organizations are expected to respond to surveys from Advanced Education and professional development providers. The information collected from these surveys is used to evaluate the impact of the Community Adult

Learning Program professional development system and make any improvements to enhance quality and effectiveness.

COLLECTING FEES

For all learning opportunities learners who can afford to pay must pay fees. Grant funds can only be used to reduce fees for learners that demonstrate a financial need. Funded organizations must collect fees that cover partial costs, all costs, or generate revenue above delivery costs, for all programs and services with the exception of volunteer tutoring and family literacy. However, finances should not be a barrier to learning and fees must be reduced or eliminated for learners with financial barriers. To ensure access for learners with a financial barrier, organizations must have an effective policy in place to reduce fees for learners.

LEARNER SUPPORT SERVICES

Grant funds may be used to support the provision of Learner Support Services to assist individuals to transition to programs and services that will help them to meet their learning goals. The proportion of the Community Adult Learning Program grant expended on Learner Support Services should be based on an assessment of community needs; however, in order to meet the vision of the program and to demonstrate progress towards the program vision (see section 4), the use of the grant must clearly prioritize Required Programming.

Learner Support Services are a range of activities or services that funded organizations coordinate to support the learning and/or life journey of adult learners. They are opportunities for organizations to build relationships with learners, which may increase their confidence to participate in further learning. These services are particularly important for foundational learners that face social and/or economic barriers. Learner Support Services may include, but are not limited to, the following:

- Providing access to information about post-secondary and other learning opportunities, costs, funding options, as well as support for education planning and encouragement for self-directed learning;
- Mentoring;
- Providing space and creating a safe and welcoming environment and atmosphere for learners to build social and community connections, and be connected to supports and services;
- Providing access to, and assistance with, basic technology;
- Providing assistance and knowledgeable referrals to newcomers to Alberta for citizenship and immigration services, and supporting their independence and advocacy skills;
- Providing knowledgeable referrals for services and supports within the community, such as career counseling/employment services, childcare, transportation, and other government programs and agencies;
- Exam invigilation;
- Assistance with forms;
- Job searches and/or resume support; and
- Supporting learning offered by a partner, through onsite support, access to technology or classroom space, administration, and/or other support. 'Supporting' refers to activities associated with programming offered by another partner, including formal and nonformal learning offered locally and/or online.

FACILITATING FORMAL LEARNING

Funded organizations are expected to work with post-secondary institutions, particularly Comprehensive Community Institutions, and other providers to enhance access to formal learning opportunities. This may include partnering, as defined in section 3.2: Program Terms, to create access to formal learning opportunities, such as academic upgrading or post-secondary learning opportunities, such as certificate programs. Funded organizations are not authorized to develop or deliver their own formal post-secondary learning opportunities.

5.1. Literacy and Foundational Learning

Literacy, numeracy, proficiency in the English language, the ability to engage with basic technology, and foundational life skills are core skills for Albertans to be able to participate actively in society, pursue further learning, and be successful in their work. For this reason, the Community Adult Learning Program is focused on ensuring all funded communities are able to access learning opportunities and supports in these areas.

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

CATEGORIES

Within this programming area, based on the level of need in the community, funded organizations must provide learning opportunities to support the development of at least one of the following categories:

- adult literacy
- numeracy
- English language learning
- basic digital skills
- foundational life skills

These learning opportunities must be available locally, whether in-person or through the use of technology. Organizations must deliver these learning opportunities directly or in partnership with other delivery providers in the community (see section 3.2: Program Terms). If there are other literacy and foundational learning providers in the community that do not have the capacity to meet all the learning needs, the Community Adult Learning Program grant must be prioritized towards responding to these unmet learning needs.

Organizations have the flexibility to choose the modes of delivery that will best meet the needs of the community as outlined in section 5.3. Organizations are encouraged to use innovative and creative approaches when delivering these learning opportunities to support skills development.

5.1.1. Adult Literacy

Definition and Intended Outcomes

In addition to the requirements in section 5, Program Requirements, and section 5.1, Literacy and Foundational Learning, organizations are also required to consider the following information. Adult Literacy is defined in the *Community Adult Learning Program Guidelines* as the ability of adults to identify, understand, interpret, create, communicate, and use printed and written materials associated with varying contexts. The primary intended learning objective should be the development of reading, writing, and/or document use skills up to and including a pre-GED level. Reading, writing, and document use are three of nine Essential Skills from Canada's Essential Skills framework, defined as follows:

- Reading includes understanding materials written in sentences or paragraphs.
- Writing includes communicating by arranging words, numbers and symbols on paper or a computer screen.
- Document Use includes finding, understanding or entering information (e.g. text, symbols, numbers) in various types of documents, such as tables or forms.

Please note: this category should not include learning opportunities for English language literacy learners; these should be offered in the English Language Learning category, below (section 5.1.3).

Adult Literacy Learners

Adult Literacy Learners are the same as any other individual: they have strengths, weaknesses, interests, goals, and dreams. They are fluent in either official language, and generally speaking, were born and raised in Canada. They may have a good job, whether or not they have a high school education. Like all of us, Adult Literacy Learners are looking for a way to improve their lives; however, they may not necessarily recognize what skills might be required to do so. They may have several well-developed Essential Skills, for example, they may have achieved life successes by being excellent oral communicators. However, they may need to improve at least one of the literacy skills: Reading, Writing and/or Document Use.

5.1.2. Numeracy

Definition and Intended Outcomes

In addition to the requirements in section 5, Program Requirements, and section 5.1, Literacy and Foundational Learning, organizations are also required to consider the following information. Numeracy is defined in the *Community Adult Learning Program Guidelines* as the ability to use, apply, interpret, and communicate mathematical information and ideas. Numeracy is one of nine Essential Skills from Canada's Essential Skills framework. To align with that framework, the primary intended learning objective should be using numbers and thinking in quantitative terms to complete tasks, up to and including a pre-GED level.

