

Community Learning Network

ANNUAL REPORT

2018-19

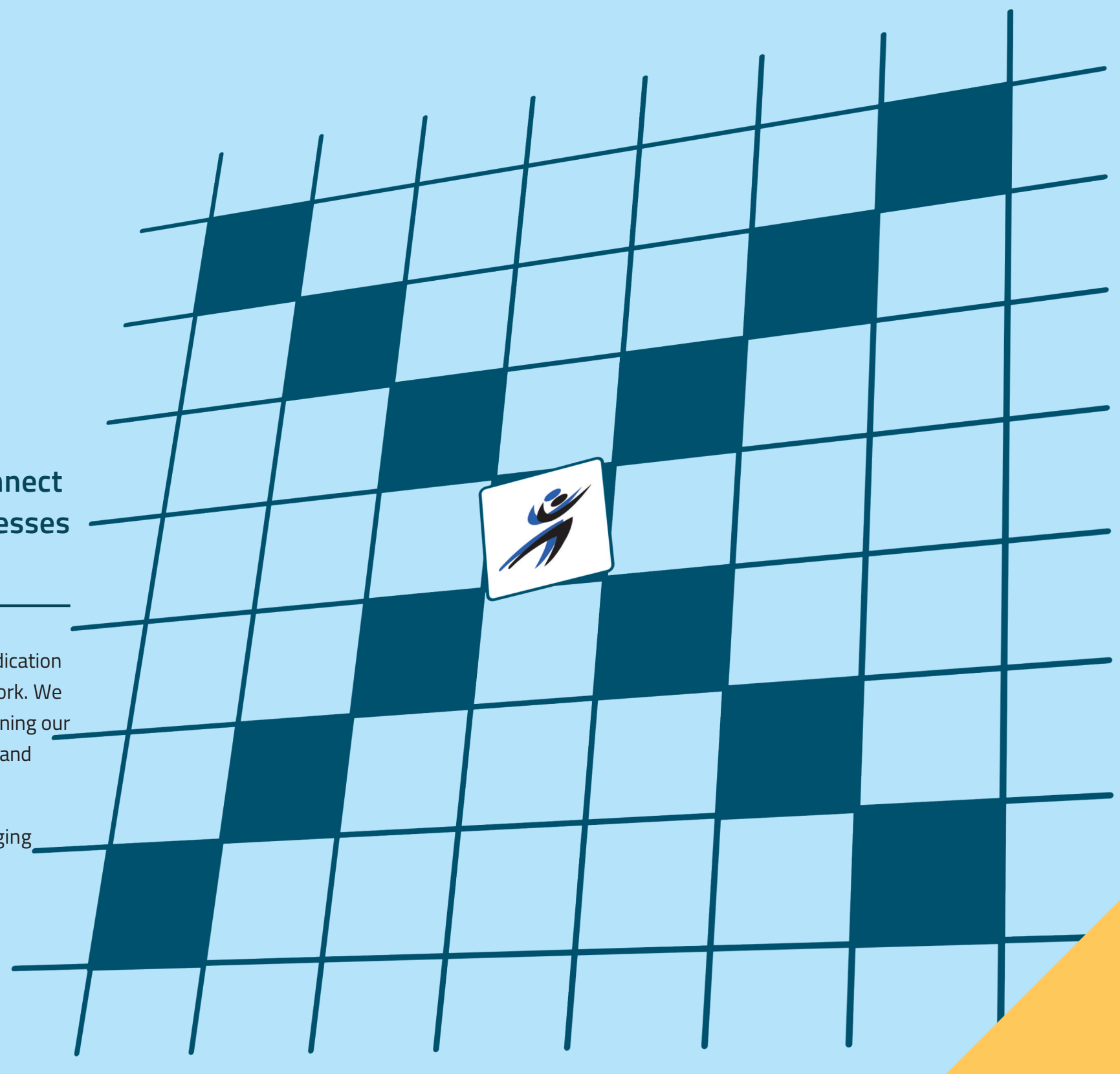


THANK YOU

2018-19 was a great year to learn from each other, to connect with our peers and partners, and to contribute to the successes of the CALP system in Alberta!

The CLN Board and Staff are grateful to all our members and partners for their tireless dedication to supporting adult learners. We are proud of the part we play in supporting you in your work. We look forward to continuing our shared professional learning journey together, to strengthening our collective community of practice, and to shaping the CALP system to meet learning needs and benefit adult Albertans across the province.

This year, CLN continued to keep our collective ear to the ground, to keep on top of emerging trends and PD needs in the CALP system, and to stay relevant and responsive to YOUR professional learning needs.



NEW TRAINING INITIATIVES

This year, we piloted some new “Persistence Strategies” to support CALP staff in their professional learning.

