

What is new about Community Capacity Building in the CALP Guidelines 2020

Below is a list of changes in Community Capacity Building in the [CALP Guidelines 2020](#) (Section 5.2. p 31-32)

What is new about CCB in the CALP Guidelines 2020?

The CALP Guidelines 2020 added a new subsection to the CCB programming area as follows:

Relationship to literacy and foundational learning

Community capacity building is offered primarily as an opportunity to bridge learners into literacy and foundational learning. Staff, contracted instructors/facilitators and/or tutors should make a concerted effort to identify any foundational learning skill gaps of learners participating in community capacity building, and encourage their transition to literacy and foundational learning. Individuals involved in the delivery of community capacity building should regularly, during each learning opportunity, inform learners of available literacy and foundational learning programming.

Why did this change come about?

Advanced Education has heard from many CALP grant recipients that a number of CCB participants struggle with foundational skills gaps that remain largely unacknowledged and/or unaddressed during the course of CCB activities. These are missed opportunities to help learners build a pathway toward the goal(s) they were hoping to achieve by transitioning them to LFL opportunities delivered by the CALP. When LFL learners take a chance on re-engaging in learning it can be an indication of their readiness to learn. CALPs want to ensure learners experience success and leverage these opportunities to focus on the adult foundational learning needs that will become stepping stones in their pathway to successful outcomes.

How does this change influence organizational practice?

The addition of this subsection, 'Relationship to literacy and foundational learning,' is intended to reinforce, for all CALP grant recipients, that CCB programming is an opportunity to:

Build on the LFL skills that a learner is trying to achieve, has achieved, or may need to achieve

Attract learners who may not yet recognize the need to improve their LFL skills

CALP grant recipients that offer CCB programming are now required to make a concerted effort to identify any foundational learning skill gaps of participants in CCB programming and encourage their transition to LFL programming at the organization.

All grant recipients need to develop internal processes to ensure that all staff, volunteers, and contractors are familiar with the new requirement that they must, during the delivery of all CCB programs, inform CCB learners of the LFL programming available at the organization, and that CCB programming is offered primarily as an opportunity to bridge learners into LFL programming.

How are Skills for Learning programs different than Community Capacity Building (CCB) programs that support individual development?

Skills for Learning programs serve Foundational Learners as defined in section 5.1 of the *CALP Guidelines 2020*. Skills for Learning programs also have specific Primary Intended Learning Objectives (PILOs) that support learners to build the following skills and habits needed to set and achieve 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.

Learning opportunities offered in CCB that focus on individual development may or may not serve foundational learners, but the PILOs of CCB learning opportunities do not focus on building the skills and habits identified in the Skills for Learning category.

Organizations are still permitted to offer digital learning opportunities that do not focus on the application of knowledge and skills across platforms, contexts, and situations. Those learning opportunities belong in Community Capacity Building.

How do the changes to the Community Capacity Building (CCB) programming area (section 5.2) in the CALP Guidelines 2020 affect the delivery of CCB programming?

CCB programming is an opportunity to identify any foundational skills gaps adult learners might have as they strive to achieve their learning, employment, or personal

goals, and then help them create a pathway to reaching their goals that is realistic and achievable.

It is important that grant recipients raise awareness about CALP's mandate for Literacy and Foundational Learning. That is why CALPs now are required to regularly inform CCB learners, during each learning opportunity, that CALP's mandate is to support Literacy and Foundational Learning (LFL) and then make participants aware of the LFL programs they offer. Doing so will make it easier for providers to start conversations with individual learners about their specific LFL needs and help them develop a plan toward meeting specific learning, employment, or personal goals.

Providers work with potential LFL learners to help them see themselves as learners and take advantage of CALP LFL programs to address the foundational skills gaps they may have that have been preventing them from reaching their goals. This approach will enable providers to capitalize on the opportunity to support potential foundational learners that are participating in CCB programming to build their pathway to their desired learning or employment outcomes. CCB delivery can serve as a strategy that builds bridges or transitions to LFL opportunities, in support of meeting the mandatory requirements of CALP and the LFL needs of community.

