

General CALP FAQs in the CALP Guidelines 2020

Below is a list of changes in general definitions, fees, tutoring, and PD the [CALP Guidelines 2020](#)

What do I need to know about the new Program Definitions provided in the CALP Guidelines 2020?

There are a number of new Program Definitions in the CALP Guidelines 2020. Select definitions are repeated below, along with context on why Advanced Education added the definition.

Barriers

Barriers are the social, economic, and/or other kinds of challenges that learners face that interfere with their participation in learning. Barriers may be experienced both externally and internally. External barriers include a chronically disrupted learning journey, previous negative experiences with formal education, a lived experience of low income or poverty, experience with trauma or violence, and/or systemic marginalization and stigmatization. Internal barriers include diagnosed or undiagnosed learning difficulties/disabilities, developmental and/or cognitive delays, health/mental health issues, addictions issues, a fear of further stigmatization, and a sense of failure associated with learning.

Any combination of the above challenges are likely to influence a learner's self-perception, which may, in turn, significantly impact learning. Adult foundational learners often lack a strong learning identity, belief in their ability to learn successfully, and the confidence needed to engage in learning. These individuals may also feel challenged on how to self-advocate and/or find the information and services they need to support their own learning. For further context, see the definition of foundational learner.

The definition of barriers has been redefined to provide a fuller picture of what the department means when using this terminology, and to get the entire CALP system on the same page. The revised definition is intended to clarify that barriers are not self-imposed or the fault of the learner, and that, as a result of facing these challenges, a learner's self-perception and ability to learn may be significantly impacted.

English Language Literacy Learner

English language literacy learners, sometimes referred to as ESL literacy learners, are individuals who have varying abilities to speak or understand spoken English, and who are acquiring basic literacy skills, often for the first time, in any language due to limited

or interrupted formal education. These individuals often have little to no education or literacy skills in their first language(s), and need to learn literacy skills in English. English language literacy learning is a continuum and English language literacy learners require that is tailored to their specific learning needs.

The term English language literacy learner was not previously defined in the CALP Guidelines. The definition has been included in the CALP Guidelines 2020 to clarify that these have unique circumstances and learning needs that are different from English language learners. CALPs should be familiar with these differences before offering English Language Literacy programming to these learners.

Foundational Learner

A foundational learner is an adult who chooses to engage in foundational learning opportunities such as literacy, numeracy, skills for learning, basic digital skills, and/or English language learning to address knowledge and skills gaps. Foundational learners often experience economic, social, and/or other challenges, or barriers, that may interfere with their learning – challenges that cannot be separated from the learning journey itself. Grant recipients must familiarize themselves with the nature of these challenges, discussed below.

Adult foundational learners often do not see themselves as learners. They often experience a chronically disrupted learning journey, and, as a result, these individuals may not have a strong learning identity and/or the belief and confidence needed to engage and remain in learning.

A number of factors may underline the self-perception of adult foundational learners, including undiagnosed or unaddressed learning difficulties, diagnosed learning disabilities, developmental disabilities, cognitive delays, trauma or violence, Post-traumatic Stress Disorder, health/mental health issues, addictions, and/or previous negative experiences in formal education.

Adult foundational learners may feel challenged to advocate for themselves or their families, or how to find the information and services they need to support their own learning.

These individuals often experience systemic marginalization and stigmatization and may be fearful of further stigmatization and may experience a sense of failure associated with education and learning.

Foundational skill levels often have a close connection with low income and poverty, which may appear as food insecurity, lack of transportation, lack of childcare, and lack of access to stable housing. National and international research has shown that

there is a strong correlation between low literacy and the experience of poverty, and that improvement in literacy and other foundational skills closely correlate to increased economic and social opportunities.

A definition of Foundational Learner has been added to the CALP Guidelines 2020, along with a statement clarifying that CALP is intended primarily to address the foundational literacy and learning needs of adults in Alberta. The definition has two parts: the first part outlines that Foundational Learners have a knowledge or skill gap in one or more of the Literacy and Foundational Learning categories; the second part outlines a number of barriers or challenges that these learners often face that get in the way of their learning journey. CALP grant recipients are expected to have a clear understanding of this definition as well as a clear understanding that learners participating in Literacy and Foundational Learning programming must be foundational learners, as defined in the CALP Guidelines 2020.

Scaffolding

Scaffolding is a key element in the delivery of effective adult learning. It refers to processes by which the instructor, together with the learner, systematically identifies, reinforces and builds upon the learner's existing skills and knowledge as they learn new skills and knowledge. Like the scaffolding placed around a single-storey bungalow during a renovation to add a second storey, the scaffolding placed around a learner is temporary and adjustable. As the learner becomes more confident and independent in their learning, the instructor and learner can begin to remove/adjust the scaffolding together.

