

COMMUNITY ADULT LEARNING PROGRAM IMPACT REPORT



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2016-17 and 2017-18

OCTOBER 2019

Alberta 

2016-17 and 2017-18 Community Adult Learning Program Impact Report

Ministry of Advanced Education, Government of Alberta

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Overview

CALP at a Glance

About CALP

International adult literacy survey data shows that at least one in five adult Albertans face daily literacy and numeracy challenges.¹ The Community Adult Learning Program (CALP) helps adults who do not have the basic literacy, numeracy, English language, and other foundational skills needed to transition into academic upgrading (grades 10-12), other learning opportunities, and/or employment.



1 in 5

adult Albertans face daily literacy and numeracy challenges.



CALP programming includes adult literacy, numeracy, life skills, basic digital skills, and English language learning.

Through CALP, the Government of Alberta provides funding and other supports to a network of community-based organizations to facilitate the delivery of part-time, non-formal adult literacy and foundational learning opportunities. Adult literacy and foundational learning opportunities focus on skill development below the grade 10 level in the core areas of literacy, numeracy, basic digital skills, foundational life skills, and/or English language learning. These learning opportunities are delivered through group settings, such as a course or family literacy program, or through one-on-one or small group tutoring.

Please see the [CALP Guidelines](#) for more details about the CALP program and related grant activities.

¹ This statistic is based on the 2012 international literacy survey, Programme for the International Assessment of Adult Competencies (PIAAC), and includes learners who scored below PIAAC level 2.

Foundational Learners

Adult foundational learners often face personal, cultural, social, or economic challenges in their everyday lives that create barriers to their participation in learning. Many of these individuals have diagnosed or undiagnosed learning disabilities and have had negative or traumatic experiences in formal education. Given this learner context, it requires a tremendous amount of courage to walk through the doors of a learning provider.



Some foundational learners may struggle with daily tasks like reading a medicine label, balancing a budget, or filling out a job application.

Adults with limited foundational skills are more likely to live in poverty, experience social isolation and face health issues, among other challenges. Parents may struggle to support their children's education. CALP-funded organizations empower adult learners to gain the skills they need to reach their full potential and improve the quality of life for themselves and their families.

Alberta's Adult Learning System

CALP does not exist in isolation and is a key part of Alberta's adult learning system. Under this system, publicly funded post-secondary institutions, First Nations Colleges and CALP-funded organizations all work together towards a vision where:

Every Albertan has the same opportunity to fulfill their full potential and contribute to their communities by obtaining a high quality post-secondary education regardless of financial circumstances.

Focused on ensuring every Albertan has the skills they need to succeed in a changing economy, the Government of Alberta's vision for the adult learning system is guided by the following core principles: accessibility, affordability, quality, accountability, and coordination. By supporting foundational skill development, CALP helps prepare learners to transition to further learning or employment, and provides them with the tools they need to improve their quality of life.

Vision

Changing lives through adult foundational learning in connected communities.

[illegible]

Community Adult Learning Program | 2016-17 and 2017-18 Impact Report

Outcomes

To demonstrate the impact of public dollars invested in CALP, Advanced Education and its system partners co-created a Logic Model and Outcomes-based Measurement and Evaluation Framework for the program. Implemented in 2015, the model enabled funded organizations to illustrate the difference they make in the lives of adult foundational learners. Funded organizations also use the data for program planning and delivery, as the results highlight what worked well and identifies potential areas for improvement.

The progress of foundational learners is difficult to measure and quantify. The acquisition of foundational skills often takes much longer than one annual reporting cycle. Standardized formal skills assessment tools may be intimidating to learners and are costly and time-consuming to administer. Given these challenges, the CALP system collects program and outcomes information through a number of adaptable approaches. These approaches include self-reporting by learners and observations by instructors, facilitators and tutors. As such, the data provides general indicators of progress towards CALP's outcomes and vision.

The following outcomes and indicators are highlights from the [CALP Logic Model](#). Due to an update to the Logic Model in late 2017, only the measures with an asterisk will be reported on for 2016-17 and 2017-18. All measures will be reported on in the 2018-19 Impact Report.

Outcome 1.2: Adult learners acquire new skills

Indicators of progress towards this outcome include:

Skills Use* Number and percentage of adult learners who report using foundational skills in their everyday lives as a result of participating in a CALP learning opportunity.

***Why this matters:** Research shows that foundational skills are acquired more readily when they are practiced outside of the classroom in daily living.*

Learner Progress Number and percentage of adult learners who report making progress towards, or meeting, their learning goal.

***Why this matters:** Adults who have specific objectives for their learning, and who monitor and measure their own progress, are more likely to persist in learning.*

Increased Confidence* Number and percentage of adult learners who demonstrate increased self-confidence.

***Why this matters:** After negative/traumatic experiences in formal education, building a learner's confidence and helping them develop an identity as a learner supports their ability to persevere, acquire foundational skills, and achieve their goals.*

Outcome 2.2: CALPs develop and deliver foundational learning that meets needs

Indicators of progress towards this outcome include:

Program Relevance Number and percentage of adult learners who felt that the program was relevant to their needs and goals.

***Why this matters:** Adult learning principles indicate learning opportunities should be relevant, engaging and respectful. When learning opportunities are relevant, learners are more likely to continue their learning journey and achieve their goals.*

Welcoming Space Number and percentage of adult learners who felt that the CALP provided a safe, welcoming space.

***Why this matters:** Many adult foundational learners have not had a positive experience in the traditional education system. By creating a welcoming learning environment, adult learners can explore their unique learning needs without fear, shame, stigma, or judgement.*

Reduced Barriers* Number and percentage of adult learners who had a barrier reduced through the CALP grant (reduced fee, subsidized travel or childcare expenses).

***Why this matters:** Many foundational learners face one or more social/economic barriers that impede their learning. CALP increases access to learning by subsidizing childcare, transportation costs, and/or by reducing fees.*

Outcome 3.2: Communities support the delivery of adult foundational learning

Indicators of progress towards this outcome include:

Volunteer Hours* Number of volunteer hours contributed to adult learning opportunities.

***Why this matters:** As most CALP-funded organizations are non-profit organizations, volunteers contribute significantly to the delivery of CALP programs. The number of volunteer hours is an indicator of whether the CALP is well-connected in the community, as well as the community's contribution to the delivery of CALP programming.*

In-Kind Contributions* Number of in-kind contributions (in dollars) to support the delivery of adult learning.

***Why this matters:** In the context of limited funding, in-kind contributions from the community have a significant impact on the successful operations of CALP-funded organizations.*

Referring Organizations Number of different organizations that referred learners to CALP foundational learning.

***Why this matters:** When CALPs engage and educate their partners about foundational learning and foundational learners, partner organizations will make knowledgeable referrals to address foundational learning needs.*

Program Partners

CALP-funded organizations work with a range of partners to support the success of the program, including other CALP-funded learning providers and granting councils, professional development providers, and comprehensive community colleges.



First pilot session of CALP Essentials for Family Literacy in Calgary.

From left: Dianne & Judy (Literacy for Life), Maria (Immigrant Services Calgary), Nada (CanLearn), and Emily (CLN)

Funded Organizations

CALP Learning Providers

CALP learning providers are organizations that receive CALP grants from Advanced Education to directly deliver adult literacy and foundational learning opportunities in their communities. CALP learning providers are primarily non-profit organizations, but also include publicly funded post-secondary institutions, public libraries, and Metis Settlements. All learning providers work closely with their communities and a range of partners, including government, to make a difference for Alberta's adult foundational learners. For a list of CALP-funded organizations, go to [find a CALP near you](#) on the CALP Portal.

Granting Councils

CALP-funded organizations include three granting councils – located in Calgary, Edmonton, and Red Deer – that award CALP grants to recipient organizations on behalf of Advanced Education. Granting councils work closely with the literacy community within their respective cities to assess adult foundational learning needs, and address those needs through a competitive application process each year. Granting councils also coordinate the delivery of professional development for their grant recipients and demonstrate leadership in the field of adult literacy and foundational learning in their communities.

CALP-funded granting councils include: [Calgary Learns Association](#), the [Edmonton Community Adult Learning Association \(ECALA\)](#), and the [Lifelong Learning Council of Red Deer](#).

Professional Development Providers

Advanced Education provides annual professional development (PD) grants to organizations that form the CALP PD system. These organizations coordinate and deliver PD so CALP-funded organizations can be successful in their work with adult foundational learners. Like the CALP system, the CALP PD system works towards achieving a vision and long-term outcomes to demonstrate the impact of grant dollars. The vision of the CALP PD system is:

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

More information on the CALP PD system can be found in this [blog](#) on the CALP Portal.

Regional Support Network

The CALP Regional Support Network is comprised of dedicated staff from Calgary Learns, the Community Learning Network, ECALA, and ESL Rural Routes who collaborate to provide mentorship, coaching, training, and other supports to individuals who work or volunteer at CALP-funded organizations across the province.

Community Learning Network (CLN)

CLN supports CALPs by providing customized support, coaching, and mentoring for CALP staff and board members, as well as tools, tips, and resources. The CLN also offers face-to-face regional training, professional development, and networking opportunities, and coordinates the province-wide Literacy and Learning Symposium each year.

The CLN is also responsible for the development and maintenance of the CALP Portal (www.calp.ca), which is a one-stop-shop for information, resources, e-learning, events, and communities of practice.



Delegates at the Literacy & Learning Symposium

ESL Rural Routes (NorQuest College)

Rural Routes builds the capacity of CALP staff across Alberta who offer English language learning programs and services to adult newcomers. Rural Routes provides support through mentorship support, training, classroom observations, tip sheets, online resources, and a self-assessment tool for practitioners. More information is available at www.norquest.ca/ruralroutes.

Comprehensive Community Colleges

Alberta's 11 comprehensive community colleges have a legislated mandate to provide foundational learning and to act as regional stewards of learning in their service areas. Regional stewardship includes working with community partners, particularly CALP-funded organizations, to assess the foundational and other learning needs of their communities, and develop strategies to address those needs through innovative program delivery.

For details, see the [*Roles and Mandates Policy Framework for Alberta's Adult Learning System*](#).

Results

This section of the report outlines the 2016-17 and 2017-18 results, as demonstrated through CALP final report data collected by funded organizations. The data presented reflects information on CALP's two programming areas:

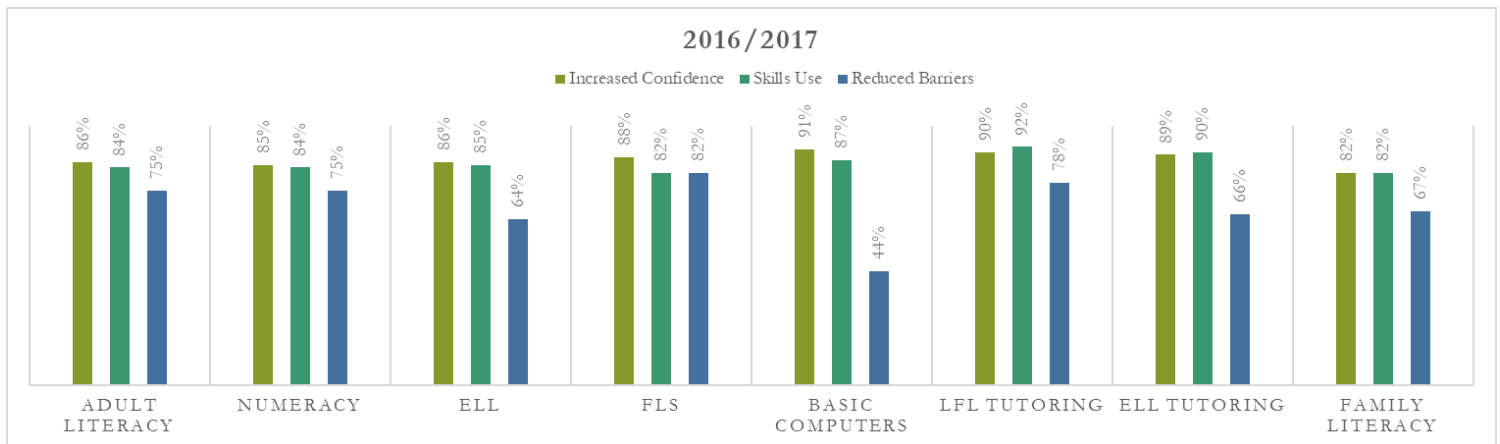
- **Literacy and Foundational Learning (LFL)** – Mandatory programming in one or more of the following areas: adult literacy, numeracy, foundational life skills (FLS), basic digital skills, and English language learning (ELL).
- **Community Capacity Building (CCB)** – Supplemental (optional) programming that builds on foundational skills and focuses on the development of the individual, the family, and/or the community. Examples include General Education Development (GED) preparation, Indigenous/local language and culture, parenting, and advanced digital skills for the workplace.