Numeracy Learners

Numeracy Learners are the same as any other individual: they have strengths, weaknesses, interests, goals, and dreams. They may have a good job, whether or not they have a high school education. Like all of us, Numeracy Learners are looking for a way to improve their lives; and they likely recognize they have a need to improve their numeracy skills to do so.

5.1.3. English Language Learning

Definition and Intended Outcomes

In addition to the requirements in section 5, Program Requirements, and section 5.1, Literacy and Foundational Learning, organizations are also required to consider the following information. English Language Learning is defined in the *Community Adult Learning Program Guidelines* as the study and practice of the English language by individuals whose first language is other than English and who are unable to communicate fluently or learn effectively in English. The primary intended learning objective should be to help learners gain proficiency in speaking, listening, reading, and writing in English. These outcomes correlate to the following Essential Skills from Canada's Essential Skills framework: Reading, Document Use, Writing, and Oral Communication.

English Language Learners

English language learners are a diverse group who may or may not be born in Canada, and whose first language is not English. They could be a Canadian citizen or permanent resident; an Indigenous Canadian; a refugee or immigrant at any stage of adjustment into Canadian society; or a temporary resident, whether a visitor to Canada, an international student, or a Temporary Foreign Worker. They may also be of any economic or social background; for example, they could be a foreign-trained professional or a low-skilled labourer. An English Language Learner could have any level of formal education (or no formal education) and be at any foundational level of English Language Learning. They may have little or no literacy skills in their first language or may be highly literate in their first language.

Like any other individual, English Language Learners have strengths, weaknesses, interests, goals, and dreams. Like all of us, English Language Learners are looking for a way to improve their lives; and they recognize they have a need to improve their English language skills to do so.

5.1.4. Basic Digital Skills

Definition and Intended Outcomes

In addition to the requirements in section 5, Program Requirements, and section 5.1, Literacy and Foundational Learning, organizations are also required to consider the following information. Basic Digital Skills are defined in the *Community Adult Learning Program Guidelines* as the ability of individuals to appropriately use and understand digital systems, tools and applications, and to process digital information. This includes skills to find, evaluate, utilize, create, and communicate in order to participate effectively in society. The primary intended learning objective is the development of foundational digital skills to support an individual to navigate the basics of a computer, tablet, smartphone, keyboard, operating device, or the internet. This category corresponds to the Essential Skill called Digital Technology – one of nine Essential Skills from Canada’s Essential Skills framework.

Basic Digital Skills Learners

Basic Digital Skills Learners are the same as any other individual: they have strengths, weaknesses, interests, goals, and dreams. They may be retired or they may have a good job, whether or not they have a high school education. Like all of us, Basic Digital Skills Learners are looking for a way to improve their lives; and they likely recognize they have a need to improve their digital skills to do so.

5.1.5. Foundational Life Skills

Definition and Intended Outcomes

In addition to the requirements in section 5, Program Requirements, and section 5.1, Literacy and Foundational Learning, organizations are also required to consider the following information. The Foundational Life Skills category is defined in the Community Adult Learning Program Guidelines as learning opportunities that facilitate the development of the fundamental competencies that adults require to be able to participate in foundational learning and/or everyday life on an independent basis. Programming in this category includes one or more of the following components:

- oral communication skills
- personal and interpersonal skills
- decision-making and problem-solving
- creative thinking and critical thinking
- self-awareness and self-assessment

The primary intended learning objective of learning opportunities in the Foundational Life Skills category is to support learners to develop an identity of themselves as learners, and to improve any combination of the above skills to prepare a learner for further learning, employment, and/or participation in society. Foundational Life Skills learning opportunities may support the development of four Essential Skills from Canada's Essential Skills Framework: Oral Communication, Thinking, Working with Others, and Continuous Learning.

Foundational Life Skills Learners

Foundational Life Skills learners may:

- be unable to engage in learning opportunities without first improving their foundational life skills;
- face one or more social and/or economic barriers that could impede their learning. To reiterate some of the barriers noted in section 5.1, Foundational Life Skills learners may:
 - be marginalized in society;
 - have experienced trauma, such as violence or abuse;
 - have had encounters with the justice system;
 - have mental health and/or addictions issues;
 - be unable to manage a social context effectively;
 - be unable to accomplish basic daily tasks;
- not recognize or admit the need to improve their skills;
- have limited or no formal education;
- associate learning with trauma and/or frustration and may have a fear of failure.

5.2. Community Capacity Building

The Community Adult Learning Program recognizes that successful learning outcomes are intertwined with the ability of communities to support the development of the individual, the family, and the broader community itself. Funded organizations are well positioned to build vibrant learning communities in which individuals, families, and communities can thrive and reach their full potential. For this reason, in addition to offering learning opportunities in the Literacy and Foundational Learning programming area, funded organizations may also offer a range of learning opportunities in Community Capacity Building.

In addition to the requirements outlined in Section 5, the following are requirements for the delivery of learning opportunities to support Community Capacity Building. All programs and services must be approved through the Community Adult Learning Program grant application process.

DELIVERY OF COMMUNITY CAPACITY BUILDING

Learning opportunities offered in the Community Capacity Building programming area support the development of the individual, the family, and/or the community. Community Capacity Building programming may complement, build upon, or supplement the literacy and foundational skills a learner is trying to achieve, or has achieved, or it may be an opportunity to attract learners who may not recognize or admit the need to improve their literacy and foundational skills. Learners in this supplemental programming area do not have to be current or former participants in required programming to participate in Community Capacity Building programming. Examples include learning opportunities that:

- support the achievement of a high school equivalency credential: e.g. General Equivalency Diploma (GED)
- support workplace readiness and safety, including computer software and application skill development
- support local or Indigenous languages/cultures
- address mental health issues
- prevent and support victims of violence and abuse
- prevent substance abuse
- promote parenting skills

Organizations are encouraged to leverage partnerships with other agencies in the community to deliver these learning opportunities, such as other learning and support agencies, business/employers, and others.

