

Community Adult Learning Program
**Professional Development Grant
Guidelines**

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1. INTRODUCTION

1.1 PURPOSE

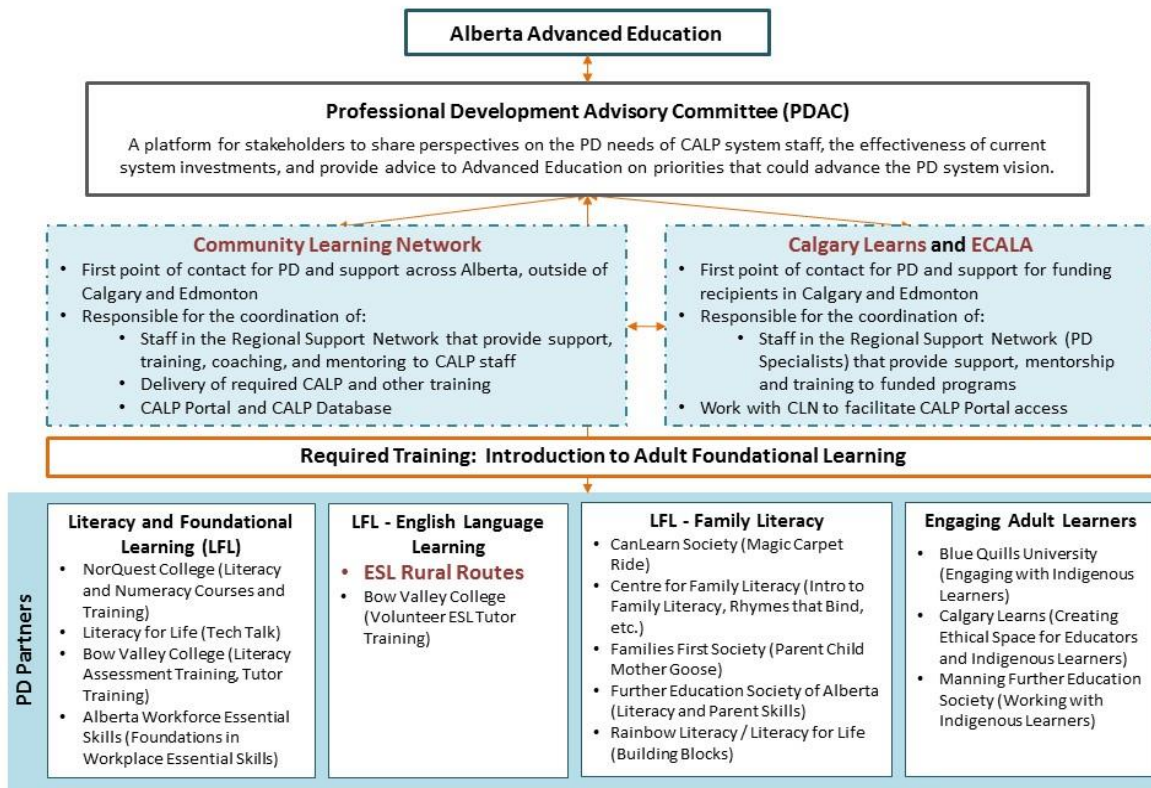
The Professional Development Grant Guidelines are designed to support projects and initiatives that respond to the professional development needs of Community Adult Learning Program system staff and volunteers, and to ensure that organizations receiving a Professional Development grant understand Advanced Education’s requirements and expectations of grant recipients.

Since the late 1970s the Government of Alberta has supported community-based adult learning across the province. Through the Community Adult Learning Program (CALP), Advanced Education invests approximately \$18 million each year to support the delivery of adult learning opportunities, learner support services, and other initiatives that foster the advancement of community adult learning in Alberta. This investment includes supporting a Professional Development system to support CALP staff and volunteers to be able to meet the ever-changing needs of adult learners across the province, with a particular emphasis on Literacy and Foundational Learning needs.