The results are presented provincially and regionally. For details, click on the links below.

Outputs

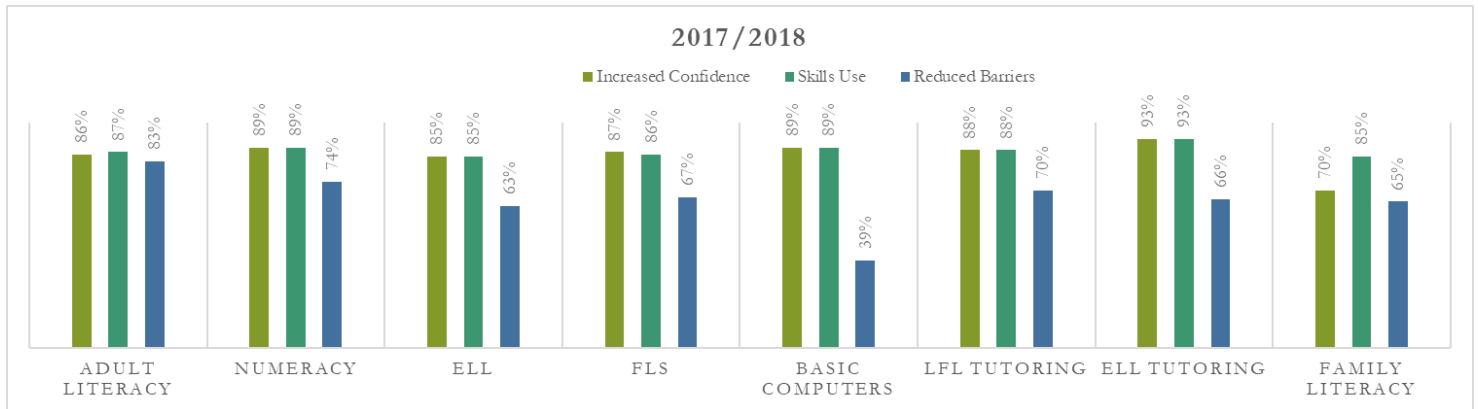
Provincial Programming Data

During the **2016-17** grant term, CALP supported 21,064 unique learners through 30,548 enrolments in 1,078 learning opportunities, dedicating 128,962 instructional hours to literacy and foundational learning programs in Alberta.



2016-17 Provincial Programming Data by Category

During the **2017-18** grant term, CALP supported 17,738 unique learners through 26,282 enrolments in 1,134 learning opportunities, dedicating 141,790 instructional hours to literacy and foundational learning programs in Alberta.



2017-18 Provincial Programming Data by Category

Regional Programming Data

To view 2016-17 or 2017-18 programming data by region, please use the following links:

Central	East-Central	North	South and Calgary	West-Central and Edmonton
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Provincial Demographic Data

Grant term	2016-17	2017-18	Grant term	2016-17	2017-18
Learner Gender			Previous Schooling		
# of female learners	13,377	12,191	No schooling	813	829
# of male learners	6,039	5,203	Grades 1 – 6	1,232	977
# of learners identifying with another gender	1,279	42	Grades 7 – 9	1,822	1,317
# of learners who prefer not to disclose gender	49	15	Some high school or high school graduate	5,948	5,653
Unknown	320	288	Some post-secondary	1,783	2,222
Total	21,064	17,739	Post-secondary graduate	2,740	2,641
Learner Age Group			Special education	339	279
0 – 17	305	114	Unknown	6,387	3,821
18 – 34	6,670	6,328	Total	21,064	17,739
35 – 54	6,622	6,447	Learner Profile		
55+	3,620	3,196	First Nations / Métis / Inuit	2,491	2,313
Unknown	3,847	1,654	Permanent / temporary residents / refugees	7,500	4,341
Total	21,064	17,739			

Regional Demographic Data

For a detailed **provincial demographic breakdown** for 2016-17 and 2017-18, please use the following links:

Central	East-Central	North	South	Calgary	West-Central	Edmonton
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Outcomes

Provincial Outcomes Data

The following information is provincial outcomes data for all Literacy and Foundational Learning (LFL) learning opportunities.

To view the provincial outcomes data broken down by each LFL category, [click here](#).

2016-17	2017-18
<ul style="list-style-type: none">87 percent of learners demonstrated increased self-confidence as a result of foundational programs.	<ul style="list-style-type: none">88 percent of learners demonstrated increased self-confidence as a result of foundational programs.
<ul style="list-style-type: none">86 percent of learners practiced and used skills learned in programs.	<ul style="list-style-type: none">88 percent learners practiced and used skills learned in programs.
<ul style="list-style-type: none">67 percent of learners had a social or economic barrier to learning that was addressed by reducing course fees, providing childcare, and/or subsidizing or providing transportation.	<ul style="list-style-type: none">65 percent of learners had a social or economic barrier to learning that was addressed by reducing course fees, providing childcare, and/or subsidizing, or providing transportation.
<ul style="list-style-type: none">CALP-funded organizations leveraged \$1,800,420.20 in in-kind contributions.	<ul style="list-style-type: none">CALP-funded organizations leveraged \$1,822,304.95 in in-kind contributions.
<ul style="list-style-type: none">102,019 volunteer hours contributed to the success of adult literacy and foundational learning.	<ul style="list-style-type: none">83,858 volunteer hours contributed to the success of adult literacy and foundational learning.

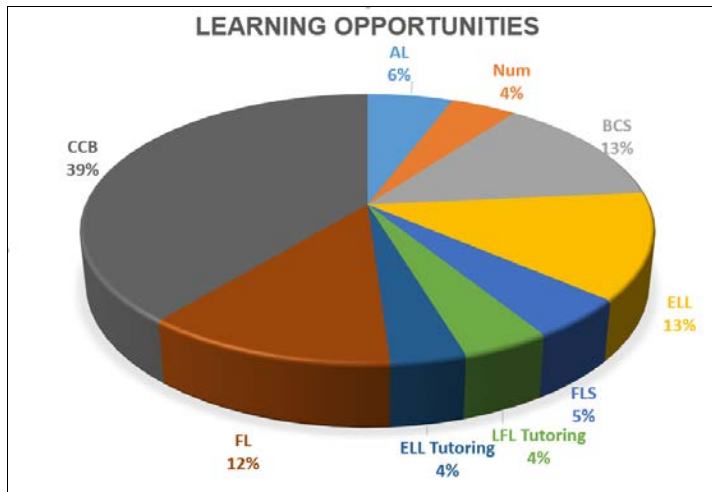
Regional Outcomes Data

To view **2016-17** or **2017-18** outcomes data by region, please use the following links:

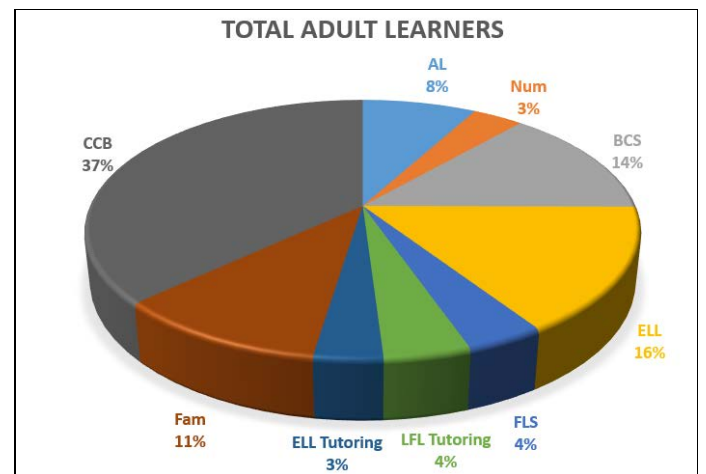
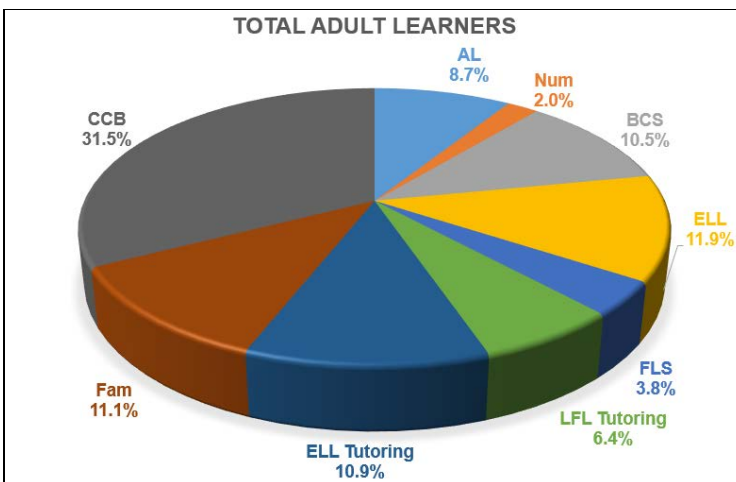
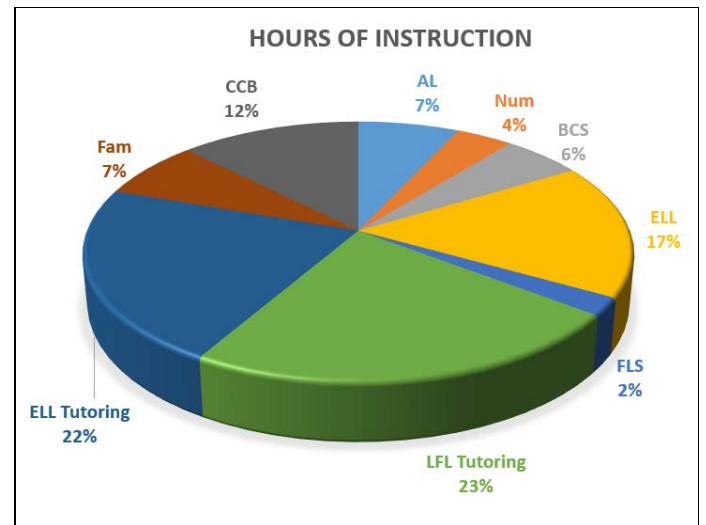
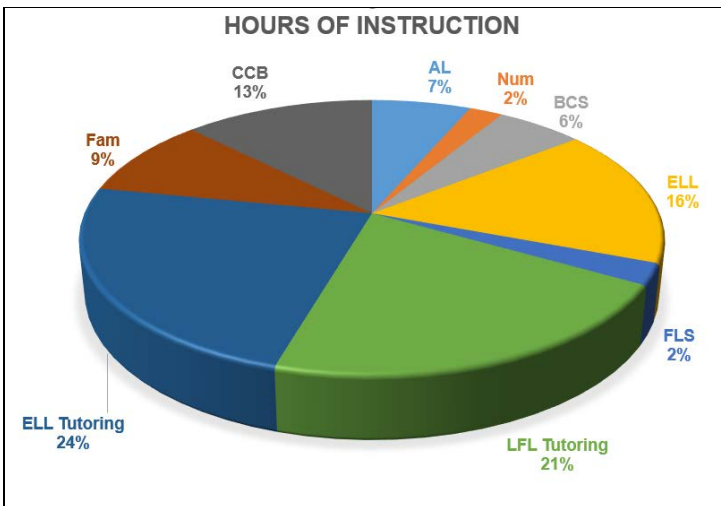
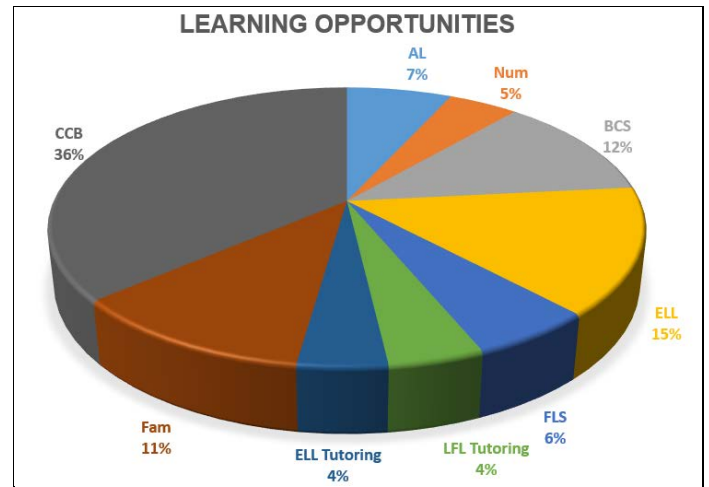
Central	East-Central	North	South and Calgary	West-Central and Edmonton
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Appendix 1: Provincial Programming Data