5.3. Modes of Delivery

Modes of Delivery are the ways in which required or supplemental programming may be delivered towards the achievement of learning objectives. Programming may be delivered through one or more of the following modes of delivery:

- *tutoring*
- *courses*
- *family literacy*
- *learning activities*

Funded organizations should choose modes of delivery that will most effectively address the learning needs of their learners and communities, with careful consideration given to the benefits, intensity and duration, and professional development requirements of a particular mode, as outlined below. Research suggests that adults who have specific objectives for their learning and the ability to monitor and measure their own progress are more likely to persist in learning. Therefore, funded organizations should also consider that, for all modes of delivery, formal and/or informal learner assessment, at the beginning, during, and at the end of a learning opportunity, is a best practice in the field of literacy and foundational learning.

5.3.1. Tutoring

Definition and Benefits

Tutoring is generally a volunteer-based practice in which a tutor facilitates an adult's learning through specialized, additional, or basic instruction, either individually or in a small group. The practice of tutoring is learner-centred and learner-driven, and is a two-way learning experience based on mutual respect from which the tutor and the adult learner(s) benefit. Through tutoring, adult learners develop an identity of themselves as learners and build their confidence, so that they can learn independently and make progress towards their learning goals.

The tutoring mode of delivery may be beneficial or appropriate in a number of contexts, including when funded organizations:

- Want to support reluctant or marginalized learners who are uneasy about returning to learning, and need to build their confidence in order to continue and persevere in learning.
- Want to offer a 'just-in-time,' flexible, and self-directed approach that meets learners where they are at.
- Are serving learners with complex learning needs that require consistent and sustained instruction.
- Want to build and sustain their capacity to offer a broader range of foundational learning options.
- Want to scaffold learners into a future learning opportunity or support learners to be successful in a group learning opportunity.
- Are located in small communities and work with a small number of learners with a wide range of needs who cannot be easily grouped together into learning opportunities using other modes of delivery.
- Have limited grant dollars to spend on hiring instructors for program delivery.

Coaching and Modeling

Tutors that work with adult learners must be intentional about integrating strengths-based coaching and modeling strategies and activities based on adult learning principles in which learning is relevant, practical, respectful, self-directed, builds on the learner's knowledge and experience, and is oriented towards the learner's goals. Through effective coaching and modeling, a literacy and foundational learner in particular can begin to advocate for their own learning.

Intensity and Duration

As a mode of delivery, tutoring has the potential to support learners to make progress towards learning outcomes, and lasting changes in an adult learner's life, when it is of sufficient intensity in terms of hours and of sufficient duration in terms of length.

Professional Development

In keeping with section 5.1, all staff responsible for coordinating a tutor program must complete Introduction to Adult Foundational Learning within the grant term. Tutors are eligible, but not required, to participate in Introduction to Adult Foundational Learning. Funded organizations should provide professional development opportunities that prepare tutors to support learners with identifying and addressing meaningful learning goals and monitor progress based on those goals.

Funded organizations are expected to ensure that all staff and tutors have the ongoing professional development they need to build a quality tutoring program. Tutors should become familiar with adult learning principles and acquire a broader range of skills needed to effectively support the complex needs of learners by participating in professional development. Advanced Education encourages funded organizations to access the substantial amount of research and resources available on best practices in the tutoring field, much of it located on the Community Adult Learning Program Portal (www.calp.ca).

5.3.2. Courses

Definition and Benefits

Courses are instructor-led educational experiences that focus on addressing participants' learning goals through relevant, structured curriculum. Courses are designed in such a way that the content of individual sessions builds on the content of previous sessions to support learners to achieve the learning goals of the course, increasing the importance of a learner attending each session. Course instructors measure learner skill development by assessing the extent to which learners meet the goals of the course.

The course mode of delivery may be beneficial or appropriate in a number of contexts, including when funded organizations:

- Have a cohort of learners with similar learning needs;
- Have the staff capacity to deliver educational experiences that focus on addressing participants' learning goals through relevant, structured curriculum;
- Have access to instructors who are well-versed in serving foundational learners in a group setting, and who are able to measure the skill development of learners in relation to the course goals.

Coaching and Modeling

Instructors that work with adult learners must be intentional about integrating coaching and modeling strategies and activities based on Adult Learning Principles in which learning is relevant, practical, respectful, self-directed, strengths-based, builds on the learner's knowledge and experience, and is oriented towards the learner's goals. For more information on Adult Learning Principles, see Appendix 10.2. Through effective coaching and modeling, a literacy and foundational learner in particular can begin to advocate for their own learning.

Intensity and Duration

As a mode of delivery, courses have the potential to support learners to make progress towards learning outcomes and lasting changes in an adult learner when they are of sufficient intensity in terms of hours and of sufficient duration in terms of length. For this reason, courses may not be offered on a drop-in basis and should involve a pre-arranged time for instruction.

Professional Development

In keeping with section 5.1, all staff responsible for the direct delivery of a course must complete Introduction to Adult Foundational Learning within the grant term. Contracted course instructors are eligible, but not required, to participate in Introduction to Adult Foundational Learning.

Advanced Education encourages funded organizations to access the substantial amount of research and resources available on best practices on the delivery of Literacy and Foundational Learning, much of it located on the Community Adult Learning Program Portal (www.calp.ca).

5.3.3. Family Literacy

Definition and Benefits

Community Adult Learning Program-funded family literacy programs create opportunities for adults to increase their confidence and begin to develop an identity of themselves as learners. To be offered within a Literacy and Foundational Learning category, family literacy programs must clearly focus on the development of adult foundational skills. Family Literacy promotes the value and benefits of literacy, and provides parents with skills and strategies to create a literacy-rich environment in the home, and use daily activities to strengthen the emergent literacy skills of their children.

The family literacy mode of delivery may be beneficial or appropriate in a number of contexts, including when funded organizations:

- Want to offer a creative and non-threatening approach to building adult literacy and foundational learning skills.
- Recognize that some adult learners are more likely to attend programming for the sake of their children.