1.2 SYSTEM RENEWAL

Since 2011, the Community Adult Learning Program has been undergoing a process of renewal, a significant part of which has been to examine how the Professional Development system can more effectively support funded organizations to be successful in meeting the program mandate for Literacy and Foundational Learning. To more effectively steward public dollars, it is important to understand the Professional Development needs of the system and the effectiveness of current Professional Development resources to ensure that Advanced Education is making the strongest impact possible.

Figure 1.3 – CALP Professional Development System



1.3 SYSTEM MODEL

In consultation with program partners, Advanced Education has designed a renewed model for the Professional Development system. This model (Figure 1.3) will continue to support existing Professional Development such as the Literacy and Learning Symposium, the CALP Portal, the Regional Support Network, and the delivery of regional training, such as Introduction to Adult Foundation Learning, and will support the development of new resources and/or mechanisms for the system.

Professional Development Advisory Committee (PDAC)

In the renewed Professional Development system, Advanced Education will seek guidance on decisions around investments in Professional Development resources from the Professional Development Advisory Committee (PDAC). Convened in 2015, this committee brings CALP-funded organizations and Professional Development providers (including Comprehensive Community Institutions) together to:

- Share perspectives on the Professional Development needs of CALP system staff;
- Share perspectives on the effectiveness of current system investments to meet those needs;
- Provide advice to Advanced Education on priorities that could advance the system vision.

The committee brings perspectives that span across the regions and includes the outlooks of urban, rural, and Indigenous communities. These perspectives will inform Advanced Education as to which Professional Development investments are working, which could be improved, and determine next steps.

On an as-needed basis, subcommittees or ad hoc committees of PDAC will be convened in order to achieve certain objectives. To date, PDAC has convened a standing Subcommittee on Measurement and Evaluation.

Regional Support Network

The Regional Support Network is an interconnected Professional Development initiative that includes a number of staff from the Community Learning Network, Calgary Learns, ECALA, and ESL Rural Routes who collaborate to provide mentorship, coaching, support, and training to CALP-funded organizations and granting council recipients. Members of the Regional Support Network are identified in Figure 1.3 in **maroon** font.

Community Learning Network

The Community Learning Network will continue its long-standing role in the coordination of Professional Development, including oversight of its staff who are part of the Regional Support Network, the coordination and/or delivery of regional training and/or provincial training events, and will be the first point of contact for Professional Development and support across the province, outside of Calgary and Edmonton.

Granting Councils

Alberta's three granting councils, Calgary Learns, ECALA, and the Lifelong Learning Council of Red Deer, will also continue to play a special role in the coordination and development of Professional Development in Calgary, Edmonton, and Red Deer. Calgary Learns and ECALA each employ a Professional Development Specialist, who are also part of the Regional Support Network.

ESL Rural Routes

ESL Rural Routes provides capacity building training, workshops, and mentorship to providers of English Language Learning programming across Alberta. Four full-time Rural Routes Advisors are also included in the Regional Support Network.

Professional Development System Providers

The Professional Development System is fortunate to have a high-quality network of delivery providers and resource developers, including organizations that focus on Professional Development, such as non-profit organizations and Comprehensive Community Institutions, and organizations funded through the Community Adult Learning Program, many of which have a seat at the PDAC table. The membership on PDAC ensures that all partners will be aware of the complexity of the Professional Development system, and can align work strategically.

2. SYSTEM VISION

Advanced Education provides funding for projects and initiatives that support the professional development needs of Community Adult Learning Program system staff and volunteers to be able to meet the ever-changing needs of adult learners across the province, with a particular emphasis on Literacy and Foundational Learning needs. The Professional Development System promotes a vision that:

CALP staff strive for excellence in priority areas to change the lives of foundational learners.