2016-17



2017-18

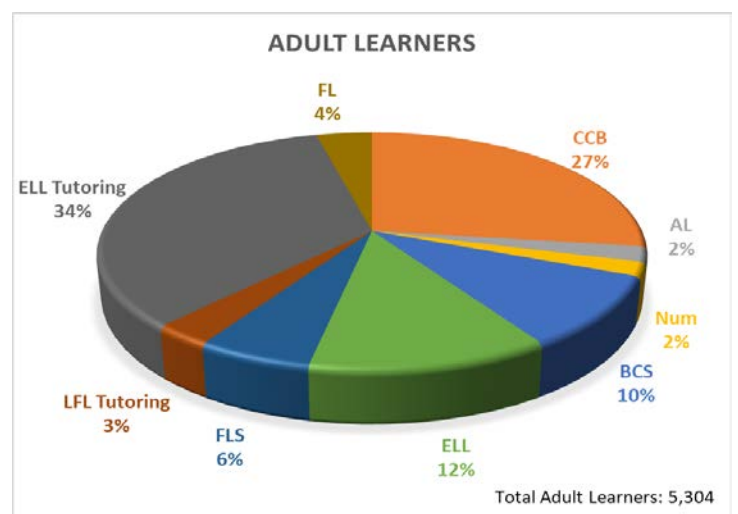
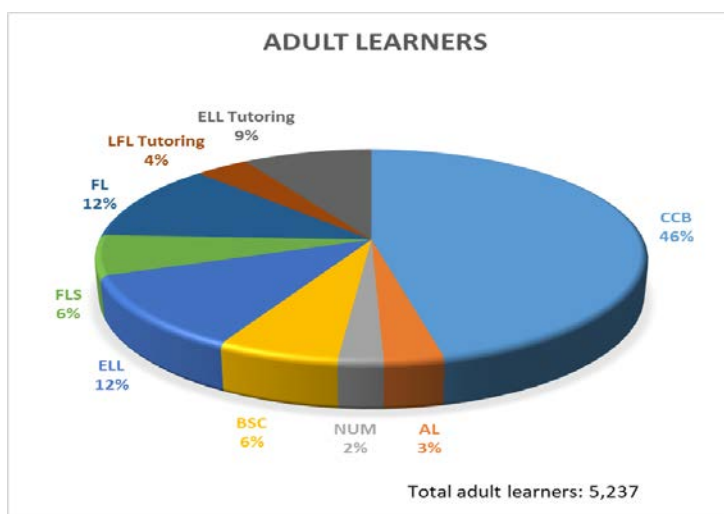
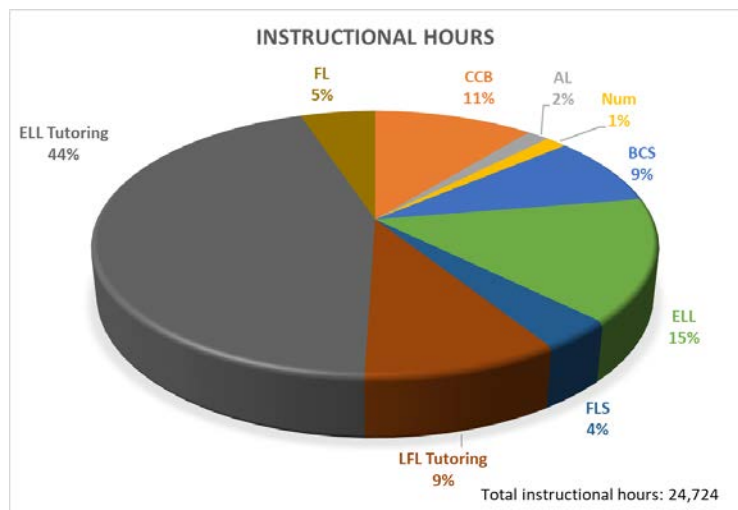
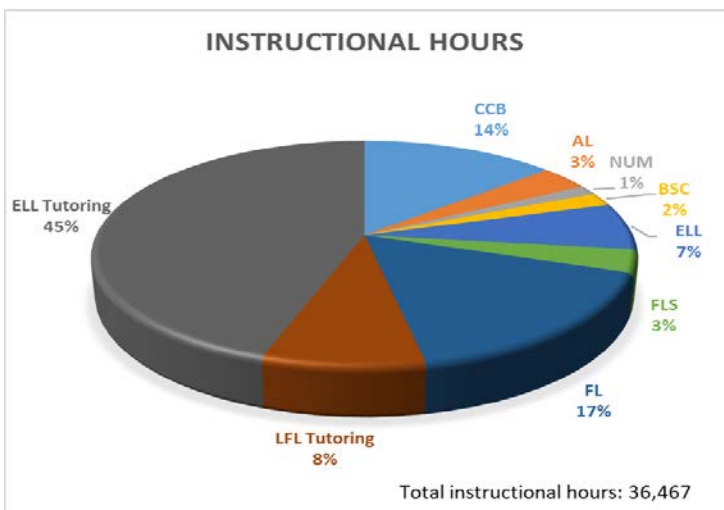
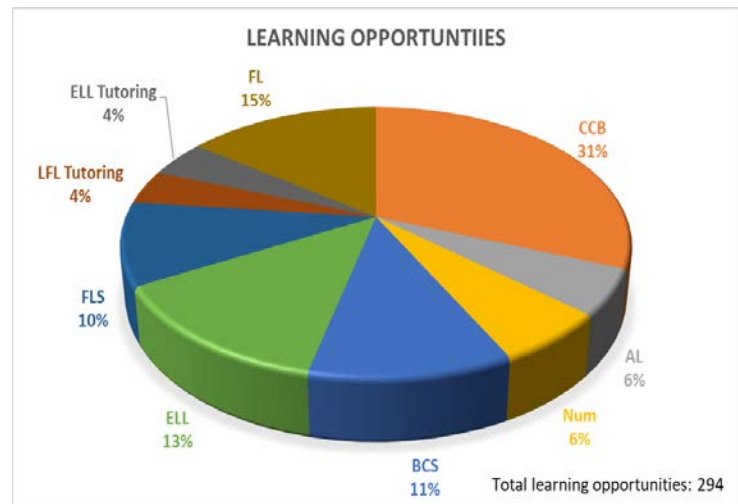


Appendix 1.a: Central Regional Programming Data

2016-17



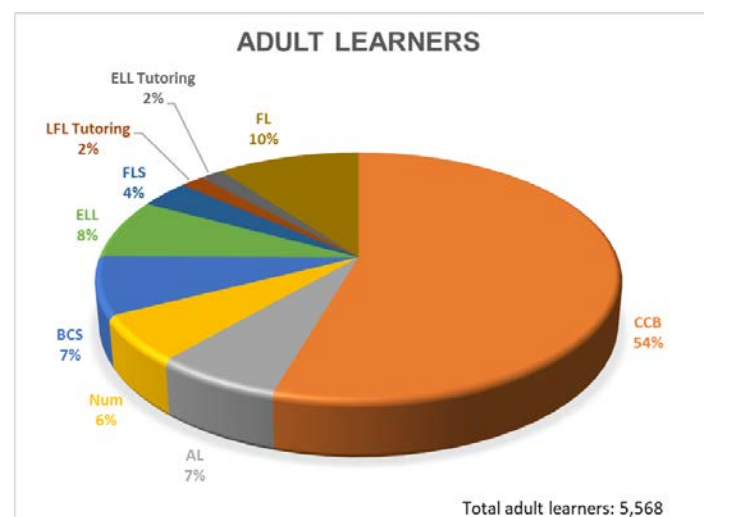
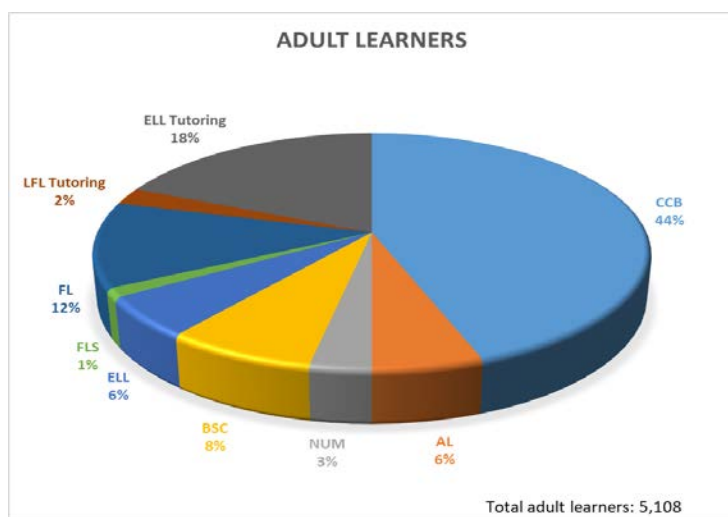
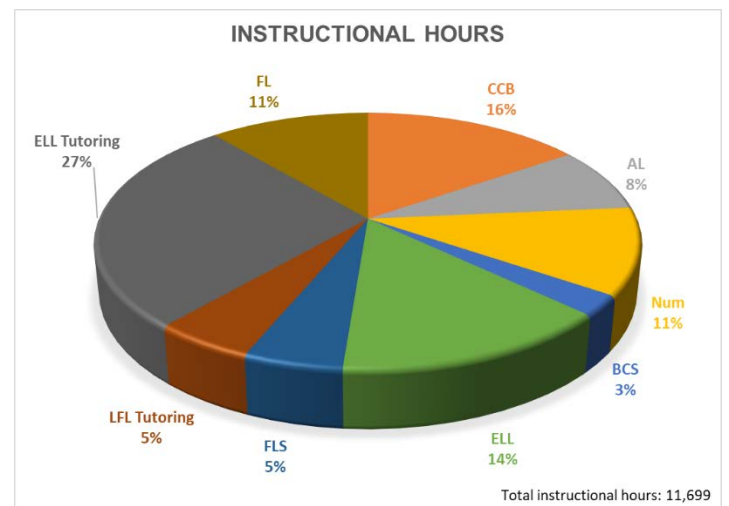
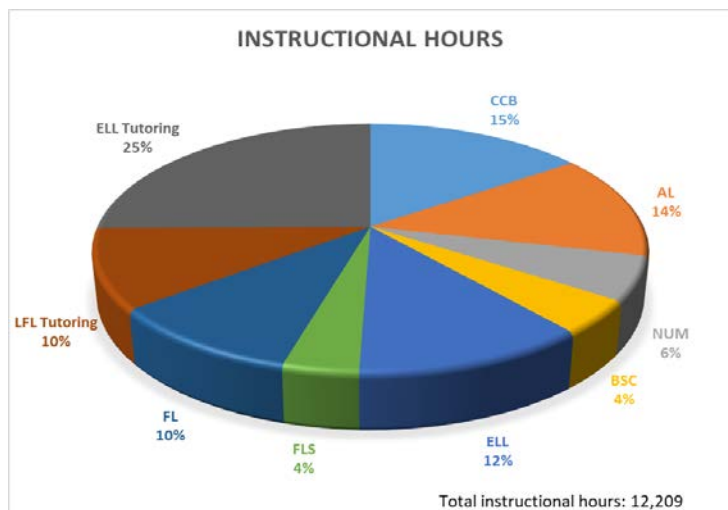
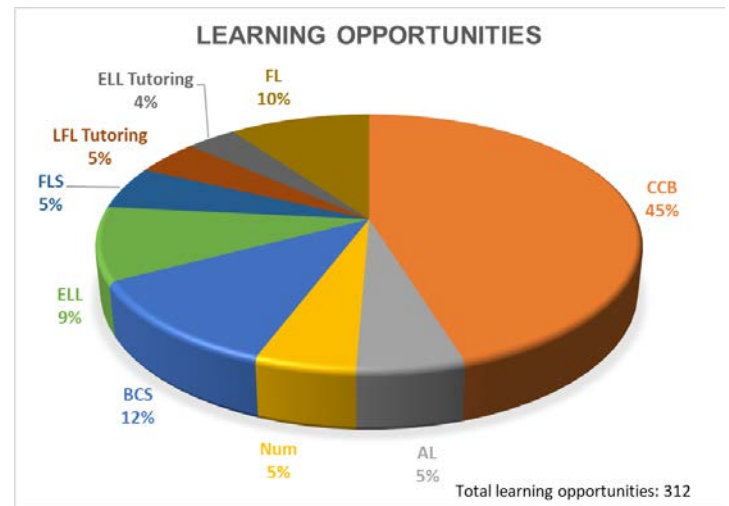
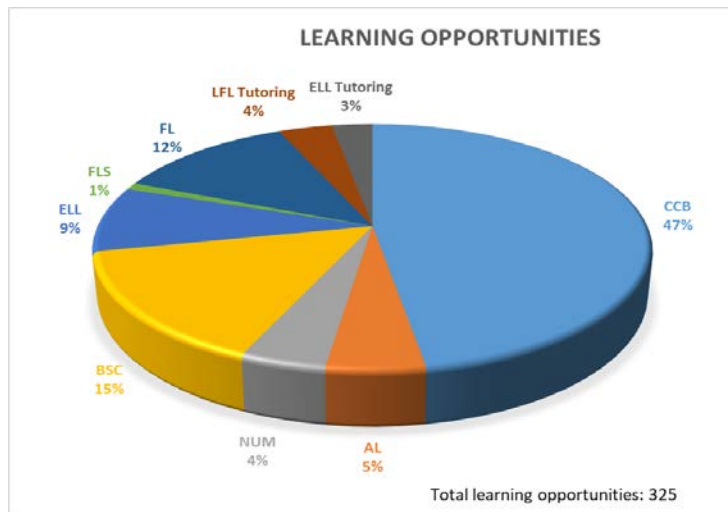
2017-18