Child Participants

Family literacy programs funded through the Community Adult Learning Program are directed towards the parents or caregivers of children up to six years of age. Children may be present for all or part of the program, or they may not be directly involved at all. Where programs are providing childcare on-site during parent programs, it is expected that age and stage appropriate programming with an oral language and early literacy development focus will be provided for the children in a child-safe and child-appropriate environment.

Support Families Facing Barriers

While it is acknowledged that all Albertan families can benefit from family literacy programs, grant funds must be used to support learning opportunities, and increase access, for families facing social and/or economic barriers to learning, including covering costs for all program fees, child care, transportation, and other participant supports as required. This requirement applies to required and supplemental programming.

Intensity and Duration

As a mode of delivery, family literacy programs must be designed for committed participants and requires attendance at multiple sessions over a number of weeks. Family literacy has the potential to break the cycle of low literacy and foundational skills when programs are of sufficient intensity in terms of hours and of sufficient duration in terms of length of the program in order to make lasting changes in a family, and see progress towards learning outcomes. One-time drop-in family literacy events can be used as strategies for participant recruitment, advertising or awareness-raising, but these participant numbers should not be included in final reporting.

Coaching and Modeling

For family literacy programs focused on building adult skills in one or more of the Literacy and Foundational Learning categories, facilitators must also be intentional about coaching and modeling strategies and activities based on adult learning principles in which learning is relevant, practical, respectful, self-directed, strengths-based, builds on the learner's knowledge and experience, and is oriented towards the learner's goals. For more information on Adult Learning Principles see Appendix 10.2. As one component of a program, the family literacy mode of delivery may spend time on actively coaching and modeling strategies and activities to parents to support the oral language and early literacy and foundational skill development of their children. Programs cannot be designed around the purchase and passive distribution of children's books or resources and materials.

Professional Development

Programs that use family literacy as a mode of delivery must be based on the best practices of the family literacy field. The Statements of Best Practice, found in Appendix 10.3, reflect elements of effective, high-quality family literacy programs, and should serve as guiding principles to funded organizations and inform program planning, delivery, and evaluation.

Introduction to Family Literacy

In addition to the Professional Development Requirements outlined in section 5.1, particularly the completion of Introduction to Adult Foundational Learning, all staff responsible for the delivery of family literacy programs must have completed Introduction to Family Literacy within the grant term, preferably prior to the start of the program.

Advanced Education encourages funded organizations to access the substantial amount of research and resources available on best practices on the delivery of Literacy and Foundational Learning, much of it located on the Community Adult Learning Program Portal (www.calp.ca).

Recommended Professional Development

Family Literacy Models

The department recommends that staff responsible for the delivery of family literacy programs complete training in the foundational model on which the program is based in order to uphold the quality and integrity of family literacy programs. Funded organizations should consult with the developers of specific family literacy models regarding intellectual property concerns and/or training and delivery requirements that may be in place.

Foundations in Family Literacy College Certificate

Grant funds may be used to support staff responsible for the coordination of family literacy within the organization, who has been in the position for more than one year, to participate in the certificate in family literacy course (*Foundations in Family Literacy*) available on-line through Conestoga College. It is not necessary for all family literacy facilitators to have completed this training; however, having at least one staff member familiar with this training would benefit learners and would contribute towards the effective delivery of family literacy programming.

5.3.4. Learning Activities

Definition and Benefits

Learning activities are instructor-led learning opportunities that are scheduled with set times for learners to improve their skills or knowledge on a particular topic through a participatory or hands-on approach. Unlike courses, learning activities generally do not involve a highly structured curriculum, and, because the content of individual sessions may or may not build on the content of previous sessions, learner success does not require attending every session. Instead, each session of a learning activity is designed to respond to the specific needs of learners in the room, allowing learners to build on the skills they bring with them.

The learning activity mode of delivery may be beneficial or appropriate in a number of contexts, including when funded organizations:

- Want to provide learners with flexibility to accommodate their busy lives, and recognize that learners in their communities may be unable to attend on a consistent basis.
- Want their learning opportunities to be responsive to the needs of learners in the room rather than focus on a set curriculum based on established learning goals.
- Have a cohort of learners interested in the content area.

Coaching and Modeling

Instructors that work with adult learners must be intentional about integrating coaching and modeling strategies and activities based on adult learning principles in which learning is relevant, practical, respectful, self-directed, strengths-based, builds on the learner's knowledge and experience, and is oriented towards the learner's goals. Through effective coaching and modeling, a literacy and foundational learner in particular can begin to advocate for their own learning.

Intensity and Duration

As a mode of delivery, learning activities have the potential to support learners to make progress towards learning outcomes and lasting changes in an adult learner when they are of sufficient intensity in terms of hours and of sufficient duration in terms of length.

Professional Development

In keeping with section 5.1, all staff responsible for the direct delivery of a learning activity must complete Introduction to Adult Foundational Learning within the grant term. Contracted learning activity instructors are eligible, but not required, to participate in Introduction to Adult Foundational Learning.

Advanced Education encourages funded organizations to access the substantial amount of research and resources available on best practices on the delivery of Literacy and Foundational Learning, much of it located on the Community Adult Learning Program Portal (www.calp.ca).