In alignment with this vision, a logic model and outcomes-based measurement framework (see Appendix 5.1) was developed to show the relationship among the resources available, activities performed, and the results that the system hopes to achieve. The logic model identifies the following three ultimate outcomes to guide the Professional Development System:

1. *CALP Staff acquire knowledge and skills they need from CALP PD.*
2. *CALP Staff are actively engaged in professional communities.*
3. *CALP Staff are leaders and actively shape the CALP PD system.*

In addition to the vision and outcomes, the following are additional components of the Professional Development System that are integral to its success:

2.1 EVALUATION AND SYSTEM RESPONSIVENESS

With the support of PDAC and its Evaluation Subcommittee, Advanced Education will hold all Professional Development investments up to scrutiny to ensure that they meet the needs of system staff and volunteers. This heightened accountability means that Advanced Education welcomes feedback from the system on an ongoing basis, through review forms and surveys following professional development learning opportunities, directly through participation on PDAC, or through the Regional Support Network.

It will be important to continually assess whether professional development investments are meeting needs, and that available resources and events are helping system staff and volunteers to drive foundational learning forward across the province.

The Professional Development Advisory Committee formed a standing Subcommittee on Measurement and Evaluation in response to PDAC's identified need to streamline, standardize and evaluate the means by which PD providers collect data. This Subcommittee will support an outcomes-based approach to the measurement and evaluation of the impact of funded PD mechanisms and initiatives. The Subcommittee is responsible for ensuring that the collection of data is consistent across PD providers, and that PD investments continue to be relevant, and contribute to the broader Community Adult Learning Program vision.

2.2 COMMUNITY OF PRACTICE

The Community Adult Learning Program is a community unto itself – a community of practice – a group of people who share a passion for adult learning and building strong networks by coming together to share and learn from each other. Everyone within the system brings with them a unique background and experiences. Some have years of experience while others are completely new to this field. Each member of the CALP community of practice brings something valuable to the table, and is encouraged to share what they know with the rest of the CALP community.

Through a number of PD initiatives and resources, the Community Adult Learning Program promotes a community of practice, including, but not limited to:

The CALP Portal

The CALP Portal is an online platform for information sharing, moderated and maintained by the Community Learning Network. The CALP Portal promotes a community of practice by facilitating an exchange of ideas and information on best practices for working with adult foundational learners.

Regional Meetings and Regional Training

Regional meetings and training bring the staff and volunteers of CALP-funded organizations together in each of the five grant management regions to build relationships, network, and share information on best practices related to the delivery of CALP-mandated programming.

Literacy and Learning Symposium

Symposium is an annual provincial event that brings together all CALP-funded organizations' staff, board, and other volunteer members, as well as stakeholders involved in the continuum of adult learning, such as representatives from First Nations Colleges and Comprehensive Community Institutions, PD stakeholders, and government, to network, learn, and build a community of practice.

2.3 REGIONAL DELIVERY

For a number of years, CALP system staff have been asking for Professional Development opportunities that are timelier, more cost-effective, and more locally accessible. Organizations located in remote areas, in particular, have expressed an interest in being able to access Professional Development opportunities closer to home. As a result, Advanced Education, working in conjunction with the Community Learning Network and PDAC, as well as with Calgary Learns and ECALA, has made it a priority to provide more Professional Development opportunities regionally. These opportunities include required trainings such as Introduction to Adult Foundational Learning, Introduction to Family Literacy, and Foundational Family Literacy Models. Advanced Education also works closely with ESL Rural Routes to ensure that Professional Development opportunities related to English Language Learning are available regionally.

3. GRANT REQUIREMENTS

Please note, the full legal requirements, including reporting requirements, will be detailed in the Professional Development Grant Agreements.

3.1 GRANT STREAMS

Funding through the Professional Development (PD) Grant is available to support two Streams:

1. Delivery Stream - to support the ongoing delivery of Professional Development.
2. Resource Development Stream – when funds are available, to support one-time projects that develop resources intended to meet priority Professional Development needs of CALP system staff and volunteers.