What should my CCB instructors say in front of the class?

Below is a sample statement that a contracted instructor/facilitator, staff, or volunteer could make during a CCB learning opportunity.

Hello, my name is (name of instructor) and I am an instructor with (name of organization here). I would like to share information about what we do at (name of organization). As a grant recipient of the Community Adult Learning Program (or CALP), our mandate is the delivery of adult foundational learning opportunities that help adult Albertans build the skills they need to achieve their learning, employment, and personal goals. We offer (e.g. reading, writing, math, and English language) learning opportunities as well as different ways to learn, such as (e.g. tutoring, group activities, and courses). Our learning opportunities are tailored to meet your needs. If you have any questions about the foundational learning opportunities and services we offer, are interested in other learning opportunities, or want to learn more about volunteering, please let me know. Our organization is here to serve you. Your success is important to us.

How else can/should I support CCB learners to transition to LFL?

The provision of CCB can be a strategic and intentional opportunity to attract LFL learners. This strategy has proven effective for a number of CALP grant recipients. It also allows the potential for the CALP to develop a relationship with a learner and

guide them toward LFL learning opportunities that they need to develop the foundational competencies required to experience success in further learning or employment.

Example

The following provides an example of how one CALP used a CCB tutoring opportunity to help the participant build a realistic LFL pathway toward the goal the participant wanted to achieve.

A university-trained professional from another country, with a doctoral degree, came to a CALP organization to prepare for the International English Language Testing System (IELTS) test. The learner is currently working in the deli section of a local grocery store and wishes to retrain to another health care related occupation as an Advanced Care Paramedic. The learner could read at a high academic level, and write dictated information. However, she struggled with comprehension or being able to explain what she had read, written, or heard spoken to her in English. Early in the CCB tutoring process, using a number of short articles and pieces of literature graded at various levels, the facilitator was able to assess informally that the learner's English comprehension, speaking, and creative writing levels were at a CLB level 4. Having built a trusting relationship with the learner, the facilitator worked with the learner to develop a realistic LFL program of speaking, writing, vocabulary building, comprehension and reading activities aligned with the learner's professional and personal interests, and past and present experiences. The facilitator worked with the learner to readjust her timelines for taking the IELTS. The learner is very committed to reaching her goal, and over this program year, engages in tutoring sessions several hours a week, scheduled around her full-time job.

In our community we get lots of requests for CCB training and very little for LFL. Why can't we focus on meeting community needs in CCB instead of offering LFL?

It is understandable that it might be difficult to connect with foundational learners given that many who struggle with literacy and numeracy, for example, are hesitant to seek help. However, since international literacy survey data (PIAAC Cycle 1, 2012) indicates that one in five adults in Alberta experience significant literacy challenges that affect their academic or employment success, it is likely that there are unaddressed foundational learning needs in all communities across the province.

The reason that CALP remains government-funded in a well-educated society leads to higher levels of individual, family, and community wellbeing and a more prosperous provincial economy. The pathway to increased socio-economic opportunity for one in five Albertans is built upon increased foundational skills and competency levels, and for this reason, the delivery of LFL is a mandatory CALP requirement. Although CCB is an eligible use of the grant, it is supplemental programming only.

Although it is more difficult connecting with and attracting LFL learners than CCB learners, research indicates that only 10% of adults who would benefit from literacy instruction enroll in basic literacy programs and that as many as 50% drop out (CanLearn Society, *Rising to the Reading Challenges of Adult Learners: Practitioners' Toolkit*). Serving foundational learners (as defined in the CALP Guidelines 2020) must constitute the primary use of the grant. Many foundational learning providers find that they have greater success connecting with and supporting foundational learners when they work with partner organizations that serve barriered and disadvantaged populations. Strong partnership networks are fundamental to successfully serving foundational learners and it is through these partnerships that foundational learning providers (i.e. CALPs) can begin to build a profile as a safe and caring place for adult learners to get the help needed to achieve their learning, employment, and personal goals.