The definition of "Scaffolding" has been added to Program Definitions because it is a term you might commonly hear related to a best practice in the delivery of quality foundational programs. CALP grant recipients should connect with their Regional Support Staff, Rural Routes Advisor, or Professional Development Specialist if they want to know more about how to engage in Scaffolding with adult foundational learners.

Canada's Skills for Success Framework (forthcoming – formerly Essential Skills Framework)

Skills for Success are the foundational and social-emotional skills needed to succeed in today's workplace. Foundational skills are those on which all other skills are built, such as reading, writing, numeracy, digital, and problem solving. Social-emotional skills are those that are needed to adapt and succeed in a diverse and technology driven workforce and society, such as adaptability, collaboration, creativity, and communication. Although these skills can overlap and interact, together they influence a wide range of personal, professional, and societal outcomes.

The forthcoming Canada's Skills for Success Framework, scheduled to be released in late spring or early summer 2020, is intended to replace Canada's Essential Skills Framework. The Government of Canada will share more information in the coming months. Many of the 'Essential Skills' will carry forward as 'Skills for Success' (such as reading, writing, numeracy, and digital), but the new framework includes some new skills, or skills that are a slight variation from Essential Skills (such as problem-solving and a number of social-emotional skills including adaptability, collaboration, creativity, and communication).

The CALP Guidelines 2020 have aligned all categories of Literacy and Foundational Learning with the forthcoming Skills for Success Framework.

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

Primary Intended Learning Objectives

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.

PIOs 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.

Numeracy

- 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 numeracy learners. Learning opportunities with a focus on Grades 10 to 12 should generally be reported in Community Capacity Building.
- In general, with reference to Essential Skills complexity levels, the cut-off for 'foundational' numeracy learning is approximately a level 3 complexity score

English Language Learning

- Learning opportunities may focus on a range of complexity levels in order to meet the needs of adult English language learners. In general, with reference to the Canadian Language Benchmarks (CLBs), foundational level English Language Learning could span from English as a Second Language (ESL)

Literacy level up to approximately a CLB level 7 (and possibly higher in certain circumstances).

Basic Digital Skills

- Learning opportunities may focus on a range of complexity levels. In general, with reference to Essential Skills complexity levels, 'foundational' or 'basic' computer skills learning includes levels 1 and 2.
- Level 1: Tasks which require only a basic interaction with computer-controlled equipment. Computer use that is limited to a few basic commands with no knowledge or software required. Limited number of steps that can be memorized as a sequence. No variation in computer use task from one instance to the other.
- Level 2: Tasks which require the use of several, familiar software features such as the simple formatting of text or a one-dimensional search of a database. Software used for a limited number of functions; data entry into pre-existing structures; conversion of files from one format to another; production of letters and memos in standard formats. Software is set up by someone else and used with 'default' values.

Note: With regard to the reference to Essential Skills: these complexity levels are subject to change upon the release of the forthcoming publication Canada's Skills for Success Framework. In this forthcoming framework, Essential Skills will be referred to as Skills for Success.

For more information on complexity levels, please visit the following links:

- Organization for Economic Cooperation and Development (OECD) Surveys: International Adult Literacy Survey (IALS – 2003) and Program for the International Assessment of Adult Competencies (PIAAC – 2013): <http://www.piaac.ca/477/Pan-Canadian-Report/Key-Findings/index.htm>
- Alberta Reading Benchmarks (ARBs): http://www.arbforadults.ca/wp-content/uploads/2014/10/ARB_2ndEdition.pdf
- Essential Skills (ES) Framework: <http://www.esdc.gc.ca/eng/jobs/les/profiles/readersguide.shtml#h2.9>
N.B. – Canada's Essential Skills Framework will be replaced with the forthcoming Canada's Skills for Success Framework, the result of an intensive collaboration between the federal government and the governments of Canada's provincial and territorial governments. The new framework is scheduled for release in late spring/early summer 2020. Stay tuned!
- Canadian Language Benchmarks (CLBs):
Overview of CLB Complexity Levels for ELL Learners:
<https://www.language.ca/overview-of-clb-and-nclc-competency-levels/>

(updated May 2020)

Can I subsidize a CCB course for a student who cannot afford to pay?

If the course is a CALP-funded opportunity, grant recipients can reduce or waive fees if the learner cannot afford to pay due to a financial barrier. The CALP grant cannot be used to pay tuition or student fees to cover the cost of courses delivered by other organizations.