3.2 APPLICATION REQUIREMENTS

The content of PD Grant applications should be determined using the information below:

Delivery Stream

Each year prior to the submission deadline, Advanced Education will work closely with Delivery Stream providers to inform the development of applications. Currently, this Stream applies only to the Community Learning Network, ESL Rural Routes (NorQuest College), Calgary Learns, and ECALA.

Resource Development Stream

When funds are available, Advanced Education will update section 4 of the *Professional Development Guidelines*, 'Resource Development Stream – Priorities and Expectations,' so that applicants interested in submitting an application have a clear understanding of department funding priorities and expectations. Applications should be tailored to ensure that all relevant information outlined in 'Resource Development Stream – Priorities and Expectations' is included. Incomplete applications will not be considered.

3.3 SUBMISSION

Delivery Stream

Applications will be submitted each year on May 1, or next business day. Please note that all Delivery Stream applications must include a budget line item that estimates any grant surplus dollars at June 30 of the current grant term.

Resource Development Stream

In order to most effectively address the Professional Development needs of the CALP system, Advanced Education may initiate a request for grant applications process, to which a range of interested applicants may apply, or may use a more targeted approach and ask for an application from an organization with specific expertise through a non-competitive process.

Request for Grant Applications Process

In the event that AE initiates a Request for Grant Applications process, applications will be submitted by email in two (2) possible stages:

1. Concept paper, due date to be communicated by Advanced Education.
2. Full application, due date to be communicated by Advanced Education.

Concept papers and applications will be reviewed in accordance with the criteria set out in section 4, 'Resource Development Stream – Priorities and Expectations,' and in accordance with the other expectations identified in the *Professional Development Grant Guidelines*.

Targeted Process

In the event of a Targeted process, Advanced Education will work directly with the eligible and interested applicant to outline the parameters of a specific Application, the due date of which will be communicated by the department.

Applications will be reviewed in accordance with the criteria set out in section 4, 'Resource Development Stream – Priorities and Expectations,' and in accordance with the other expectations identified in the *Professional Development Grant Guidelines*.

3.4 ELIGIBILITY

For all PD Grant Streams, the following eligibility criteria apply:

1. Eligible organizations must 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*.
2. Applications must be focused on addressing the Professional Development needs of CALP staff, and organizations submitting applications must have experience or demonstrated knowledge of community-based adult learning.

3.5 TIMELINES, DELIVERABLES, AND BUDGET

Delivery Stream

The department will identify specific timelines, deliverables, and budgetary information to Delivery Stream recipients in advance of May 1 each year.

Resource Development Stream

Project timelines, deliverables, and budgets will be identified annually in section 4, 'Resource Development Stream – Priorities and Expectations,' and will vary depending on the applications received and available funds.

3.6 FINANCIAL AND LEGAL REQUIREMENTS

Any financial and/or legal requirements for the recipient of a Professional Development Grant, regardless of Stream, will be outlined in the grant agreement for the Professional Development Grant.

4. RESOURCE DEVELOPMENT STREAM – PRIORITIES AND EXPECTATIONS

Current as of October 2018

In addition to the Grant Requirements outlined in section 3, there are a number of project-specific expectations that should inform the development of applications in the Resource Development Stream. All applications must be focused on addressing the Professional Development needs of CALP system staff, including granting council recipient staff, and must include a focus on, and demonstrate knowledge of, community-based adult learning.

4.1 PROCESS

Resource Development Stream project(s) for the 2018/2019 grant term will be developed through a targeted process. Advanced Education will approach an organization with significant expertise in adult learning and literacy, organizational governance and administration, and project management. With this expertise, the organization will be well-positioned to oversee the development of a high quality Professional Development project(s) that align with the requirements outlined in section 4.2: Priority Areas and section 4.3: Deliverables, to the benefit of Alberta's adult foundational learners.

Through this targeted process, the Professional Development Grant – Resource Development Stream will be awarded to a recipient organization to act as a funding manager as well as the manager of a call for applications process, which will result in the awarding of grants and/or contracts to various eligible organizations.