Appendix 1.b: East-Central Regional Programming Data

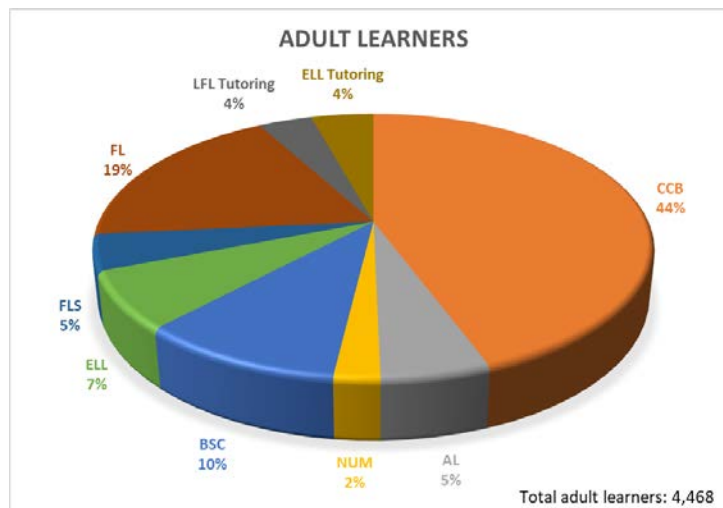
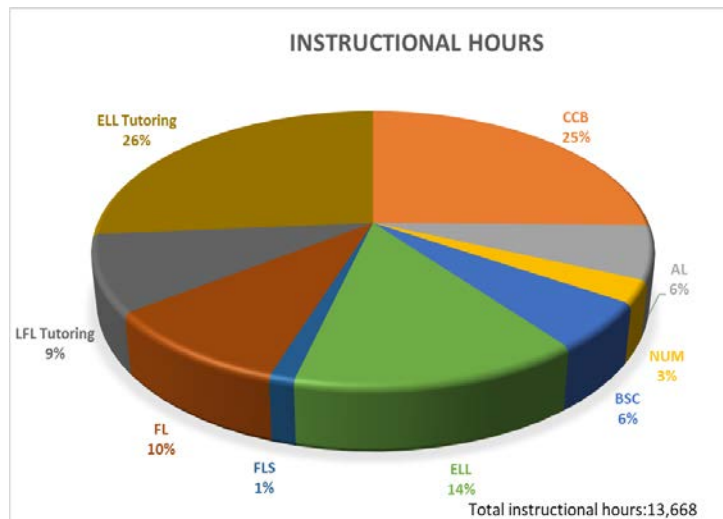
2016-17

2017-18

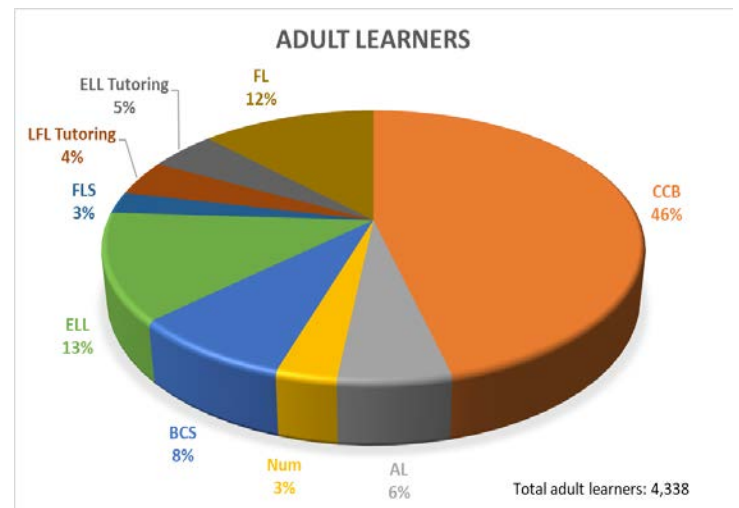
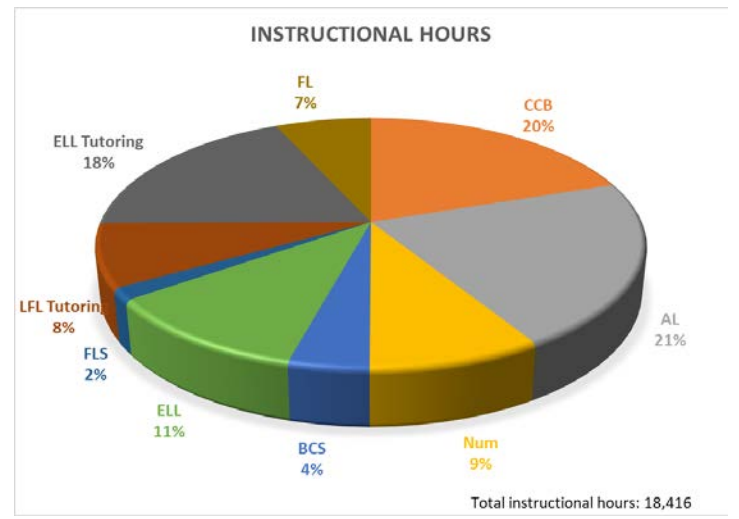
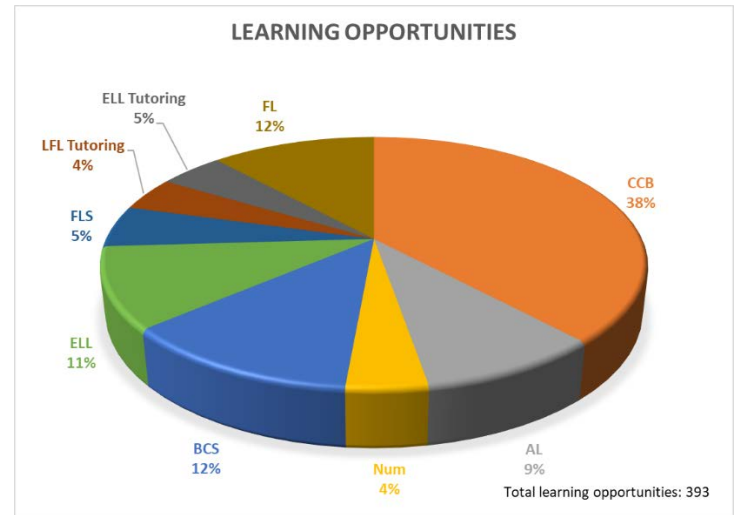