Can CALP learning opportunities be offered for free?

For all learning opportunities, with the exception of the tutoring mode of delivery, learners who can afford to pay must pay fees. This policy also applies to learning opportunities delivered through family literacy programs.

However, as finances should not be a barrier to learning, the CALP grant can be used to:

- reduce or waive fees for learners with financial barriers
- provide on-site child minding
- cover costs for transportation

(updated May 2020)

Who in a CALP-funded organization is expected to take Introduction to Adult Foundational Learning?

All staff involved in the oversight and delivery of Literacy and Foundational Learning programming are required to take IAFL. New to the CALP Guidelines 2020, CALP staff involved in the oversight of foundational learning are required to take Introduction to Adult Foundational Learning (IAFL), meaning senior staff such as Executive Directors.

Why the change?

Taking IAFL will allow senior staff:

1. To increase their understanding of adult foundational learning, enhancing their ability to lead an organization dedicated to serving foundational learners;
 2. To get a more robust understanding of the challenges and opportunities that face their staff/contractors/volunteers;
 3. To enhance their ability to inform and advise the Board of Directors about foundational learning when necessary during board meetings;
 4. To get more familiar with government expectations for the CALP program;
- and
5. The ability to plan more strategically.

I have completed Introduction to Adult Foundational Learning. What are the expectations now?

Advanced Education has two main expectations for those who have completed Introduction to Adult Foundational Learning (IAFL). The first is that they are familiar with the central themes of IAFL and apply those to their work in CALP. The second is that

they share what they have learned with others in their organization and with contracted instructors, facilitators, volunteers, and tutors.

Why is it a requirement to cross-train contracted instructors, facilitators, volunteers and tutors?

Contracted instructors, facilitators, volunteers, and tutors all play important roles throughout the CALP system. To work towards the continuous improvement of the CALP system, it is important to establish baseline knowledge about foundational learners, foundational learning, and about the requirements in the CALP Guidelines. To use one hypothetical situation, a contracted instructor might have excellent experience related to basic math but might not understand the larger vision of CALP, or be familiar with the typical profile of adult foundational learners. This lack of knowledge could mean that this instructor is not prepared to anticipate the needs/struggles of adult foundational learners or know where to find resources to support/teach the learner.

This is where CALP staff who have taken IAFL step in. As part of your training, it is expected that you pass on the central themes of IAFL to everyone associated with delivering programming in your organization. Regarding the hypothetical scenario above, the CALP staff who hired the instructor would provide an overview of their IAFL training to the instructor when signing a contract/agreement. The themes would include identifying learning strategies for adult foundational learners and accessing valuable tools/resources for adult foundational learners. Sharing this knowledge will help create a base-line knowledge in the CALP system and ensure all contracted instructors, facilitators, volunteers, and tutors are prepared to work with adult foundational learners.

Important Note

The second expectation (sharing knowledge within your organization) also relates to co-workers, executive directors, and board members. Though Advanced Education encourages all staff throughout the CALP system to attend IAFL, some organizations can only afford to send one staff member each year. That one staff member carries the responsibility of cross-training all other staff members, volunteers, tutors, and contracted instructors/facilitators until they can attend.

What is different about Sections 6 – Legal and Operational Requirements – and 7 – Financial Requirements?

Only minor changes to Sections 6 and 7 have been introduced in the CALP Guidelines 2020. The changes to these sections include:

- Subsection 6.1 – Grant Agreement has been added (see FAQ).
- Subsection 6.2 – Service Organizations has been reorganized. Operational requirements that pertain only to Service Organizations incorporated under the Societies Act and operating under a Legal Host have been grouped together.

Department direction on the submission of financial statements has been added to this section.

- Section 7 – Financial Requirements – removed 4 legal financial obligations (listed below) from the CALP Guidelines 2020 because these obligations are stated in the CALP grant agreement.
 - 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.
 - 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.
 - 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.
 - 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.
- Grant recipients' decision-making body members and staff are responsible for being highly familiar with these and all other legal obligations in the CALP grant agreement.
- Section 7 – Financial Requirements – now focuses on Eligible and Ineligible expenses associated with the CALP grant, information not found in the CALP grant agreement.

What do I need to know about the new subsection in the CALP Guidelines under section 6 - Legal and Operational Requirements, 'section 6.1. - Grant Agreement'?