4.2 PRIORITY AREAS

The recipient of the Professional Development Grant - Resource Development Stream will ensure that the project(s) it approves for funding address the following priority areas, as identified by PDAC:

- Build expertise in Adult Literacy among CALP practitioners, in areas such as:
 - Embedding literacy in programming.
 - Understanding foundational learners, and how their individual contexts affect their literacy learning.
 - Adapting literacy program strategies to meet specific needs of learners' individual contexts.
 - Exploring the needs of Alberta communities and developing an understanding of how literacy connects to those needs (for example, how poverty connects to literacy).
- Effective governance and administration that supports the planning and delivery of outstanding literacy and foundational CALP programs.
- Family Literacy as a mode of delivery of adult literacy and foundational learning in the CALP context, with specific attention to the Adult Literacy category of the *CALP Guidelines*.

4.3 DELIVERABLES

The recipient of the Professional Development Grant - Resource Development Stream will ensure that project(s) for all Priority Areas identified in section 4.2 include the following deliverables:

1. A training program, e-learning, curriculum, resource, or innovative methodology, to be made available to the entire CALP system, one that would be an effective delivery mechanism to address the Professional Development needs of the CALP system as identified in section 4.2: Priority Areas.
2. Evaluation of deliverables, including a strategy for responding to evaluation results and any related follow-up/revisions.
3. Consideration of, and recommendations for, a possible ongoing delivery model (e.g. online, face-to-face, through regional meetings, etc.), including recommendations for facilitators.

4.4 PROJECT TIMELINE AND REPORTING

The recipient of the Professional Development Grant - Resource Development Stream will ensure that grant activities are completed no later than December 31, 2020, with a Final Accountability Report due to the department no later than February 28, 2021. An Interim Progress Report will be due on February 28, 2020.

4.5 BUDGET

The total cost of approved activities, including administrative costs and the cost of projects, will not exceed \$345,000.

4.6 PROJECT MANAGEMENT

Advanced Education has the following project management expectations of the recipient of the Professional Development Grant - Resource Development Stream:

1. Administer an effective call for applications process, whether that is a one-stage process that requests only full applications, or a two-stage process that requests concept papers, followed by full applications.
2. Ensure that all successful applications identify one Project Manager to coordinate all aspects of the project, and serve as one point of contact for the project.
3. Where feasible, ensure that all successful applications convene an Advisory Committee that formally incorporates a range of perspectives and includes representatives from adult foundational learning stakeholders, which may include CALP organizations, and Indigenous and Métis learning organizations.
4. Provide monthly written updates to Advanced Education on the status of the project(s).
5. Provide, at a minimum, bi-annual reports to PDAC, whether written or in-person, on the status of the project(s).

4.7 APPLICATION FORMAT AND CONTENT

The recipient of the Professional Development Grant - Resource Development Stream will invite interested applicants to submit applications that are effectively formatted and include, at a minimum, the following content:

1. Applicant Profile
 - The applicant's full legal name and contact information including mailing address, email address, and telephone/fax numbers.
 - Information regarding the applicant, including a description of experience working with adult foundational learners, community-based adult foundational learning, and specific connections to the Community Adult Learning Program.
2. Rationale for Project
3. Project Plan
 - Activities, resources and detailed timelines for meeting deliverables, and a description of how the applicant will complete the work.
 - Innovative approach: Description/explanation of how the project is innovative. Example: How does the innovative idea address the need/gap? What makes the idea innovative? How does the idea differ from what is already available?
 - Clear descriptions and assessment of potential risks and how the applicant proposes to ensure on-time deliverables in the event risks materialize.

- Ensure that the deliverables outlined in section 4.3: Deliverables addressed as part of the Project Plan.
4. Partnerships (if applicable)
 - Identify the role of each partner on the project.
 - Include letters of confirmation from each partner confirming their role on the project.
 5. Advisory Committee Membership
 - The applicant will propose the membership of an advisory committee.
 6. Budget
 - Itemized budget including the total fixed price for the project.