6. OPERATIONAL REQUIREMENTS

6.1. Service Organizations

Eligible Service Organizations that are funded to deliver the Community Adult Learning Program must:

- a. Be a legal entity incorporated for a minimum of two years under one of the following Alberta Statutes: the *Societies Act*, Part 9 of the *Companies Act*, the *Libraries Act*, the *Métis Settlements Act*, and the *Post-secondary Learning Act*. In cases where the Service Organization is not a legal entity, a Legal Host approved by the department may receive the grant on behalf of the service organization.
- b. Operate as an effective not-for-profit service organization with sound practices in governance, and in the planning and management of programs, finances, and personnel.
- c. Determine bylaws, structure and decision-making processes, and develop and adhere to operational policies and procedures, including conflict of interest guidelines, and examine and vote on matters in accordance with the written policies and procedures.
- d. Ensure the decision-making body consists of at least five individuals from within the community who have a declared interest in adult learning. No represented employer or organization can have more than one vote on the decision-making body, including the Legal Host.
- e. Hold regular meetings and maintain a record of minutes documenting key decisions made including personnel, program, and funding allocations.
- f. Ensure that annual returns are filed yearly with Alberta Corporate Registry, if applicable.
- g. Develop and submit annual grant applications and final reports, including financial statements, in a format specified by the department, and adhere to the *Community Adult Learning Program Guidelines*.
- h. Act as the legal employer of individuals hired to administer the Community Adult Learning Program. In cases where the Service Organization is not a legal entity, this is the responsibility of the Legal Host.
- i. Act as the legal financial administrator for the Community Adult Learning Program grant. In cases where the Service Organization is not a legal entity, this is the responsibility of the Legal Host.
- j. Oversee and direct learning opportunities enabled by the Community Adult Learning Program grant.
- k. Ensure the learning opportunities, supports, and services supported by the Community Adult Learning Program meet needs, benefit learners, are provided in a cost-effective manner to maximize the use of public funds, and are provided in cooperation with other related service organizations in the community.
- l. Ensure that a valid police information check, criminal record check, vulnerable sector check, or such other security screening protocol will be completed for any individuals who work with, or have the potential to have unsupervised access to, vulnerable persons at any time during the grant term.
- m. Insure the operations of the organization under a contract of general liability insurance, in an amount of not less than \$2,000,000 inclusive per occurrence, insuring against bodily injury, personal injury and property damage, including loss of use. In cases where the Service Organization is not a legal entity, this is the responsibility of the Legal Host.
- n. Ensure criteria and processes are in place for reducing the social and economic barriers facing learners.
- o. Keep the department informed of changes to the current board membership and signing authorities.
- p. Acknowledge that programs and services were made possible by funding from the Government of Alberta on all materials that are printed, produced or created, such as reports, advertising, signage, brochures, websites, and videos.
- q. Ensure the department has current copies of the organization's bylaws, and financial and personnel policies and procedures.
- r. Comply with Alberta's *Personal Information Protection Act* and *Workers' Compensation Act*, if applicable.

6.2. Legal Host

In cases where a Legal Host receives the Community Adult Learning Program grant on behalf of a Service Organization, the Legal Host must:

- a. Ensure the Service Organization and decision-making body comply with the operational requirements outlined in section 6.1.
- b. Act as the legal employer of individuals hired to administer the Community Adult Learning Program.
- c. Act as the legal financial administrator for the Community Adult Learning Program grant.
- d. Provide a representative to serve as a member on the decision-making body of the Service Organization.
- e. Ensure the employer, financial, and program responsibilities of both the Legal Host and the Service Organization are clearly articulated in written form (e.g. Legal Host Agreement) and submitted to the department.
- f. Insure the operations of the Service Organization under a contract of general liability insurance, in an amount of not less than \$2,000,000 inclusive per occurrence, insuring against bodily injury, personal injury and property damage, including loss of use.

7. FINANCIAL REQUIREMENTS

All organizations receiving funding through the Community Adult Learning Program must:

- a. Ensure the Community Adult Learning Program grant is accounted for separately from other funds received. Any portion of the grant that is not immediately required for the project must be invested in a separate, interest-bearing account. Record of accounts, revenue and expenses, and other related documents must be retained for five years after the conclusion of the grant agreement.
- b. Use the grant, and any interest or income earned on the grant, according to the Community Adult Learning Program Guidelines. All income generated through the Community Adult Learning Program grant are considered grant dollars and restricted by the Community Adult Learning Program Guidelines.
- c. Financial Statements:
 - i. Organizations receiving a Community Adult Learning Program grant less than \$200,000 (excluding post-secondary institutions) must submit an annual financial statement approved by the decision-making body (including a statement of financial position and a statement of operations) that reflects the fiscal year of the organization as stated in the organization's bylaws.
 - ii. Organizations receiving a Community Adult Learning Program grant of \$200,000 or more must submit an audited annual financial statement that reflects the fiscal year of the organization as stated in the organization's bylaws.
- d. Up to 15% of an organization's budgeted expenses as approved in the application may be transferred from one category to another without prior written approval. An organization must submit a written request for approval to transfer more than 15% from one budget expense category to another.
- e. Return unexpended grant dollars to the Government of Alberta at the end of the grant term, or request approval from the department to carry-over grant dollars providing the reason for the surplus and an explanation for how the dollars will be used.

7.1. Eligible Expenses

The grant, as well as interest and any income generated on the grant, can be used for the following:

- a. Operations: Expenses related to the operation of the office, such as rent, wages/salaries, supplies, insurance, and internet.
- b. Program Delivery: Expenses related to the delivery of learning opportunities within the Community Adult Learning Program Guidelines, such as instructor/facilitator salaries, facility rental, advertising, materials, resources and supplies, travel costs for instructors/facilitators, and volunteer recruitment and recognition.
- c. Participant Supports: Expenses related to reducing barriers for learners to access programs and services, such as transportation, child care, and snacks.
- d. Professional Development: Expenses related to training and professional development opportunities for staff, the decision-making body, and volunteers to support the delivery of the Community Adult Learning Program. Examples include training course fees, travel, subsistence, and accommodation.
- e. Furniture, Fixtures and Equipment: Expenses related to the purchase of movable furniture, fixtures or equipment with no permanent connection to the structure of the building or utilities. Examples include desks, chairs, computers, electronic equipment, tables, and partitions. Organizations may use up to \$5,000 per grant term towards the purchase of these items.
- f. Grants to Organizations: For Granting Councils only. Expenses related to the distribution of grant dollars to other adult learning organizations.