Advanced Education added this section to the CALP Guidelines 2020 to increase the awareness of all CALP staff and decision-making body members that CALP grant recipients have legal obligations, as set out in the CALP grant agreements that they sign with the department, with respect to use of, and accounting for, grant funding. In the past, a few of these obligations were scattered throughout section 6 – Operational Requirements and section 7 – Financial Requirements. In the CALP Guidelines 2020, Advanced Education has highlighted only 3 important legal

obligations from the CALP grant agreement, and now requires grant recipients (including staff and decision-making body members) to carefully review the grant agreement once it is received, and sign and return it to the department.

What does this change mean for me?

In addition to reviewing the grant agreement, ensuring it gets signed and returned to the department, the CALP Guidelines 2020 require that all decision-making body members and staff have regular access to the CALP grant agreement.

In the past, CALP Team grant managers often noticed that relatively few CALP staff ever had access to, or saw the CALP grant agreement with Advanced Education. It is important that all staff and decision-making body members are familiar with the obligations set out in the CALP grant agreement. This change ensures that everyone understands the legal obligations for using the grant funding.

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.

What is the difference between Pre-GED Prep and GED Prep?

Many learners come to a CALP for help achieving a GED credential, and, as such, many CALP grant recipients advertise that they offer GED Prep programming. However, CALPs often discover as they get to know their learners that they are not quite ready to participate in GED Prep learning opportunities because they lack foundational skills like reading or math. Through the learner intake process, and getting

to know learners better, CALPs learn which programming area (CCB or LFL), a learner should be categorized in.

Pre-GED prep learning opportunities focus on foundational level literacy or numeracy outcomes, and are at or below a grade nine level. They focus on preparing foundational learners to acquire the prerequisite skills to taking GED Prep. These learning opportunities are considered Literacy and Foundational Learning.

GED Prep is not foundational in nature, as defined in the CALP Guidelines, as it focuses on skills levels that are above grade nine. GED Prep learning opportunities fall under Community Capacity Building.

How are CALP Logic Model outcomes measures collected for Tutoring?

Tutoring is a learner-focused activity where the learner and tutor work together to achieve learning goals throughout the learning year. Outcomes should therefore capture the progress of the learner while they are engaged in tutored learning opportunities.

Outcomes measures must be collected for the learners who participate in a learning opportunity in Tutoring in Literacy and Foundational Learning (LFL) and Tutoring in English Language Learning (ELL). To be counted, the learner must have an ongoing relationship with your organization and should generally not be counted more than once in a single tutoring category.

For example, if a learner participated in ELL Tutoring, outcomes data for that learner should generally be counted only once in the ELL Tutoring outcomes category.

What if there is a change of tutor during the program year?

In the event that a learner's tutor is no longer able to commit to tutoring and the learner is paired with a new tutor in the same learning year, the learner should generally still be counted only once for outcomes reporting in a specific tutoring category. When it comes to reporting, learners are asked to report on whether they are using the skills they learned from their tutoring sessions in their everyday lives and whether they are making progress towards their learning goals. Learners are also asked to report on whether they think their confidence has increased as a result of participating in tutoring sessions.

However, the tutor or organization can also weigh in on whether or not the learner's confidence has increased as a result of participating in tutoring sessions. Sometimes a learner does not recognize that their confidence has increased when the tutor or organization recognizes that it has. In that case, the tutor or organization should report that the learner's confidence did increase.

An exception would be a case in which the tutor reaches their limit of capacity within a specific tutoring category, and the learner needs a new tutor in order to work towards a new set of goals. This learner would be counted in the outcomes measures twice during this grant term.

For example, a tutor is not equipped for tutoring beyond CLB level 3 in ELL Tutoring. To continue to make progress, the learner is paired with a tutor who is equipped to instruct in CLB levels 3 and above. Outcomes reported on this learner should be counted in two separate ELL Tutoring learning opportunities. See CALP Data Collection Guide (updated May 2020)

When reporting tutor hours in the Final Report, how do you calculate the number of hours?

There are two places in the CALP Final Report where organizations report tutor hours:

In Programming Areas, CALPs must report the total number of “instructional hours”. For example, if one tutor works with 2 learners for 2 hours, the organization would report 2 instructional hours for that session.

In Evaluation, organizations report on the total hours that are volunteered by tutors. For the above example, organizations would report the 2 instructional hours, as well as any prep time or travel time, etc. that were contributed to the learning opportunity by the volunteer tutor.

As an example of 3 hours of small group tutoring with 3 learners you would report 3 hours, and not 9 hours. It would not matter how many students you have in the group, in this case the number of hours would still be 3. (updated May 2020)

We don't get many drop-ins or referrals because our office is hard to find. What should we do?