4.8 EVALUATION OF APPLICATIONS

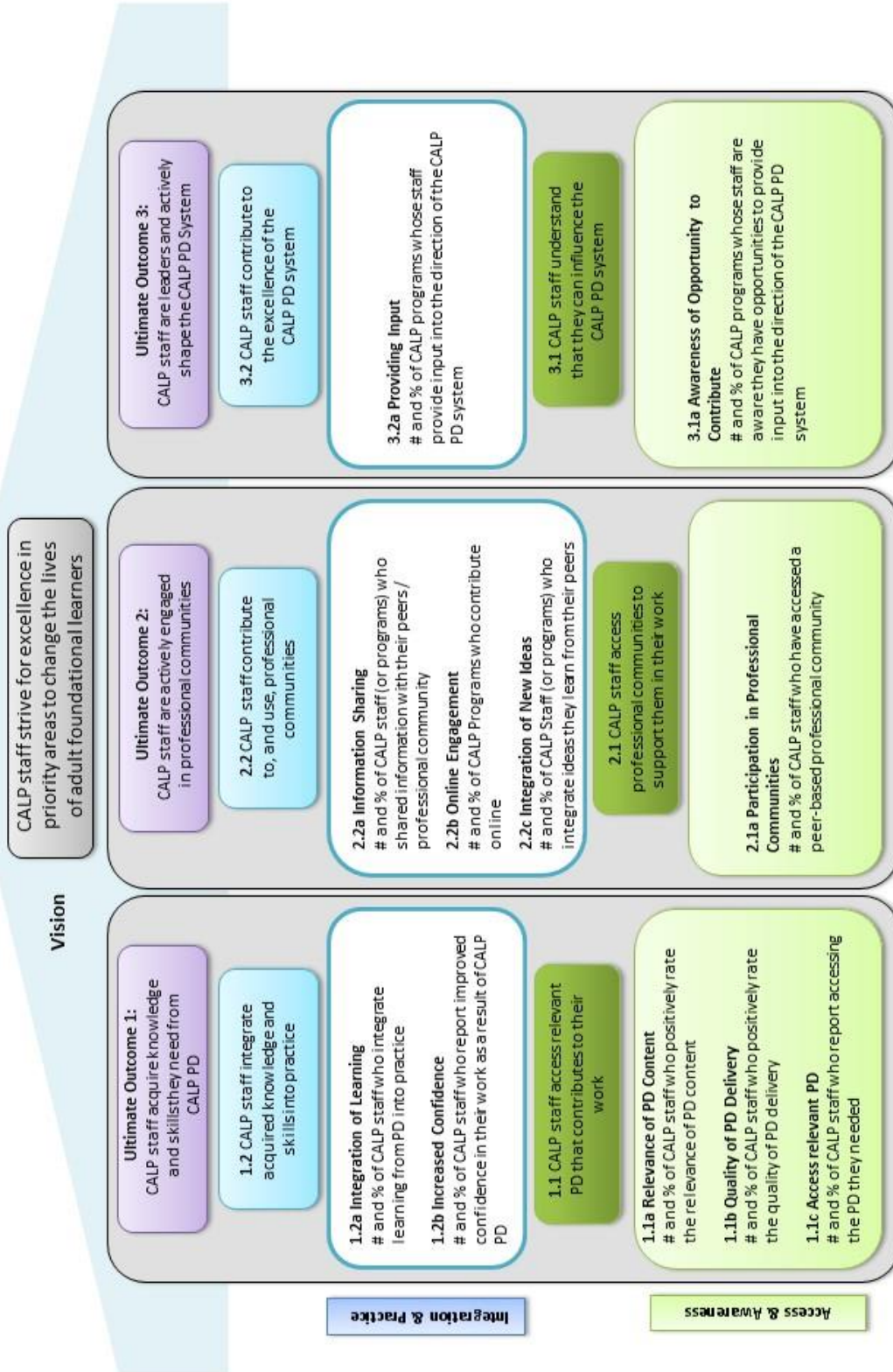
The recipient of the Professional Development Grant - Resource Development Stream will lead a preliminary evaluation and screening of all applications (and/or concept papers, if applicable) with respect to quality, relevance, and alignment with section 4.2: Priority Areas, and will bring a list of options to PDAC, which will in turn make a funding recommendation to the recipient of the Professional Development Grant - Resource Development Stream.