Appendix 1.c: North Regional Programming Data

2016-17



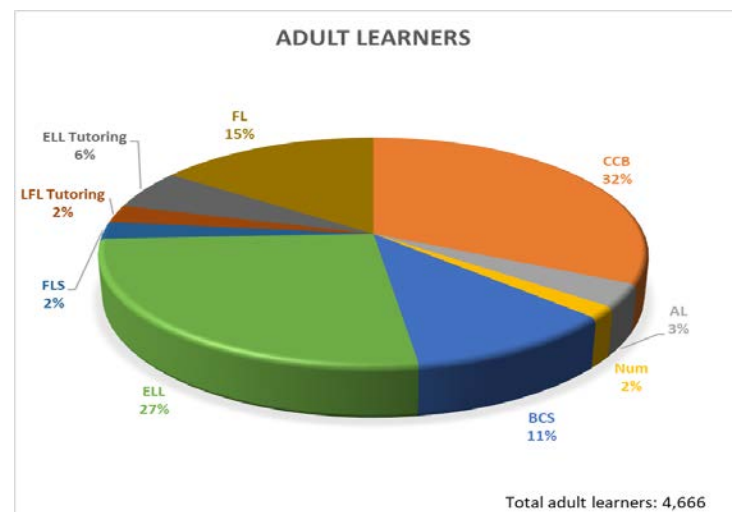
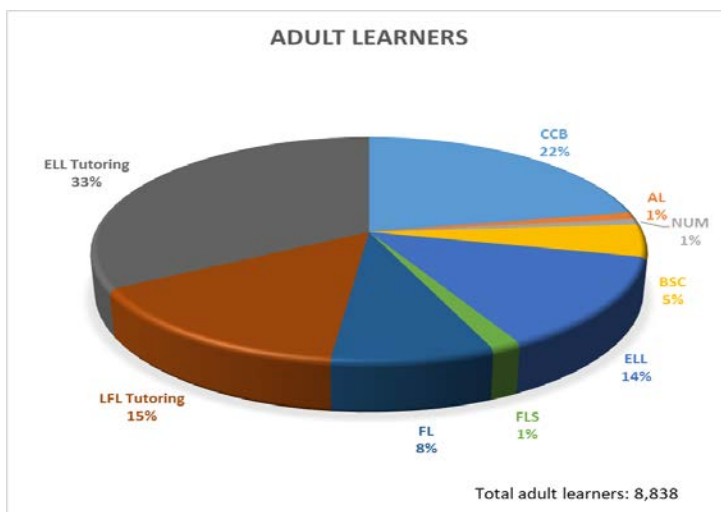
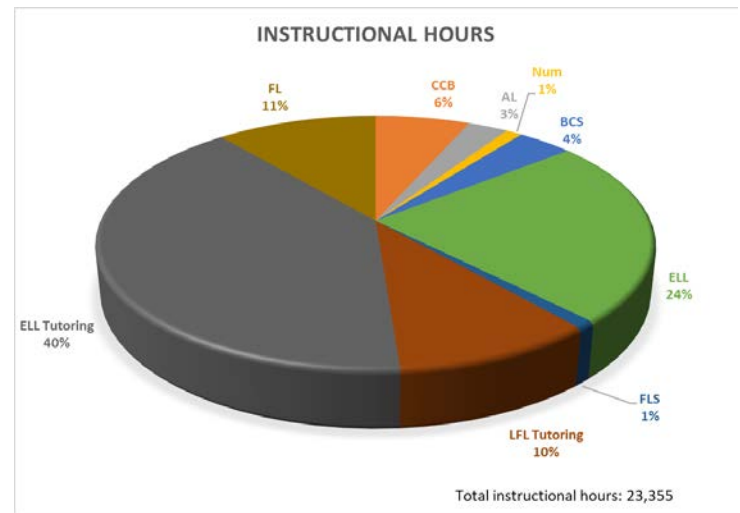
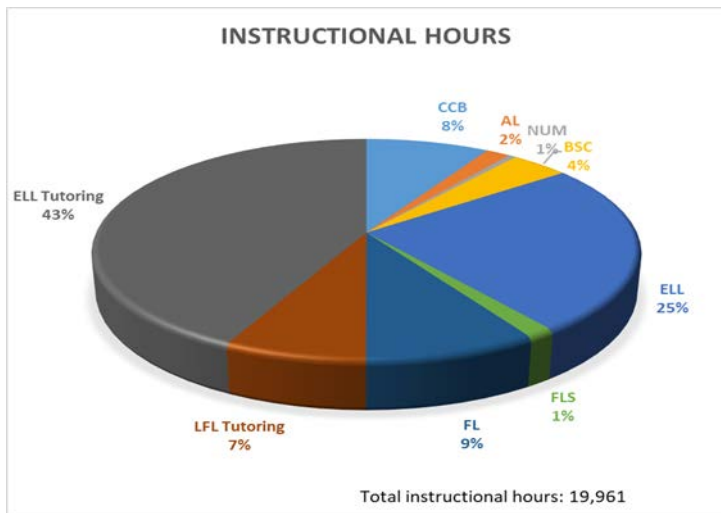
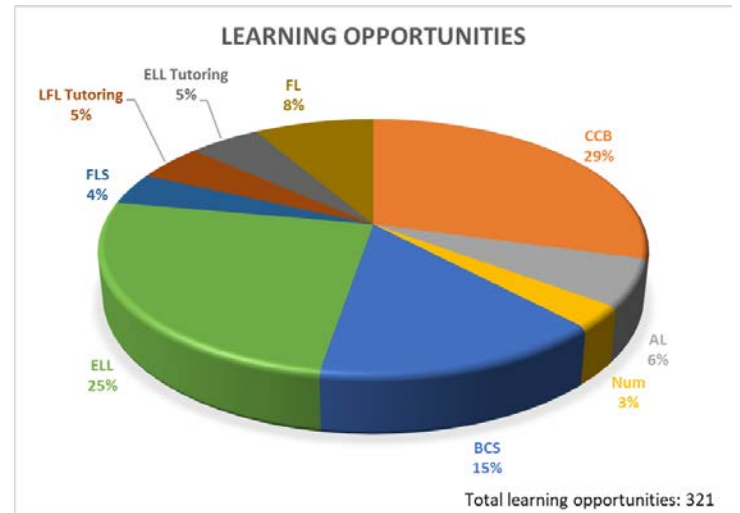
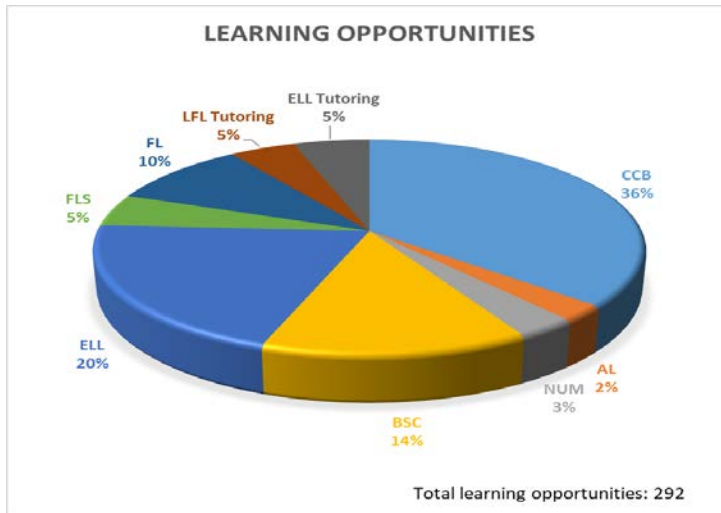
2017-18



Appendix 1.d: South Regional Programming Data

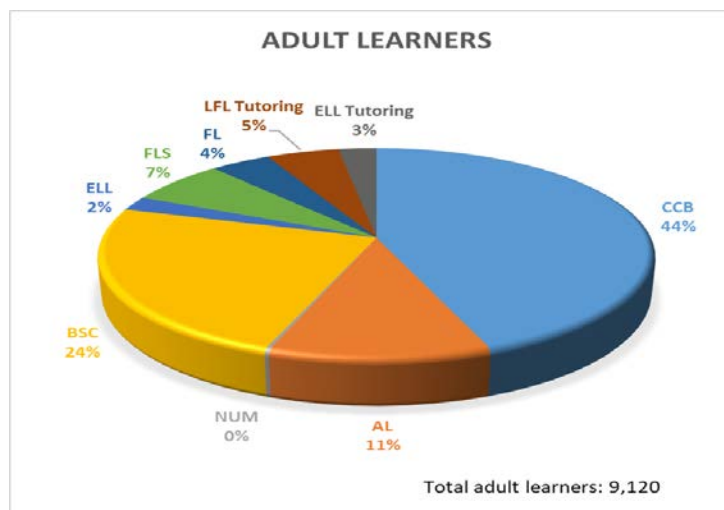
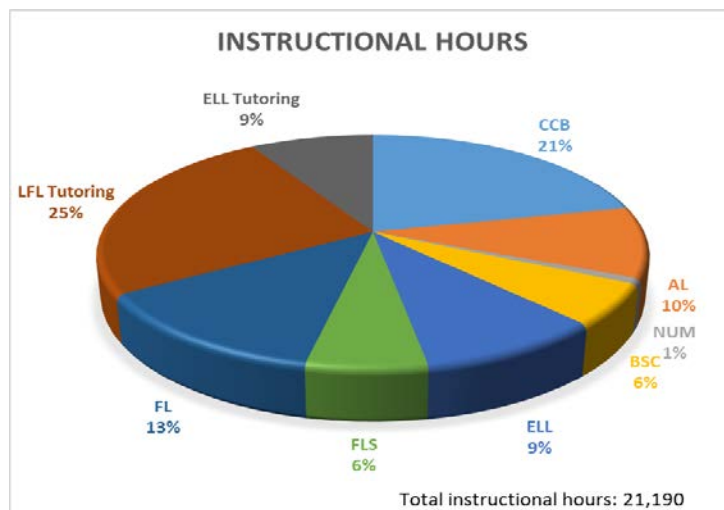
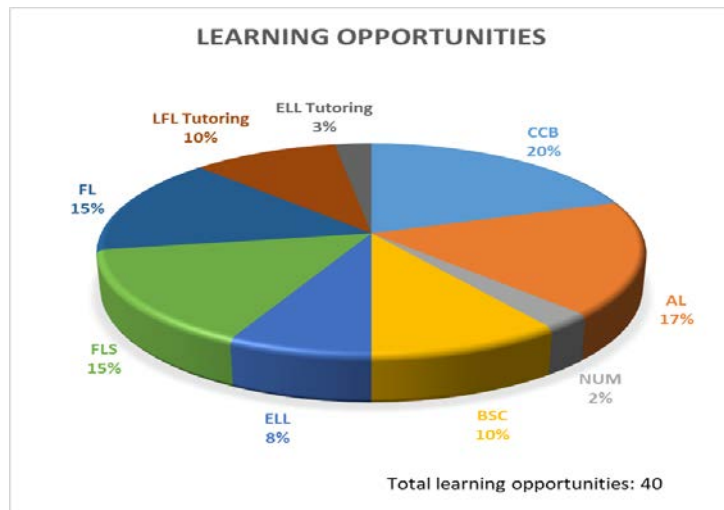
2016-17

2017-18

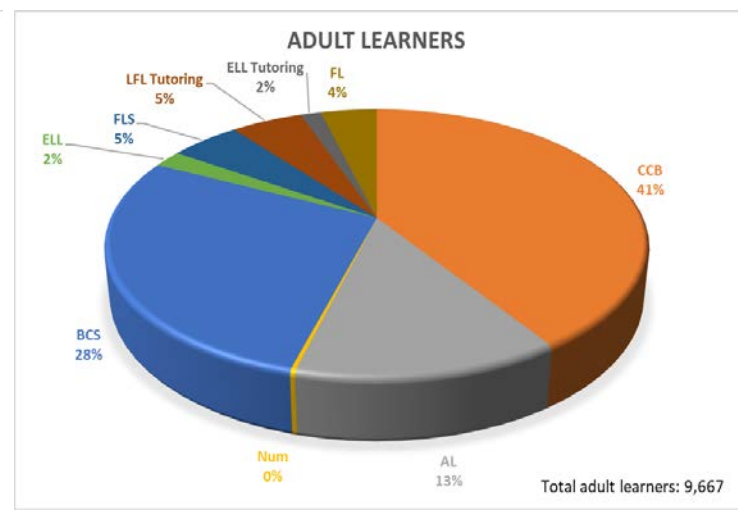
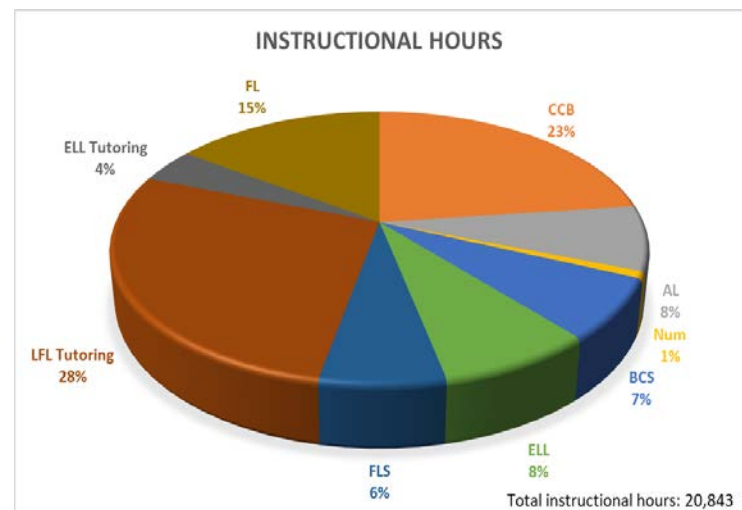
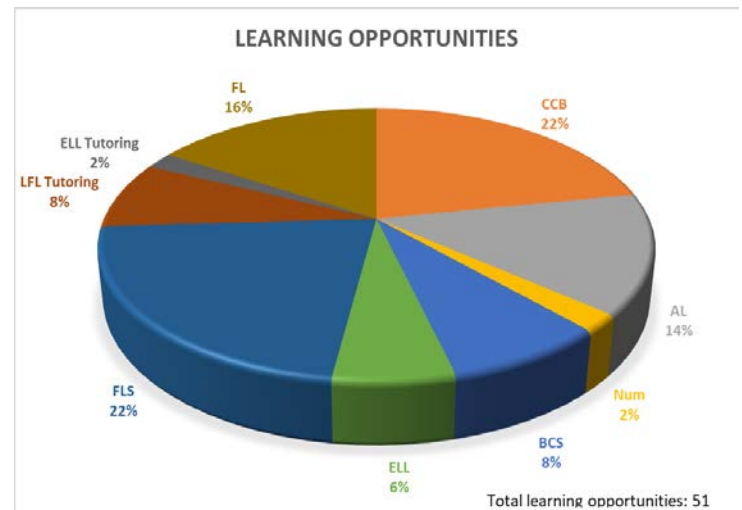