CCB can be an opportunity to connect with struggling foundational learners, talk to them about the goals they are trying to achieve, talk about their plan for reaching those goals, and make them aware of the different CALP programs and supports that can fit into their plan to help them succeed. This strategy allows the facilitator to talk about how the organization can address the participant's learning needs and delivery mode preferences. This approach can be an effective LFL learner recruitment strategy because CCB provides an opening for the learning provider to build a trusting relationship with a struggling learner who may not be aware of all that the CALP organization delivers to serve foundational learners.

Example

One such example is a participant who was involved in CCB tutoring for the purposes of passing the trades entrance exam. The learner wanted to learn only what was required to pass the exam and nothing more. As the tutoring sessions progressed, the learner recognized that he lacked the basic math fundamentals required to understand the more advanced mathematical concepts required of trade entrants. With this realization and the support of the tutor, the learner became comfortable working on basic math (reported, by the way, in LFL Tutoring), before tackling the trades entrance exam at a later date. It is important to note that, through his work with the tutor, the learner gained confidence in his ability to do math and had begun to develop a stronger identity as a learner.

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.

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 do I know if my Basic Digital Skills learning opportunity fits into Literacy and Foundational Learning or Community Capacity Building?

There are two main questions you can ask to determine if a learning opportunity belongs in Literacy and Foundational Learning (LFL) as a Basic Digital Skills learning opportunity or Community and Capacity Building (CCB).

First: **“Does this learning opportunity teach the basics of digital skills?”** LFL Basic Digital Skills learning opportunities focus on teaching the basics, such as:

- Understanding, using, and navigating hardware or operating systems at a basic level, such as IOS, Windows, tablet, or smartphone;
- Understanding and using basic software, including basic keyboarding/typing and introductory word processing, such as basic Microsoft Word;
- Basic navigation on hardware or a device, of software, and of the internet;
- Understanding settings;
- Understanding safety in a digital context;
- Understanding connectivity.

CCB would include any learning opportunities that build on the foundational skills noted above in order to fully participate in society, the workplace, or further learning by utilizing software, applications, social media, email and the internet in a safe manner. Examples of more advanced learning include:

- Software such as Microsoft Office (for example, Word (excluding basic level), Excel, PowerPoint, Access, Outlook – at any level);

- Other software and applications that enhance participation in the workforce, further learning, and society – for example, InDesign Level 1 and social media such as Facebook

Second: **“Does this learning opportunity support the application of digital knowledge across a range of contexts, situations, and digital platforms?”** Basic digital knowledge includes hardware, software, navigation, settings, safety, and connectivity. Basic Digital Skills offered in LFL is more than just the acquisition of skills, but is also about learning how to apply these skills knowledge in real-world situations on a lifelong learning journey. A great example of a learning opportunity that fits this requirement is described below:

- Literacy for Life delivers Tech Talk sessions where participants are encouraged to bring their own devices:
- Sessions are structured around "themes" such as hardware, software, navigation, settings, safety, and connectivity.
- In the classes, facilitators group learners who have similar devices and encourage them to work together to problem-solve. The classes explore and troubleshoot through a task, rather than the facilitator giving step-by-step instructions.
- This approach builds capacity for learners, leading them to be more confident in finding solutions to their tech troubles independently during class and in the future.
- The approach also allows participants to gain knowledge in areas they were interested in and are relevant to their needs.
- It should be noted this course is two hours long per session, over the course of eight weeks. The sustained time and intensity of the course allows learners the opportunity to gain confidence around technology “themes” and facilitates the opportunity to measure success.

CCB would include learning opportunities where the application of knowledge across a broad range of contexts may not be a priority. Skills gained in the CCB programming area are more specialized and tend to be step-by-step instructions of one skill on a single platform, meaning the skills learners gain are situation dependent. Examples include:

- Learning opportunities that focus on how to work an iPad, iPhone, or other niche technology without focusing on the application of those skills across other contexts.
- Navigating apps on digital platforms that do not transfer to other technology, such as how to use a camera or FaceTime on a phone.

A learning opportunity must satisfy both these requirements to be classified as an LFL learning opportunity in Basic Digital Skills.

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