5. APPENDICES

5.1 PD LOGIC MODEL AND OUTCOMES-BASED MEASUREMENT AND EVALUATION FRAMEWORK

June 6, 2018

CALP Professional Development OME Framework



5.2 RESOURCES AND DELIVERY MECHANISMS

The Professional Development system is composed of a number of different resources and delivery mechanisms funded through the Community Adult Learning Program to support system staff and volunteers in their work with adult foundational learners, as illustrated in the table below.

It is important to note that the Professional Development resources and mechanisms in the tables are not an exhaustive list and refer only to those funded directly through the Community Adult Learning Program. There are a number of other resources available that are not funded through the Community Adult Learning Program.

Table 5.2.a: Professional Development Resources

Resource	Purpose	Responsible Organizations
Introduction to Adult Foundational Learning	<ul style="list-style-type: none"> The starting point for creating standard training for all system staff, which includes learnings on creating transformational adult learning, learner diversity, measuring success, and the Community Adult Learning Program Community of Practice. 	<ul style="list-style-type: none"> Community Learning Network
Introduction to Family Literacy	<ul style="list-style-type: none"> The starting point for system staff to understand the theory and principles behind the delivery of family literacy. This training defines family literacy, sets out the goals of family literacy and identifies promising practices in family literacy. 	<ul style="list-style-type: none"> Centre for Family Literacy
Foundational Family Literacy Models	<ul style="list-style-type: none"> Empirically based standards of practice that promote the ability of parents and caregivers to foster oral language development and emergent literacy skills in their children. These models serve as stepping stones for parents and caregivers to engage in their own literacy journey and create opportunities for adults to return to learning. 	<ul style="list-style-type: none"> Centre for Family Literacy Rainbow Literacy Society Literacy for Life Foundation Further Education Society of Alberta Approved Provincial Trainer for Parent-Child Mother Goose Canlearn Society for Persons with Learning Difficulties
Regional Support Network	<ul style="list-style-type: none"> 5 full-time Regional Support Staff, an Indigenous Liaison, and two urban Professional Development Specialists that provide mentorship and support to CALP system staff in each region. Coordinate regional training. Bring regional perspectives to strategic planning discussions. 	<ul style="list-style-type: none"> Community Learning Network Calgary Learns ECALA

Table 5.2.b: Professional Development Delivery Mechanisms

Mechanism	Purpose	Responsible Organizations
Literacy and Learning Symposium	<ul style="list-style-type: none">• An annual provincial event that is a venue for the delivery of required training.• A venue for shorter Professional Development sessions.• A venue for networking and building an in-person 'Community of Practice'.	<ul style="list-style-type: none">• Community Learning Network
ESL Rural Routes	<ul style="list-style-type: none">• 4 full-time Rural Routes Advisors provide specialized English Language Learning Professional Development to system staff and volunteers, including mentorship and workshops.	<ul style="list-style-type: none">• NorQuest College
Regional-based Training	<ul style="list-style-type: none">• The coordination of regional training based on the needs of CALP staff, including Introduction to Adult Foundational Learning, Introduction to Family Literacy, and Family Literacy Models training.	<ul style="list-style-type: none">• Community Learning Network
CALP Portal	<ul style="list-style-type: none">• Online platform for sharing information and resources, including e-learning, blogs, and discussion board.• Registration for training.• Promotes and facilitates CALP 'Community of Practice'.	<ul style="list-style-type: none">• Community Learning Network