Appendix 1.e: Calgary Programming Data

2016-17



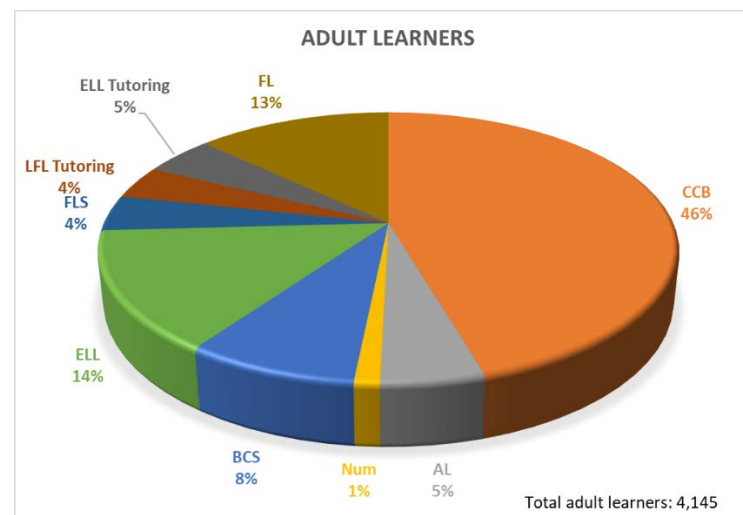
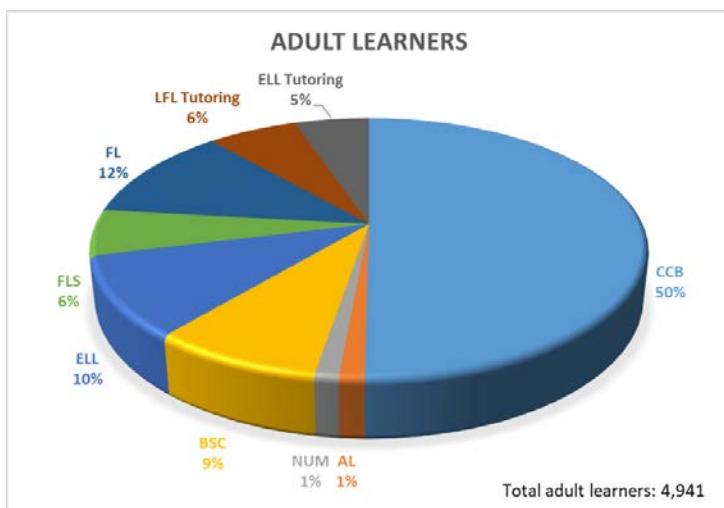
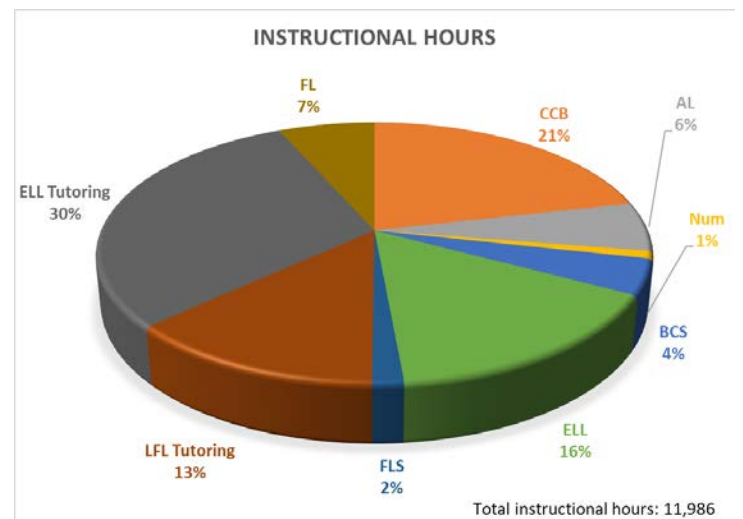
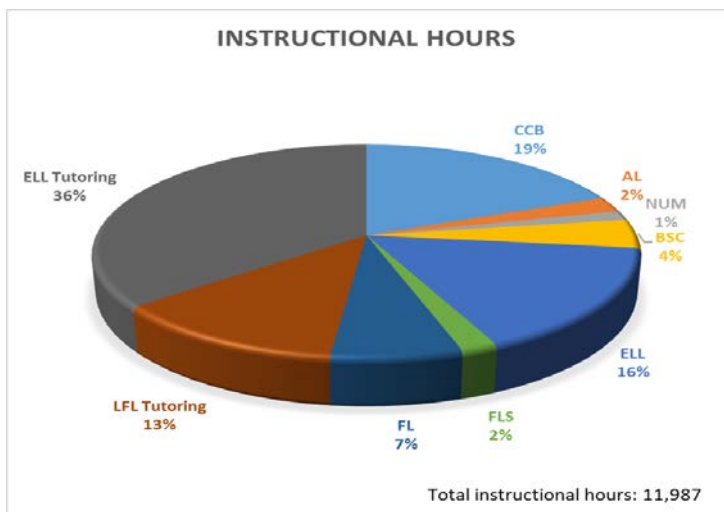
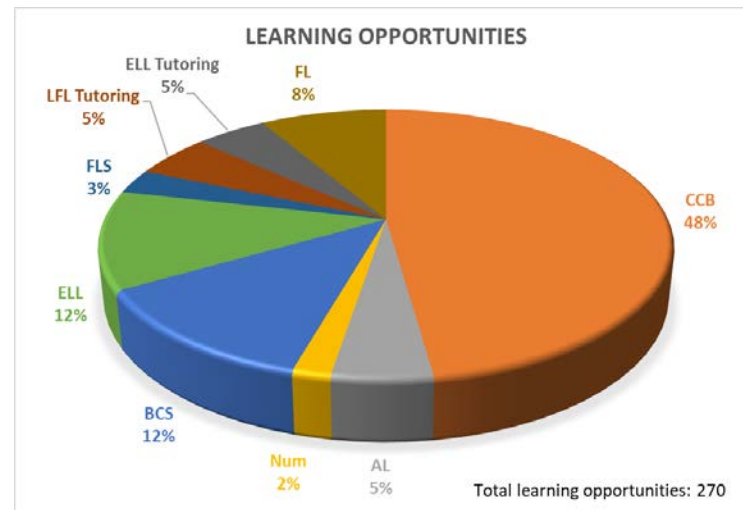
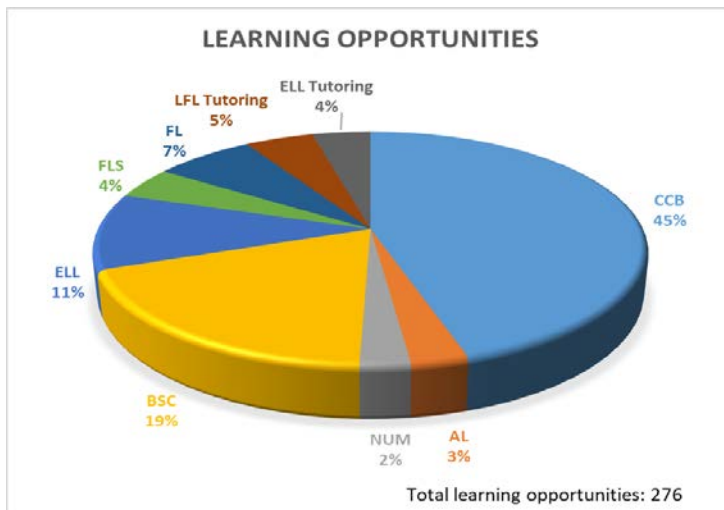
2017-18



Appendix 1.f: West-Central Regional Programming Data

2016-17

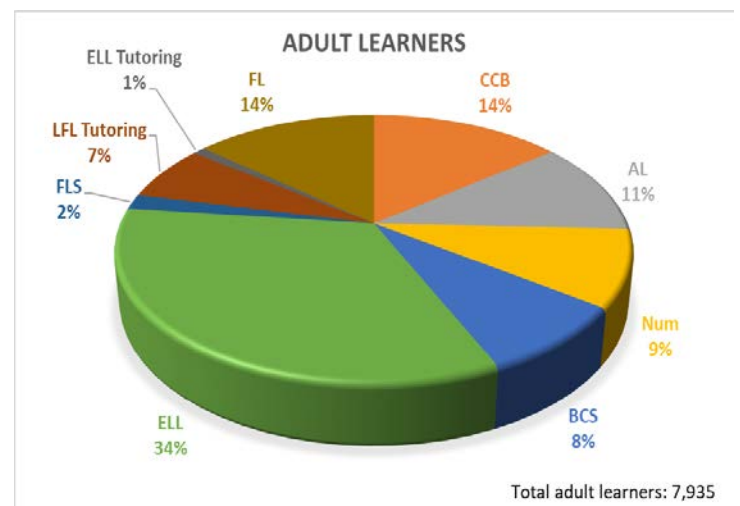
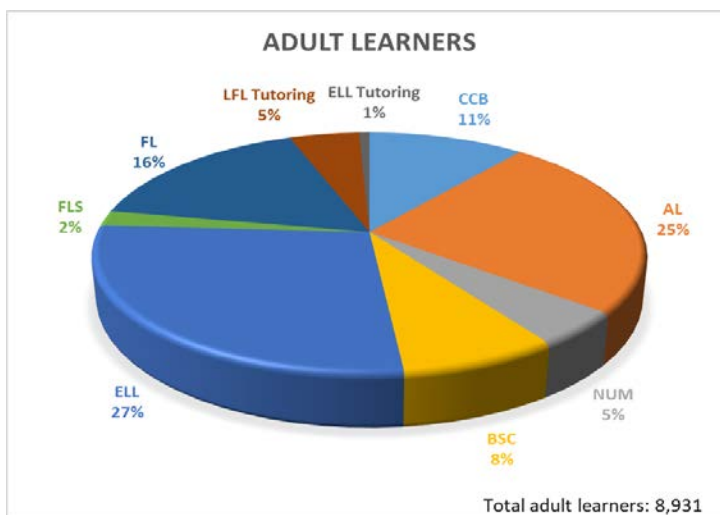
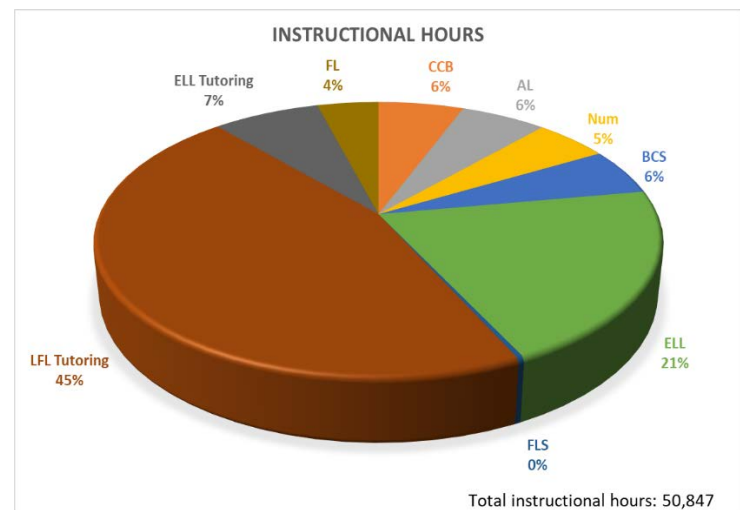
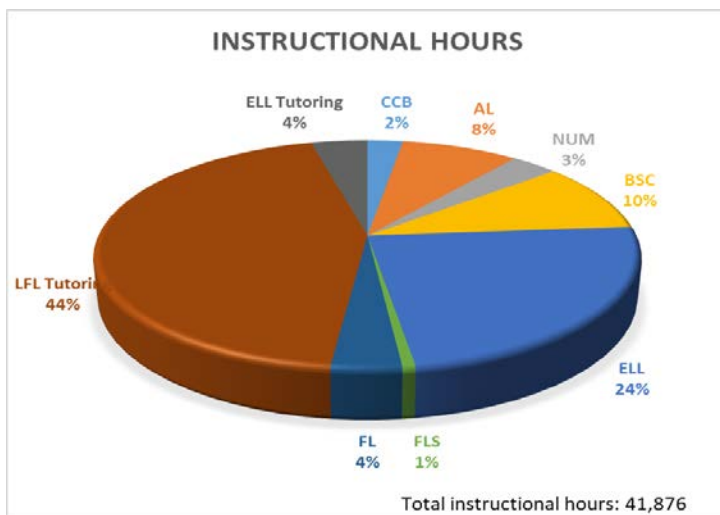
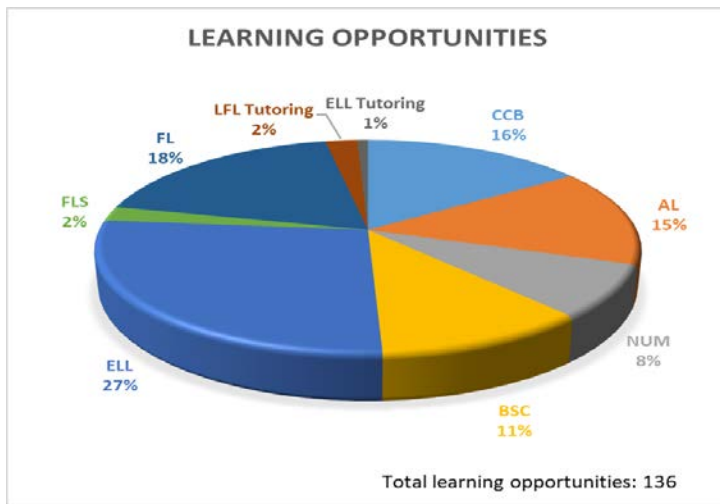
2017-18



