What is new about the Adult Literacy Category in the CALP Guidelines 2020

Below is a list of changes in Adult Literacy in the [CALP Guidelines 2020](#) (Section 5.1.1. p 25)

Definition and primary intended learning objectives

In addition to the requirements in sections 5 and 5.1, grant recipients 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 within varying contexts. The primary intended learning objective of learning opportunities in this category should be the development of reading and writing skills up to and including a pre-GED level. Learning opportunities in adult literacy may support the development of several skills for success from the forthcoming Canada's Skills for Success Framework—primarily reading and writing (defined below) but, in addition, may include communication, collaboration, creativity, problem-solving, and adaptability.

- Reading includes understanding materials written in sentences or paragraphs, graphs, charts and/or tables.
- Writing includes communicating by arranging words, numbers and symbols on paper or a computer screen.

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

Adult literacy learners

In addition to the definition of foundational learners in section 5.1, grant recipients are also required to consider the following information. Adult literacy learners are fluent in either official language, and generally speaking, were born and raised in Canada. They may be employed, whether or not they have a high school education. Adult literacy learners are looking for a way to improve their lives; however, they may not necessarily recognize the skills required to do so. They may have several well-developed skills for success. For example, they may have excellent verbal or non-verbal communication skills. However, they may need to improve their reading and/or writing.

My learning opportunity has many learning objectives. How do I know where to categorize the learning opportunity in the CALP final report?

Advanced Education recognizes that learning opportunities sometimes have multiple learning objectives. For example, one learning opportunity might focus on developing the reading skills of low level literacy learners, but there is also a strong focus on

developing the skills and habits of learning and on building an adult's identity as a learner.

That's where the words 'primary' and 'intended' come in. CALP grant recipients should consider the primary reason they decided to plan and deliver a learning opportunity, and which learning objectives they intended to achieve.

In the example below, the CALP grant recipient decided that the primary learning objective of the learning opportunity was the development of reading skills, and the secondary, or supporting, learning objectives were developing the skills and habits needed to prepare a learner for their learning journey. The CALP's main intention behind offering the learning opportunity was to improve literacy skills for two learners that the local food bank referred to them, and 2 learners that the local Emergency Shelter referred to them. As a result, the CALP categorized the learning opportunity in Adult Literacy.

PILOs should not refer to more than one category of Literacy and Foundational Learning in CALP final reports. Correct and incorrect examples are below.

Correct:

1. Adult Literacy						
Mode	Name	Primary Intended Learning Objectives *(e.g. reading strategies, grammar, sentence structure, decoding)*	Total # of Times Provided	Total # of Instructional Hours	Total # of Adult Learners	# of Learners Evaluated
C	Pre-GED Prep (Marketed as GED)	Reading strategies at the grade 6-9 level, including decoding and other strategies	1	24	4	4

Incorrect:

1. Adult Literacy						
Mode	Name	Primary Intended Learning Objectives *(e.g. reading strategies, grammar, sentence structure, decoding)*	Total # of Times Provided	Total # of Instructional Hours	Total # of Adult Learners	# of Learners Evaluated
C	Pre-GED Prep (Marketed as GED)	Reading strategies at the grade 6-9 level, including decoding and other strategies Basic Math Digital Skills Building learner identity and confidence, learning habits such as collaboration and communication skills.	1	24	4	4

If the incorrect example were to be reported to Advanced Education in a CALP final report, a grant manager would have a number of follow-up questions for you about where the learning opportunity should be categorized, because the PILOs refer to multiple categories (Adult Literacy, Numeracy, Basic Digital Skills, and Skills for Learning).

In the correct example, your grant manager will know exactly what the primary learning objective was of 'Pre-GED Prep' and what you intended to achieve by offering the course. While there may be secondary learning objectives, they do not need to be listed in the final report.

If you have questions about categorization or PILOs, please contact your grant manager, Regional Support Staff or your Granting Council's Professional Development/Literacy Specialist.

Is there a 'cut-off' for learning opportunities in the Literacy and Foundational Learning programming areas?
At this time, the CALP Guidelines do not discuss complexity levels or identify a complexity level 'cut-off' for learning opportunities offered within the categories of the Literacy and Foundational Learning programming area. Instead, organizations are expected to have a clear understanding of learners who have Literacy and Foundational Learning needs, learn how to meet those needs, and offer programming with intentional outcomes to meet those needs.

Below is some information on complexity levels to inform grant recipients as they plan and begin to deliver foundational programming. This context is for information only and is not a government requirement or directive in the delivery of CALP programming.

We encourage grant recipients to complete the Assessment for Learning eLearning available on the CALP Portal, connect with their Regional Support Staff, Professional Development Specialist, the CALP Portal, and/or their Grant Manager if they have any questions about assessment.