7.2. Ineligible Expenses

The grant, as well as interest and any income generated on the grant, cannot be used for the following:

- a. Other Learning Opportunities: Any costs for learning opportunities outside of the Community Adult Learning Program, including staff time, facility rental, instructor fees, advertising, and materials.
- b. Learner Subsidy: Grant dollars cannot be provided directly to learners.
- c. Furniture, Fixtures and Equipment: Expenses related to the purchase of movable furniture, fixtures or equipment over \$5,000 per grant term.
- d. Capital: Expenses related to the purchase of land or buildings, the construction or renovation of a building, and the purchase of motor vehicles.
- e. Professional Development: Expenses related to training and professional development opportunities outside of Alberta, as well as training and professional development opportunities that are unrelated to the Community Adult Learning Program mandate, for staff, the decision-making body, and volunteers.
- f. Advertising: Expenses related to advertising programs and services that fall outside of the Community Adult Learning Program. Programs and services delivered by other organizations must be advertised on a cost-recovery basis, including costs for staff time, printing, and distribution. This includes advertising within community program brochures.
- g. Reserve Fund: Grant dollars cannot be put into an organization's reserve fund.
- h. Other Ineligible Expenses: Loan fees, debt principal payments, deficit funding, and speculative fundraising ventures.

8. GRANTING COUNCILS

In addition to all other sections of the *Community Adult Learning Program Guidelines*, section 8 identifies specific requirements pertaining to Granting Councils.

Funded organizations in large urban centres may be eligible to operate as Granting Councils, entrusted to award and distribute Community Adult Learning Program grants to recipient organizations in their community.

8.1. Purpose

Granting Councils are a mechanism to help achieve the vision and outcomes of the Community Adult Learning Program in large urban centres by allocating grants to support multiple organizations to provide programming and services for foundational learners. In addition, Granting Councils may use their Community Adult Learning Program grants to support the governance and operations of their organizations, which involves three primary functions, as outlined below.

FUNDING

By allocating the majority portion of their Community Adult Learning Program grants to eligible recipient organizations, Granting Councils support adult foundational learning through programs and services in their cities. This work includes, but is not limited to:

- Having a clear picture of the adult foundational learning needs in the communities they serve;
- Implementing effective and accountable practices in funding allocation processes;
- Monitoring grant recipients to ensure they are meeting expectations in compliance with the *Community Adult Learning Program Guidelines*.

PROFESSIONAL DEVELOPMENT

Through the coordination and delivery of professional development, Granting Councils support the excellence of recipient organization staff and volunteers in the delivery of adult literacy and foundational programs and services. This work includes, but is not limited to:

- Assessing the professional development needs of recipient organization staff and/or volunteers
- Addressing the professional development needs of recipient organization staff and/or volunteers, as outlined below:
 - Using Granting Council operations dollars to further support other expenses associated with supporting the professional development of recipient organization staff and volunteers;
 - Funding special projects or initiatives that focus on the development and/or delivery of professional development learning opportunities, curriculum or resources;
 - Coordinating with other provincial professional development providers and within the Regional Support Network to deliver required and relevant recommended professional development learning opportunities to recipient organizations.
- Supporting recipient organizations to collect outcomes-based measures and/or evaluate programming.

COLLABORATION

Granting Councils demonstrate leadership by building a culture of collaboration and influencing others in their communities in the field of adult literacy and foundational learning. By working closely with their recipient organizations and other partners, Granting Councils drive the mandate and priorities of the Community Adult Learning Program forward. This work includes, but is not limited to:

- Building awareness of the needs of adult foundational learners in the community;

- Developing strategies, in conjunction with recipient organizations and other partners, to increase collaboration that benefits adult foundational learners.

8.2. Granting Requirements

The requirements and expectations outlined in all sections of the *Community Adult Learning Program Guidelines* apply to Granting Councils. Additional Granting Council requirements are outlined below. Granting Councils must:

- Consider applications for funding from legal entities incorporated for a minimum of two years under one of the following Alberta Statutes: the *Societies Act*, Part 9 of the *Companies Act*, the *Libraries Act*, the *Métis Settlements Act*, and the *Post-secondary Learning Act*.
- Not provide programming grants to individuals or for-profit companies.
- Develop and adhere to written policies and procedures consistent with the *Community Adult Learning Program Guidelines* and Advanced Education Grants Regulation 121/2008, to guide decision-making in the allocation of grants, and make available to the department upon request.
- Ensure all recipient organizations are in compliance and/or in alignment with the requirements outlined in all sections the *Community Adult Learning Program Guidelines*, including:
 - ensuring compliance with the requirements and expectations of section 4: Program Vision and section 5: Program Requirements;
 - ensuring alignment with the requirements and expectations of section 6: Operational Requirements and section 7: Financial Requirements in Granting Council policies, procedures, and granting documents.
- Ensure all funding decisions are approved by the decision-making body and recorded in minutes, and approved by the department prior to being awarded to applicants.

The following requirements also apply to Granting Councils that receive \$500,000 or more in annual Community Adult Learning Program funding from Advanced Education. In these cases, Granting Councils must:

- Allocate a minimum of 80% of the annual grant to recipient organizations, of which up to 15% may be allocated towards special projects. Special projects are grant-supported activities such as curriculum or resource development that will enhance the mandate of the Community Adult Learning Program, as well as the development or delivery of professional development opportunities for recipient organizations. Special projects must be a grant or contract to a legal entity or an individual to provide a deliverable such as instruction, a curriculum, or learning resource. Special project grant/contract applications may include food or venue costs, but Granting Councils may not use this funding source to support the food or venue costs in their direct provision of professional development to recipients.
- Of the minimum 80% of the annual grant allocated to recipient organizations in (f), award no more than 15% to a single provider, unless the department gives written approval to exceed this amount.