Appendix 1.g: Edmonton Programming Data

2016-17

2017-18



Appendix 2: Demographic Data 2016-17 and 2017-18

2.a Central Regional Demographic Data

Grant term	2016-17	2017-18	Grant term	2016-17	2017-18
Learner Gender			Previous Schooling		
# of female learners	1,651	1,656	No schooling	42	56
# of male learners	678	582	Grades 1 – 6	38	74
# of learners identifying with another gender	0	0	Grades 7 – 9	121	128
# of learners who prefer not to disclose gender	49	15	Some high school or high school graduate	901	821
Unknown	26	35	Some post-secondary	215	239
Total	2,355	2,273	Post-secondary graduate	312	462
Learner Age Group			Special education	14	15
0 – 17	57	12	Unknown	712	478
18 – 34	783	792	Total	2,355	2,273
35 – 54	744	1,078	Learner Profile		
55+	363	268	First Nations / Métis / Inuit	62	131
Unknown	408	153	Permanent / temporary residents / refugees	739	936
Total	2,355	2,273			

Learner Success Story

Central Region

"Anna" had low self-esteem after decades of her (now) ex-husband telling her she was stupid. Her reading was rapid, mumbled, and inaccurate. As she learned the basics of reading (which she had missed because she was skipped from grade 1 to grade 3 due to the grade 2 class being too large), she gradually learned to read more slowly and accurately. When her very ill sister passed away, "Anna" bravely agreed to do the eulogy (which she wrote herself). The tutor's advice to her before the funeral was to read very slowly and clearly. When they met the following week, "Anna" simply glowed with pride. Everyone at the funeral complimented her profusely and told her she did the best job of all, and that they heard and understood every word she read. It was "Anna's" final gift to her sister.

2.b East-Central Regional Demographic Data

Grant term	2016-17	2017-18	Grant term	2016-17	2017-18
Learner Gender			Previous Schooling		
# of female learners	880	809	No schooling	9	4
# of male learners	292	345	Grades 1 – 6	49	70
# of learners identifying with another gender	2	0	Grades 7 – 9	166	73
# of learners who prefer not to disclose gender	0	1	Some high school or high school graduate	325	363
Unknown	9	47	Some post-secondary	84	88
Total	1,183	1,202	Post-secondary graduate	154	189
Learner Age Group			Special education	12	21
0 – 17	28	15	Unknown	384	394
18 – 34	444	457	Total	1,183	1,202
35 – 54	394	341	Learner Profile		
55+	202	160	First Nations / Métis / Inuit	401	430
Unknown	115	229	Permanent / temporary residents / refugees	191	221
Total	1,183	1,202			

Learner Success Story

East-Central Region

A young father outlined his learning plan: he required a GED to continue his education and register in courses to become a licensed safety officer. His struggles were in numeracy – this was demonstrated in two failed attempts to pass the math exam for the GED. His first attempt at the GED exam resulted in successfully passing the science, English, and social components. His second and third attempts with the math exam resulted in non-success. In registering again for the sessions focused on numeracy, our facilitation helped address the specific areas he struggled with, and also stressed that his own personal commitment was required with extra study time and reading at home. He was encouraged to text and phone facilitators. It was incredible to receive a picture text of him holding his GED certificate with a huge smile and thumbs up. His message read, “Thank you for believing I could do it!” He has indicated that he and his wife are registering in basic computers in the fall.

2.c North Regional Demographic Data

Grant term	2016-17	2017-18	Grant term	2016-17	2017-18
Learner Gender			Previous Schooling		
# of female learners	1,438	1,193	No schooling	53	32
# of male learners	567	429	Grades 1 – 6	92	63
# of learners identifying with another gender	4	0	Grades 7 – 9	202	70
# of learners who prefer not to disclose gender	27	0	Some high school or high school graduate	555	550
Unknown	46	12	Some post-secondary	155	185
Total	2,082	1,634	Post-secondary graduate	155	287
Learner Age Group			Special education	46	24
0 – 17	112	12	Unknown	702	423
18 – 34	617	612	Total	2,082	1,634
35 – 54	570	582	Learner Profile		
55+	267	238	First Nations / Métis / Inuit	532	454
Unknown	516	190	Permanent / temporary residents / refugees	320	358
Total	2,082	1,634			

Learner Success Story

North Region

Hope entered our environment looking for both employment and learning. Upon learning that she may obtain a job with better scheduling hours, Hope signed up for a GED prep course offered at our centre. Having dyslexia, Hope voiced that she was feeling unsure of what her test results would reveal when finally written. Focusing on her learning styles, Hope discovered that learning is possible even with a piece of paper telling her otherwise. You see, Hope had a neurological assessment done when she was 13 years old. This assessment determined that she has a problem with reading due to dyslexia. She has carried this one diagnosis with her all the way through her teens and into adulthood. Hope is a single mom of three young girls, and she is now able to see how stigmas placed on children affect them into adulthood for their learning. She doesn't want her daughters to wear those types of judgments, so she challenged herself and wrote her five GED exams with no accommodations put into place. Hope successfully completed and passed all five exams, and did so with a renewed conviction towards lifelong learning.

2.d South Regional Demographic Data

Grant term	2016-17	2017-18	Grant term	2016-17	2017-18
Learner Gender			Previous Schooling		
# of female learners	1,680	1,771	No schooling	81	71
# of male learners	718	687	Grades 1 – 6	315	295
# of learners identifying with another gender	0	0	Grades 7 – 9	192	189
# of learners who prefer not to disclose gender	1	3	Some high school or high school graduate	784	1,059
Unknown	138	77	Some post-secondary	234	312
Total	2,537	2,538	Post-secondary graduate	438	397
Learner Age Group			Special education	4	12
0 – 17	11	18	Unknown	489	203
18 – 34	932	1,119	Total	2,537	2,538
35 – 54	844	841	Learner Profile		
55+	367	399	First Nations / Métis / Inuit	82	119
Unknown	383	161	Permanent / temporary residents / refugees	1,041	867
Total	2,537	2,538			

Learner Success Story

South Region

Stella came to our CALP to improve her writing skills while she was working as a cleaner. She worked with a tutor for close to a year on words and sentences, and then announced that she was going to college! She was accepted into the Medicine Hat College English as a second language program, and plans to get her diploma in practical nursing and work as a nurse in the future. She is still in school and is an active, driven learner.

2.e Calgary Demographic Data

Grant term	2016-17	2017-18	Grant term	2016-17	2017-18
Learner Gender			Previous Schooling		
# of female learners	2,145	1,544	No schooling	244	336
# of male learners	1,807	1,285	Grades 1 – 6	210	215
# of learners identifying with another gender	0	38	Grades 7 – 9	402	239
# of learners who prefer not to disclose gender	0	0	Some high school or high school graduate	1,241	978
Unknown	84	0	Some post-secondary	423	365
Total	4,036	2,867	Post-secondary graduate	285	368
Learner Age Group			Special education	123	46
0 – 17	0	0	Unknown	811	320
18 – 34	1,362	1,008	Total	4,036	2,867
35 – 54	1,304	1,147	Learner Profile		
55+	1,012	552	First Nations / Métis / Inuit	495	374
Unknown	358	160	Permanent / temporary residents / refugees	1,800	1,246
Total	4,036	2,867			

Learner Success Story

Calgary

In his mid-thirties, “learner” had decided on a career change from wildfire fighting to pursue becoming a firefighter for the City of Calgary. One of the criteria to entering the training program is to pass an entry exam. He had tried to pass this exam in the past but had not been successful. He disclosed in his intake that he had been diagnosed with severe dyslexia. Although he studied the material, he shared that he found it very hard to learn the theories in the textbook as he struggled to relate it to something he was familiar with. “Learner” was paired up with a volunteer learning coach who worked with him and encouraged strategies that matched his learning style. “Learner” was very self-motivated and used the strategies to learn the material. He recently re-took the exam and passed, and is now participating in the training to become a member of the Calgary Fire Department.

2.f West-Central Regional Demographic Data

Grant term	2016-17	2017-18	Grant term	2016-17	2017-18
Learner Gender			Previous Schooling		
# of female learners	1,149	1,168	No schooling	4	1
# of male learners	308	328	Grades 1 – 6	14	26
# of learners identifying with another gender	0	1	Grades 7 – 9	51	58
# of learners who prefer not to disclose gender	19	9	Some high school or high school graduate	344	357
Unknown	10	17	Some post-secondary	173	126
Total	1,486	1,523	Post-secondary graduate	310	367
Learner Age Group			Special education	38	42
0 – 17	4	11	Unknown	552	546
18 – 34	415	556	Total	1,486	1,523
35 – 54	373	421	Learner Profile		
55+	306	347	First Nations / Métis / Inuit	37	79
Unknown	388	188	Permanent / temporary residents / refugees	293	314
Total	1,486	1,523			

Learner Success Story

West-Central Region

We had a 79-year-old learner join our smart phone basics class. They had never used a cell phone before and said they were terrified of their cell phone. By the end of the course they were able to make calls, send texts and use a few of the basic apps on the phone. They were also able to take pictures and send them to others. They are very eager to play around and explore their phone now. They stated at the end of the course they hoped there was a next level so they could learn more.

2.g Edmonton Demographic Data

Grant term	2016-17	2017-18	Grant term	2016-17	2017-18
Learner Gender			Previous Schooling		
# of female learners	4,395	4,050	No schooling	380	329
# of male learners	1,658	1,547	Grades 1 – 6	514	234
# of learners identifying with another gender	1,273	3	Grades 7 – 9	688	560
# of learners who prefer not to disclose gender	2	2	Some high school or high school graduate	1,748	1,525
Unknown	7	100	Some post-secondary	449	907
Total	7,335	5,702	Post-secondary graduate	667	571
Learner Age Group			Special education	102	119
0 – 17	87	46	Unknown	2,737	1,457
18 – 34	2,102	1,784	Total	7,335	5,702
35 – 54	2,351	2,067	Learner Profile		
55+	1,036	1,232	First Nations / Métis / Inuit	863	726
Unknown	1,759	573	Permanent / temporary residents / refugees	3,114	399
Total	7,335	5,702			

Learner Success Story

Edmonton

Jakob's previous schooling included being shuffled from class to class due to assumed learning difficulties, leaving him feeling hopeless about future life opportunities, including gainful employment. Issues with poverty, family, frequent relocations, lack of friends and no community support all contributed to Jakob dropping out of school. When he registered with us, he was unhoused, had no income, was reclusive and was couch surfing. Jakob was reluctant to attend classes. Despite his apprehensions, he was encouraged to register for a couple of classes to reacquaint himself with the classroom setting and course work. After attending only a few classes, Jakob was encouraged to take on several more classes to improve his reading, writing and numeracy skills. Jakob's new dedication was reflected in regular class attendance and achievement of his learning goals. Currently, Jakob is enrolled in English 30-1 with us and is excelling in the course. He works independently at his own pace and receives above average grades. His future educational goal is to enroll in information technology at NAIT.

Appendix 3: Outcomes Data

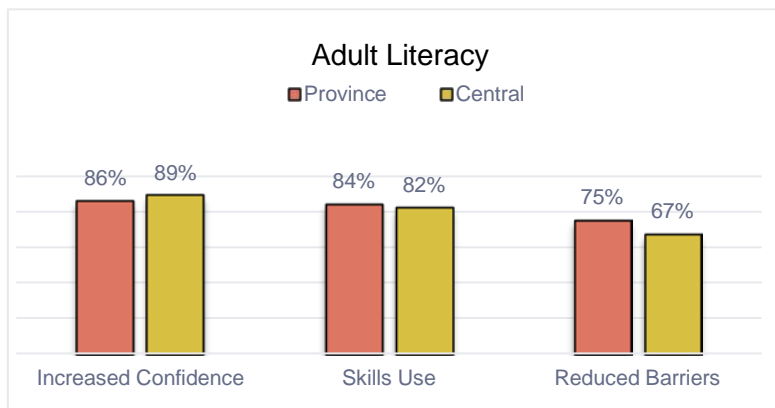
The graphs below show the 2016-17 and 2017-18 regional outcomes data, split out by each CALP grant management region, compared to the provincial outcomes data.