Adult Literacy
- Learning opportunities may focus on a range of complexity levels from a basic level to approximately a Grade 9 level, in order to meet the needs of adult literacy learners. Learning opportunities with a focus on Grades 10 to 12 should be reported in Community Capacity Building.
- With reference to Canada's participation in PIAAC (Programme for the International Assessment of Adult Competencies), an international adult literacy survey, foundational literacy learners fall at or below a Level 2.

- A person at Level 2 can read but does not read well. They can deal with material that is simple and clearly laid out, but do not often recognize their limitations.
- With reference to the Alberta Reading Benchmarks for the outcome of reading, the cut-off for 'foundational' adult literacy learning may be approximately a level 3 complexity score.

How can we help adult foundational learners build basic skills using relevant, meaningful content?

In accordance with Knowles' Adult Learning Principles, learning opportunities that engage adult foundational learners in building skills should be relevant and practical to their lives. There are many resources out there that are relevant and practical for adult foundational learners. For example, adult learners may benefit from learning opportunities in financial literacy, Class 7 Drivers Prep, etc. The important thing to note is that these opportunities must be used to intentionally build skills that are prioritized in CALP, organized in the five LFL categories: Adult Literacy, Numeracy, Skills for Learning, Basic Digital Skills, and English Language Learning.

For example, "canned" financial literacy programs (out-of-the-box, predesigned curriculum or content) teach basic financial management skills, but many are not specifically numeracy or basic math-focused. To be a CALP numeracy learning opportunity, the program must include intentional instruction on the steps of calculation, a chance to practice the skills multiple times, as well as intentional steps and opportunities to use the skills over time in daily life.

Likewise, while Class 7 Drivers Prep does not specifically teach reading skills, it can be used to develop vocabulary, sentence structure, decoding, comprehension, etc. The above curricula are relative to a learner, which is great for setting them up for practice engagement in their everyday lives.

I am currently offering programming in Foundational Life Skills. Can it automatically be categorized in Skills for Learning? What kinds of learning opportunities can be categorized in Skills for Learning?

Not all learning opportunities currently offered in Foundational Life Skills will automatically fit into the Skills for Learning category after July 1, 2020.

When thinking about categorizing any CALP-funded learning opportunity, organizations should consider two things:

1. Will the learning opportunity serve foundational learners as defined in the CALP Guidelines 2020?

If yes, the learning opportunity should be categorized in one of the Literacy and Foundational Learning categories (Adult Literacy, Numeracy, Skills for Learning, Basic Digital Skills, and English Language Learning).

If no, the learning opportunity may be a better fit in Community Capacity Building or in some cases, should not be included as part of CALP-funded programming.

2. What is the primary intended learning objective (PILO) of the learning opportunity? Is the PILO focused on supporting learners to build the following skills and habits needed to set and achieve their learning goals, be successful in further learning, and increase confidence in their ability to be a more self-directed, independent learner?

- Recognizing oneself as a learner;
- Taking risks in learning;
- Actively engaging in the act of learning;
- Developing learning strategies;
- Building collaboration skills in learning;
- Strengthening communication skills in learning.

If yes, and the learner(s) served are foundational learners, then the learning opportunity will be a good fit in Skills for Learning.

If no, and the learner(s) served are foundational learners, then the learning opportunity may fit in another category of Literacy and Foundational Learning.

For example, if the learners are foundational learners but the learning opportunity is primarily focused on building literacy or English language skills, the learning opportunity may fit in Adult Literacy or English Language Learning.

If no, and the learner(s) served are not foundational learners, then the learning opportunity may fit in the Community Capacity Building, or not as part of CALP-funded programming.

If your organization is unsure whether your existing learning opportunity – or planned new learning opportunity – will fit in the new Skills for Learning category, please talk to your Grant Manager and they would be happy to help you.

How will I know if my family literacy program will be a fit in one of the categories of the Literacy and Foundational Learning (LFL) programming area?
As with any mode of delivery, a learning opportunity delivered through the family literacy programs mode of delivery may be categorized in Literacy and Foundational Learning (LFL) only if it meets two criteria:

1. The family literacy program serves foundational learners as defined in the CALP Guidelines 2020.

- If so, the learning opportunity should be categorized in one of the LFL categories (Adult Literacy, Numeracy, Skills for Learning, Basic Digital Skills, or English Language Learning).

- If not, the family literacy program may be a better fit in Community Capacity Building or in some cases, should not be considered a CALP-funded program.

2. The primary intended learning objective (PILO) of the learning opportunity aligns with the PILO of one of the LFL categories.

- **If so** (the family literacy program serves adult foundational learners AND focuses on a PILO of one of the LFL categories), the family literacy program should be categorized in LFL.

  - For example, a family literacy program should be categorized in Skills for Learning if it supports foundational learners to build the skills and habits of learning that are needed to set and achieve their learning goals, be successful in further learning, and increase confidence in their ability to be a more self-directed, independent learner

- **If not,** (the family literacy program does not focus on a PILO of one of the LFL categories), the family literacy program may be a better fit in Community Capacity Building or in some cases, should not be considered a CALP-funded program.