Coffee Hour

Do you ever get back to your job, after a great training, and a little while later, you realize you have questions you didn't know you had until you tried out some of your new skills and the knowledge you gained? **That's where a coffee hour comes in!** These short sessions are held approximately 2 to 6 weeks following a training, and provide an informal opportunity for CALP staff to reconnect with trainers and facilitators, to discuss how they have been using their learning, or to ask for support with strategies for implementation.

Feedback from CALPs on the value of CLN Training:

“This training really helped me to set up in my new role of Literacy Coordinator. It was a great experience. It also helped me to gain lots of interesting ideas from other organizations and helped me to see how others are doing the same job their way.”

“I thought the new PD opportunities with their follow-up structure and additional practical aspects were well done.”

STUDY GROUPS AND COMMUNITIES OF PRACTICE

These groups, which generally meet 3 to 4 times over the course of several weeks, are a chance for CALPs to connect with each other, share with and learn from their peers, and practice persistence in their own professional learning. CALPs are telling us that they find great value in these longer, sustained learning opportunities, which allow time to reflect and try out new ideas between sessions.

The most notable statistic is that, unlike any other trainings we evaluated this year, of those who provided feedback on study groups and communities of practice:

- 100% said they understood how to apply what they learned
- 100% said they would be able to use what they learned immediately
- 100% said they are confident about applying what they learned

Feedback from CALP staff on CALP Communities of Practice

“I was happy to be asked how we found the training useful in our work/life since the last training. It made me more aware since the training knowing that I might have to share how it was impacting me. I watched for signs in my everyday life and recognized signs in other people where these practices were evident.”

CURRICULUM AND RESOURCE DEVELOPMENT PROJECTS

CALP Essentials for Family Literacy Programs

This year, CLN engaged the CALP system and led the development of a new training curriculum for CALP-funded family literacy program staff, facilitators and practitioners.

The system involvement and contributions from the field to this project showcase the value of using wisdom from a range of practitioners who carry a depth of knowledge, experience and expertise. Members of the project Working Group, all those who participated in consultations, participants and evaluators who attended the training pilots – all strengthened the content, delivery and credibility of this training. The updated curriculum will be rolled out to the CALP system across the province in 2019-20, and we look forward to developing more complementary trainings and resources to support CALP-funded family literacy programs in the months and years ahead.

CALP PD Development Stream Funded Projects

Work is underway on three new CALP-led PD projects to support our system. This year, with input from the Professional Development Advisory Committee (PDAC) and support from Advanced Education's CALP PD Development grant, CLN initiated these new initiatives:

- Essential Skills for In-Home Family Literacy Programs (Literacy for Life Foundation)
- Holding Safer Spaces for Adult Learners (Stettler Adult Learning)
- Gathering to Learn: A Field Guide to Attracting and Retaining Adult Foundational Learners (Carya)

Watch for new resources, supports and trainings from these projects!

CUSTOMIZED COACHING AND MENTORING

for CALP Staff and Boards

This year we saw a marked increase in the number of one-on-one and small group coaching conversations between CALPs and CLN staff.

This year we saw a big increase in one-on-one and small group coaching conversations between CALPs and CLN staff. As each CALP is unique, this tailored approach to providing support helps CALPs increase their own capacity to offer adult literacy programming in their own community context. This support can be accessed in a timely way, and learnings can be implemented immediately. Some key areas where we provided coaching and mentorship include:

- Literacy and Foundational Learning (programming, finding, recruiting and retaining learners, how to work with foundational learners, etc.)
- CALP Guidelines including Family Literacy and other Modes of Delivery (understanding Primary Intended Learning Objectives, adult-focused family literacy programming, adult foundational skills instruction and development)
- Board Governance

Feedback from CALPs on the value of mentorship and coaching provided by CLN:

“Having the CLN there to support and willing to come right to our organization to meet in person is a beneficial resource.... This is a great way to help orientate new staff, ensure all members are on the same page and to feel supported as an organization.”

MÉTIS AND INDIGENOUS LEARNERS

Building Relationships and Capacity

CALPs are eager to learn more strategies to increase their capacity to serve Métis and Indigenous learners.

There is a desire to keep learning more about “non-traditional” approaches to learning, using more holistic approaches, incorporating land-based learning, recognizing the importance and power of circle practice, connecting with and seeking input from Métis and Indigenous communities themselves, including engaging with Elders and Knowledge Keepers.

This year CLN launched a new e-learning workshop to help CALPs with some of the questions they are asking. If you haven't yet, check out **Creating Safer Spaces: Indigenous Learning in the CALP Model**, based on the training developed by Manning Community Adult Learning and Literacy. You can find it on the CALP Portal at www.calp.ca under the e-learning tab.

Our team also made visits to more than a dozen CALPs and communities across the province to raise awareness, build relationships and provide small group and one-on-one opportunities for CALPs to explore issues and questions they have, in a safe and comfortable relationship.