The following requirements also apply to Granting Councils that receive less than \$500,000 in annual Community Adult Learning Program funding from Advanced Education. In these cases, Granting Councils must:

- Allocate a minimum of 60% of the annual grant to recipient organizations, of which up to 15% may be allocated towards special projects. Special projects are grant-supported activities such as curriculum or resource development that will enhance the mandate of the Community Adult Learning Program, as well as the development or delivery of professional development opportunities for recipient organizations. Special projects must be a grant or contract to a legal entity or an individual to provide a deliverable such as instruction, a curriculum, or learning resource. Special project grant/contract applications may include food or venue costs, but Granting Councils may not use this funding source to support the food or venue costs in their direct provision of professional development to recipients.

9. ACCOUNTABILITY AND COMPLIANCE

Albertans expect that the province's advanced learning system demonstrates accountability for the investment of public dollars. As part of Alberta's advanced learning system, Community Adult Learning Program-funded organizations demonstrate accountability through compliance with the *Community Adult Learning Program Guidelines*.

9.1. Enhanced Monitoring and Reporting

Organizations that do not demonstrate compliance with the *Community Adult Learning Program Guidelines* will be subject to enhanced monitoring and reporting, and should become familiar with the following information:

- As part of the grant application process, the funded organization will receive a list of Performance Expectations that outline specific areas of improvement that are required to become compliant with the *Community Adult Learning Program Guidelines*.
- The funded organization will be required to submit an Interim Report to the department at a specified date to outline progress towards the identified Performance Expectations.
- A department review panel will be convened to review the Interim Report to assess the funded organization's progress towards the identified Performance Expectations.
- The review panel's assessment of the Interim Report may lead to one of the following results:
 - Progress towards the identified Performance Expectations is determined to be sufficient, in which case the funded organization may apply for future funding through the regular grant application process.
 - Progress towards the identified Performance Expectations is determined to be not sufficient, in which case the funded organization may be eligible to apply for funding through a competitive grant application process called an Open Competition.

9.2. Open Competitions

Organizations that apply for Community Adult Learning Program funding through a competitive grant application process may wish to become familiar with the following information:

- A review panel with a minimum of three department staff will evaluate Community Adult Learning Program Open Applications based on the merit of each Application, and according to a pre-established rubric.
- To maintain a fair and transparent process, the Open Competition grant review process is not iterative or interactive, and all decisions of the review panel are final.
- No more than one Open Competition will be held in a particular community per year, even if the Open Competition does not result in a successful applicant.
- If a currently funded organization is unsuccessful competing in an Open Competition, it will not receive Community Adult Learning Program Open Competition grant funding in the subsequent grant term.

10. APPENDICES

10.1. Alberta's Adult Learning System Vision and Principles

Adult Learning System Principles

We are preparing Albertans for success in a changing economy, because good jobs begin with a good education. Education is the cornerstone of a healthy economy, and Albertans know that investing in high-quality, affordable post-secondary education is key to securing a diversified economy and a strong society for all Albertans.

Adult Learning System Vision

Every Albertan has the same opportunity to fulfill their full potential and contribute to their communities by obtaining a high-quality post-secondary education regardless of financial circumstances.

Focused on ensuring that every Albertan has the skills they need to succeed in a changing economy, the Government of Alberta's vision for post-secondary education is guided by the following core principles:

- Accessibility
- Affordability
- Quality
- Accountability
- Coordination

Accessibility

Every Albertan should have the same opportunity to get a post-secondary education.

This means:

- Learning opportunities are provided to all Albertans and accommodations are made for individuals who face barriers or who seek different paths to completion.
- Indigenous students are provided the support and accommodations they need to be successful.
- Students and parents alike can clearly navigate the path to career. This means having clear and easy access to the relevant information in planning post-secondary education.
- Educational opportunities offered within a community support the needs of the community.

Affordability

Every Albertan should have the same opportunity to get a post-secondary education, regardless of financial circumstances.

This means:

- Whether you are a recent high school graduate, someone looking to upgrade their skills or change careers, all Albertans should have the same access to adult learning opportunities
- Family or personal financial circumstances should not affect student access to learning opportunities.

Quality

Albertans should get the best education possible here at home.

This means:

- Students know the education they receive is properly preparing them for further learning or the career path of their choice.
- Alberta graduates continue to make important contributions to Alberta's economy, society, culture and environment.
- High quality programs lead to national and international recognition of Alberta's teaching and research excellence.
- Researchers at Alberta's post-secondary institutions make important contributions to their field of study.
- Colleges, universities and polytechnics are innovation engines, and play a key role in developing a more diversified and resilient economy.
- Students across the province have the supports and opportunities they need to move from high school to post-secondary.



Accountability

Post-secondary education providers must be accountable to students, the government and Albertans.

This means:

- Students, parents and all Albertans have access to clear information related to the province's post-secondary institutions in a timely manner.
- The post-secondary system is built on strong partnerships and collaboration between all students, education providers, communities and government.
- Post-secondary institutions have strong, transparent and accountable governance policies and processes in place to ensure effective stewardship.
- Effective and active oversight of colleges, universities and polytechnics is in place to ensure that risks are being managed and institutions are acting in the best interest of students and their education and training.
- Post-secondary institutions are acting in fiscally responsible ways that acknowledge the defined link between public funding and priorities, while ensuring students can access education opportunities.

Coordination

Albertans should get full advantage from a diverse post-secondary system.

This means:

- There is a diversity of programming available across the entire learning continuum.
- There is coordination across the system to minimize duplication, allowing for the better use of existing resources.
- Resource allocations take into consideration the mandates and roles of each sector.
- There are clearly articulated roles for students, government, educators and providers within the system.
- There are distinct roles for each group of education providers, ensuring that the system can respond to all student needs regardless of their objectives.

10.2. Adult Learning Principles

In order to maximize the impact that eligible programming has on the lives of adult foundational learners, funded organizations should recognize the use of the Adult Learning Principles, outlined below, as a best practice in the design and delivery of all funded learning opportunities. Adults need learning that:

- is self-directed
- builds on their rich store of past experience and knowledge
- helps them meet their own goals
- is relevant
- is practical
- provides respect

These Adult Learning Principles are based on the work of Malcolm Knowles. In 1970, Malcolm Knowles revolutionized the field of teaching, otherwise known as pedagogy, by introducing the term andragogy and creating a clear distinction between teaching children and adults.