In order to meet the Community Adult Learning Program outcomes and vision, organizations are required to create a visible learner access point that provides a safe and welcoming environment. Organizations are also required to engage with community partners in order to assess learning needs of the community.

If you would like some ideas on how to increase your profile in community, see the “Learner Support Services” e-Learning, which includes sections on building your network, reaching new learners, and developing signage and promotional materials. You can also talk to your Regional Support Staff or Professional Development Specialist about engaging your community through the Culture of Collaboration Initiative. (updated May 2020)

What is the difference between Learner Support Services, Tutoring, and CALP Drop-in Learning Activities?

Learner Support Services:

Learner Support Services are the activities and supports that help individuals meet their learning goals.

- Available to anyone who walks through the door, including those that may not be participating in other CALP programs.
- Can be drop-in at any time
- Can include onsite support (if the CALP is supporting a learning opportunity offered by another organization and CALP staff are providing synchronous, onsite support to a learner during the learning opportunity)
- Does not necessarily require an instructor
- Does not have “set times” for instruction
- Assist individuals to transition to programs and services that will help them to meet their learning goals
- Have very specific goals (such as preparing a resume for a specific posting or applying for a specific job posting)
- May involve: mentoring, access to technology, coaching, guiding, referring, or other assistance
- Outcome is specific to the needs of the learner (transitions, pathways, referrals, etc.)
- No fee

For a complete definition of Learner Support Services, see Section 5 Program Requirements of the CALP Guidelines.

Tutoring:

Tutoring is an ongoing relationship between a tutor and a learner, whereby clear learning goals have been established.

- Can be one-on-one or small group
- Must have a tutor present
- Clear learning goals have been established (e.g. a learner wants to improve their basic reading skills)
- Cannot be drop-in
- Has a pre-arranged time for instruction (e.g. will meet Monday from 5-6pm)
- Must meet for a meaningful amount of time in order to track progress towards meeting the learning goals that were established

Drop-In Learning Activity:

CALP Drop-in Learning Activities are more formalized learning opportunities that are pre-scheduled, focus on a specific subject area, and have an instructor present.

- These learners are participants of CALP programming that must be reported on in the CALP Final Report

- Registration is optional (can be drop-in attendance), unlike tutoring, where tutor time is pre-arranged
- Must have an instructor present
- Must have "set times" for instruction or set times when learners can drop-in (e.g. every Wednesday, 2-4pm)
- Attendance must be tracked
- Opportunities for learners to improve their skills or knowledge on a particular topic
- Intended outcome is for increased knowledge on a specific topic (such as resume writing/formatting, etc.)
- Would have a fee (could be waived if there is a financial barrier)

(updated May 2020)

I'm planning to support Ed2Go courses, Academic Upgrading through Academic Express, and NorQuest College's Foundations for Learning. Where should I report these activities?

When CALP organizations support learning opportunities offered by other organizations (including post-secondary institutions) by providing onsite support, technology, space, equipment, administration or other supports, these activities should be reported as Learner Support Services. The contribution made by CALP organizations is essential for the successful delivery of the program and should be reflected in the Final Report. However, the learning opportunity is directly offered by a partner, and should not be reported in the program information tables as CALP learning opportunities.

(updated May 2020)

Why is Professional Development so prominent in the CALP Guidelines?

Ongoing Professional Development for the staff and volunteers of organizations is necessary to foster the development of skills needed to support literacy and foundational learners. Professional Development enhances an organization's capacity to align with the mandate of the program for Literacy and Foundational Learning, which is why Advanced Education has placed a higher expectation on grant recipients to ensure that their staff, contracted instructors/facilitators, tutors, and volunteers (including board members) are adequately trained.

What is PDAC?

PDAC is the CALP Professional Development Advisory Committee. PDAC is designed to provide a formal, ongoing platform for stakeholders involved in the development and/or delivery of literacy and foundational learning to come together to share perspectives on the Professional Development needs of CALP system staff, the effectiveness of current system investments to meet those needs, and to provide advice to Advanced Education on priorities that could advance the system vision.

PDAC includes a number of PD providers from across the province, as well as representatives from CALP grant recipients and Comprehensive Community Colleges (CCCs). This ensures we have both the PD provider and PD user perspectives at the table. (updated May 2020)

Who should I contact if I have any questions or concerns?

If you have any questions or concerns on the CALP grant or programming, please contact your grant manager.

If you have questions about planning for and delivering learning, contact your Regional Support Staff or Professional Development Specialist. You can find contact information for your PD Supports in the side bar of the CALP Directory page at <https://calp.ca/find-a-calp-near-you.html> (updated May 2020)