CLN BOARD AND STAFF

2018-19 Board of Directors

Doray Veno , Chair Hanna Learning Centre	Lil Radley , Director READ On (Lethbridge Public Library)
Jana Thomson , Vice Chair Rocky Learning Centre	Georgina Supernault , Director Manning Community Adult Learning and Literacy
Jackie Seely , Treasurer Newell Further Education Society	Colleen Thiessen , Director Wetaskiwin Community Learning Program
Lois Poleg , Secretary Flagstaff Community Adult Learning	

Provincial Staff

Lisa Dickner , Executive Director	Pat Halewich , Events Specialist
Odette Lloyd , Communications Specialist	Shaba Qureshi , Program Support
Corrie Rhyasen Erdman , Training Manager	Lisa Donald , Financial Coordinator

Regional Support Staff

Lori St. Cyr , Métis and Indigenous Liaison	Rebecca Still , West-Central Alberta
Tanis Harms , Northern Alberta	Cheryl Lovstrom , Central Alberta
Val Rathjen , East-Central Alberta	Emily Robinson Leclair , Southern Alberta

REGIONAL MEETINGS

▶ **6 meetings** ▶ **205 attendees**



- of CALPs who attended Spring Regional Meetings said that:
- they acquired skills or knowledge relevant to their work
 - the meetings gave them a good opportunity to share their knowledge with others
 - gave them the opportunity to learn from their peers and colleagues



CALP PORTAL

- ▶ **338 NEW** discussion threads this year
- ▶ **1835** active discussion items
- ▶ **1427** users, **708** active engaged users, **51** user groups for specialized interests
- ▶ **151** events published to the "Training and Events" calendar; **75** events published by PD partners, Granting Councils, CALPs and other system stakeholders (non-CLN events)
- ▶ over **100** resources added or updated for the Portal Resource Collection

MÉTIS AND INDIGENOUS LEARNERS

Building Relationships and Capacity

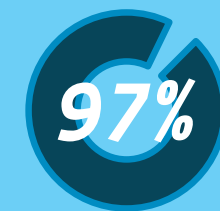
- ▶ **28** site visits to CALPs by CLN's Métis and Indigenous Liaison
- ▶ **64** ongoing conversations by phone, email, online, with CALPs, funders, PD partners, and Post-Secondary Institutions to build relationships, trust and understanding, and to provide supports related to supporting Métis and Indigenous learners

ENGAGING COMMUNITY

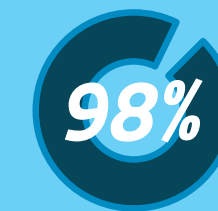
- ▶ **7** communities hosted "Culture of Collaboration" community dialogue events to discuss adult learning needs
- ▶ **227** people participated in the conversations

LITERACY AND LEARNING SYMPOSIUM

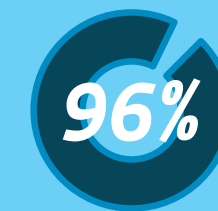
283 people attended the 2018 Literacy and Learning Symposium, with at least one attendee from over **91%** of CALPs in the province.



Valuable opportunity to share information and network



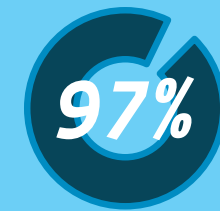
Quality of training/session delivery



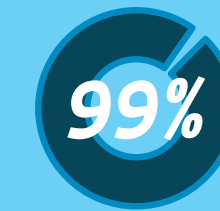
Relevance of training/session content

TRAINING

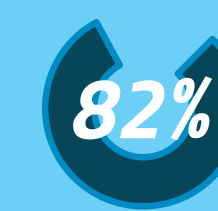
- ▶ **29** face-to-face training events for CALP staff, **403** participants
- ▶ **7** informal online learning opportunities, **105** participants



CALP staff who rate the relevance of training content as good or excellent



CALP staff who rate the quality of PD delivery as good or excellent



CALP staff who implement key components of training

▶ **20% increase** over 2017-18

COMMUNITIES OF PRACTICE

- ▶ **15** online, blended or face-to-face informal study groups and communities of practice, **113** participants



said they understood how to apply what they learned



said they would be able to use what they learned immediately



said they are confident about applying what they learned

NEW CURRICULUM

CALP Essentials for Family Literacy Programs

System Engagement

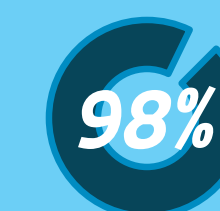
- ▶ **62** family literacy practitioners and trainers provided input through surveys and interviews
- ▶ **3** working group meetings
- ▶ **5** face-to-face training pilots, **85** participants, **4** facilitators, **5** independent evaluators

REGIONAL SUPPORT

- ▶ **134** site visits to CALPs
- ▶ **49** new Staff Visits, **53** new CALP staff reached, **81** CALP staff participated in these customized sessions
- ▶ **85** site visits for coaching, mentoring and customized support, **269** staff supported in person, on site



CALP staff who rate the quality of Coaching and Mentoring as good or excellent



CALP staff who report integrating learning from coaching into practice



www.calp.ca

Supported by