Knowles based his theory of andragogy on **five assumptions** that characterize adult learners:

SELF-CONCEPT

A learner in adulthood is self-directed. As a result, adult learners:

- require autonomy
- want to be leaders in their own learning
- need to feel respected
- often have previous experiences with education that will influence their perception of themselves as a learner

EXPERIENCE

All adult learners bring past experience and knowledge to their learning. A learning environment that does not acknowledge this wealth of experience will minimize a learner's feelings of self-worth.

READINESS TO LEARN

Throughout adulthood, learners take on different roles. The literacy and foundational learning requirements of each of those roles differ and are often the impetus of learner goals.

ORIENTATION TO LEARNING

Adults pursue learning that is practical, relevant and applicable to their everyday lives. They often come to learning to satisfy an immediate need or solve a problem.

MOTIVATION TO LEARN

Both extrinsic and intrinsic motivators can prompt a learner's return to learning. However, a learner's internal motivation leads them to better persist in learning.

(The Adult Learner: A Neglected Species. 1970 by Malcolm S. Knowles)

10.3. Family Literacy Statements of Best Practice

Programs that use family literacy as a mode of delivery must be based on the best practices of the family literacy field. The following Statements of Best Practice should serve as guiding principles to funded organizations and are a way of setting goals that can inform program planning, delivery, and evaluation. The Statements address eleven themes in the practice of family literacy, and reflect elements of effective, high-quality family literacy programs.

<i>Intergenerational</i>	Work with parents and children, directly or indirectly, to establish an intergenerational cycle of literacy achievement.
<i>Collaborative</i>	Recognize the importance of collaboration, and are developed, delivered, and continually improved with participant and community input.
<i>Build on strengths</i>	Build on literacy behaviours and strengths already present in families, and introduce additional strategies to help further enrich literacy activities in the home.
<i>Responsive</i>	Flexible and responsive to the needs and interests of the families who participate in them.
<i>Culturally sensitive</i>	Culturally sensitive, and use resources that are appropriate for specific participant groups.
<i>Essence</i>	Offer activities that celebrate and emphasize the joy of learning.
<i>Focus on adult learning</i>	Effective in providing adults with confidence in their role as child's first teacher and their commitment to lifelong learning.
<i>Sound methods</i>	Follow sound educational practices, appropriate for the literacy development of children and adults. Family literacy practitioners select from a variety of research-based approaches according to the needs of each group.
<i>Staff qualifications</i>	Have qualified and trained staff appropriate to the educational needs of children and adults and appropriate to specific roles and responsibilities within a particular delivery model.
<i>Access</i>	Held in accessible, welcoming locations. Support is given to overcome barriers to participation, such as lack of child care.
<i>Evaluation</i>	Include an ongoing, manageable evaluation process that produces information useful for program development and accountability.

10.4. Changes to the Community Adult Learning Program Guidelines

This section captures changes to the *Community Adult Learning Program Guidelines* since 2016.

SECTION		CHANGE
2	Strategic Policy Context	<ul style="list-style-type: none"> Added Alberta's Adult Learning System Vision and Principles
3	Program Definitions	<ul style="list-style-type: none"> Renamed Section 3 and removed Financial Terms. These terms can all be found in section 7: Financial Requirements. New definitions added.
4	Program Vision	<ul style="list-style-type: none"> Updated to incorporate revised program purpose and CALP Logic Model, including vision, outcomes, and activities.
5	Program Requirements	<ul style="list-style-type: none"> Updated to include information on Eligible Learners, Professional Development, Reducing Barriers, and Collecting Fees. These updates were previously listed in sections 5.1 and 5.2 and were moved to section 5 because they apply to both sections 5.1 and 5.2.
5.1	Literacy and Foundational Learning	<ul style="list-style-type: none"> Removed information on Eligible Learners, Professional Development, Reducing Barriers, and Collecting Fees. This information was moved to Section 5. Basic Computer Skills renamed Basic Digital Skills to reflect changes to Canada's Essential Skills Framework, and to reflect that digital technology skills may be required on multiple devices, not just on computers. Definition of Foundational Life Skills revised to provide greater clarity to funded organizations, including the addition of 'Oral Communication' as a key skill, and the one of the primary intended learning objectives of this category: 'learners develop an identity of themselves as learners.' Family Literacy removed as a category of Literacy and Foundational Learning and added to section 5.3: Modes of Delivery.
5.2	Community Capacity Building	<ul style="list-style-type: none"> Removed information on Eligible Learners, Professional Development, Reducing Barriers, and Collecting Fees. This information was moved to section 5.
5.3	Modes of Delivery	<ul style="list-style-type: none"> This section is new. Family literacy requirements have been moved from section 5.1 to this section, with added information.
6	Operational Requirements	<ul style="list-style-type: none"> Revised requirement for 6.1.I on Police Information Checks, Criminal Record Checks, and Vulnerable Sector Checks.

		<ul style="list-style-type: none"> • Addition of section 6.2.a, the requirement that Legal Hosts must ensure the Service Organization and decision-making body comply with the operational requirements outlined in section 6.1
8	Granting Councils	<ul style="list-style-type: none"> • Section 8.1: Purpose updated to include three key pillars of Granting Council functions. • Section 8.2.a added regarding legal entities which are eligible for Granting Council funding. • Section 8.2.d added to clarify alignment and compliance of recipient organizations with the <i>Community Adult Learning Program Guidelines</i>. • Section 8.2.h added to clarify the requirements for Granting Councils that receive less than \$500,000 per year.
9	Accountability and Compliance	<ul style="list-style-type: none"> • This section is new.
10	Appendices	<ul style="list-style-type: none"> • Section 10.1: Alberta's Adult Learning System Vision and Principles is new. • Section 10.2: Adult Learning Principles is new. • Section 10.3: Family Literacy Statements of Best Practice is new. • Section 10.4: Updated.