Please note all of the graphs only reflect the three outcomes that transferred from the original CALP logic model (2015), to the revised CALP logic model (2018).

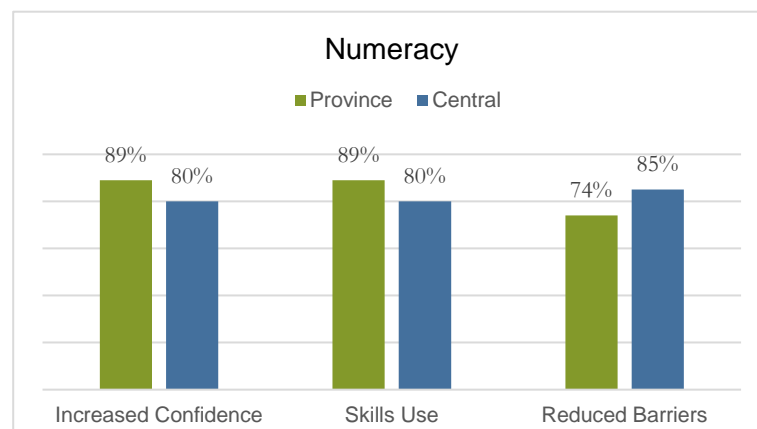
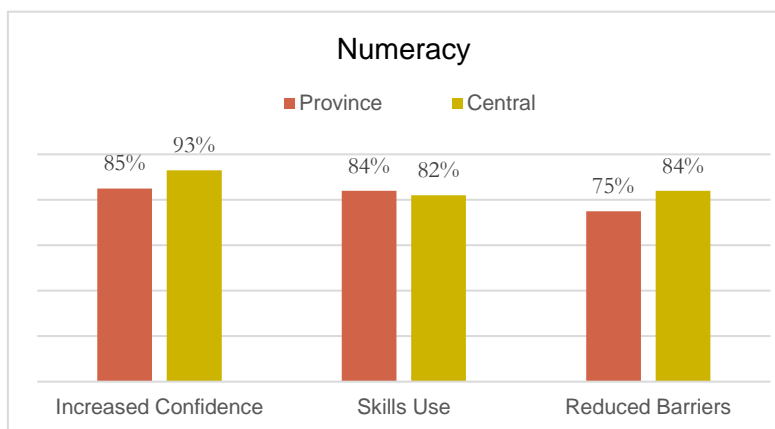
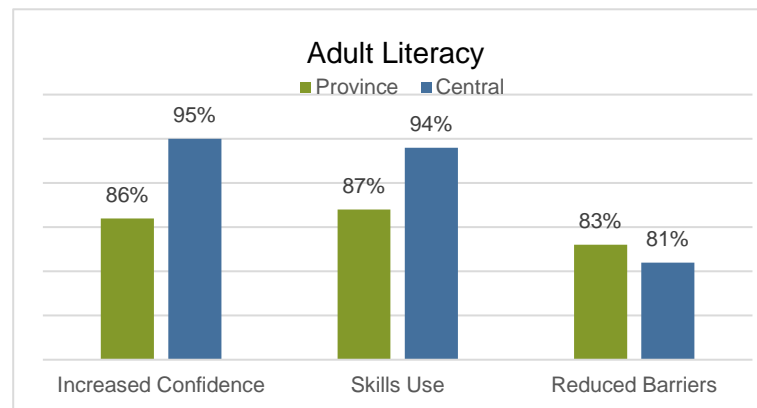
3.a Central

Year	In-kind Contributions – Leveraged	Volunteer Hours – Contributed to CALP Programs/Services
2016-17	\$172,591.00	18,299
2017-18	\$232,401.50	13,897

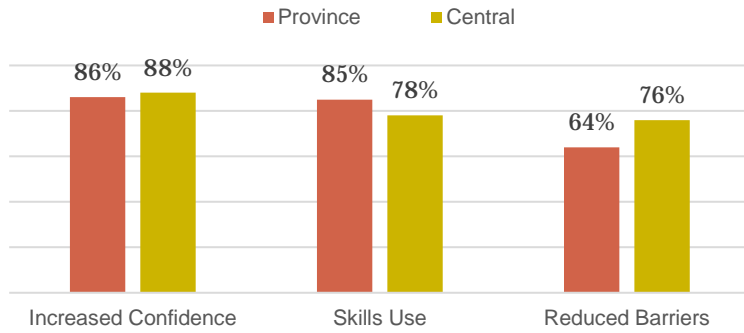
2016-17



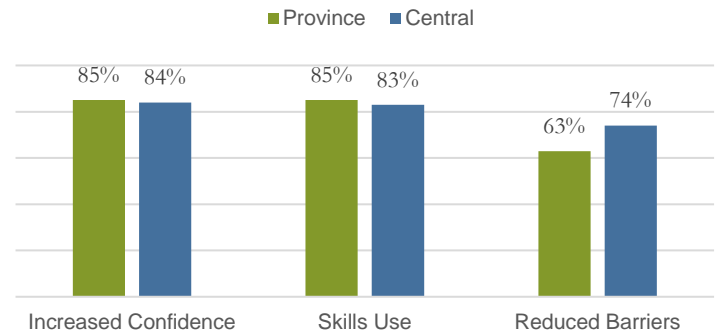
2017-18



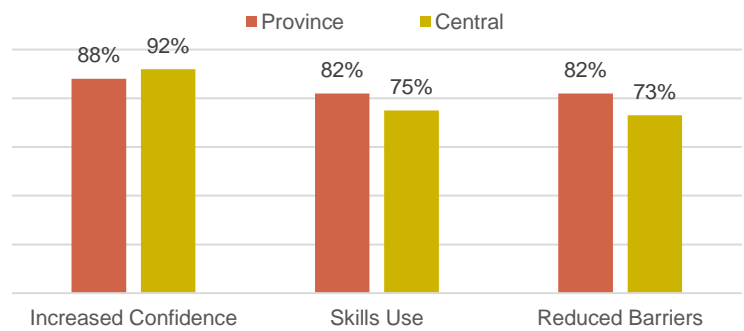
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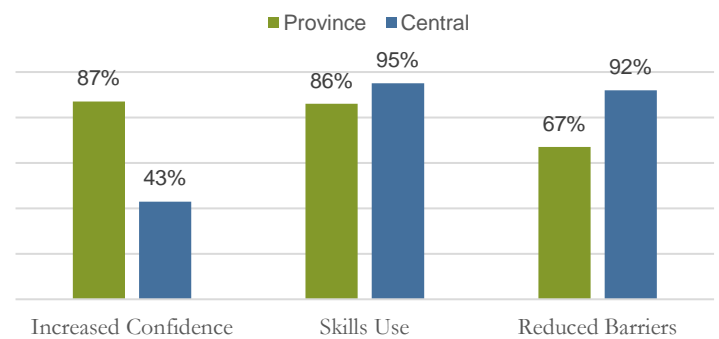
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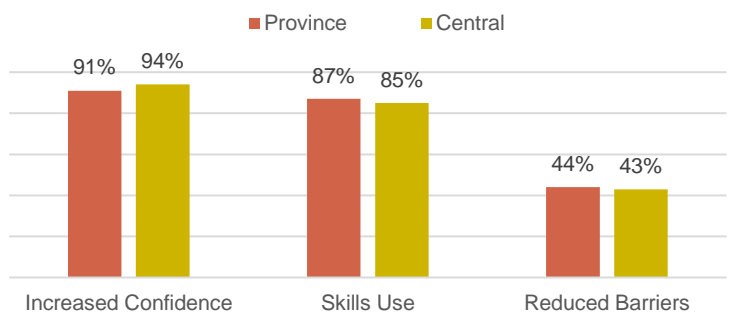
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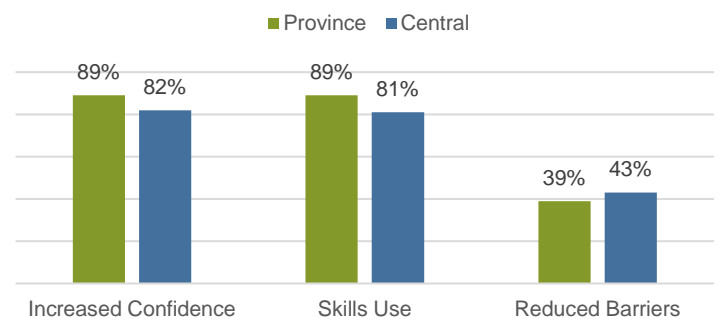
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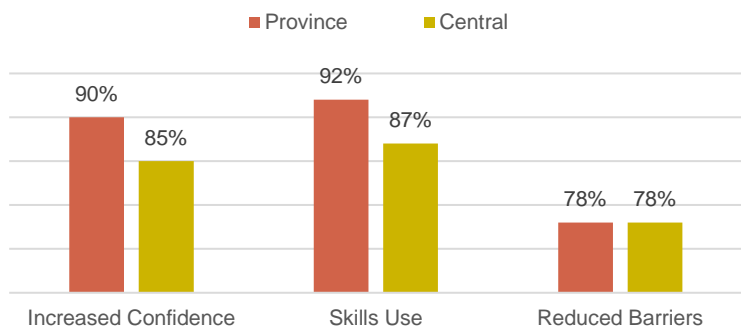
Basic Computer Skills



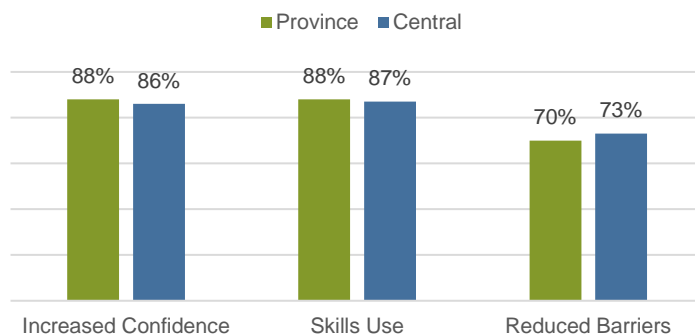
Basic Computer Skills



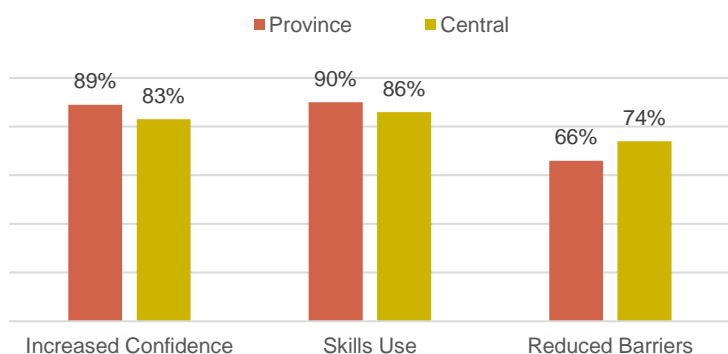
Tutoring in Literacy and Foundational Learning



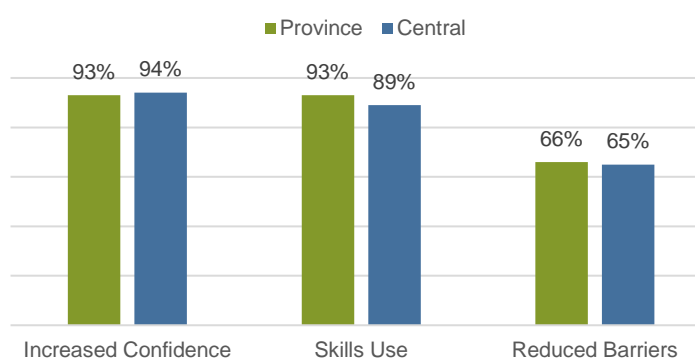
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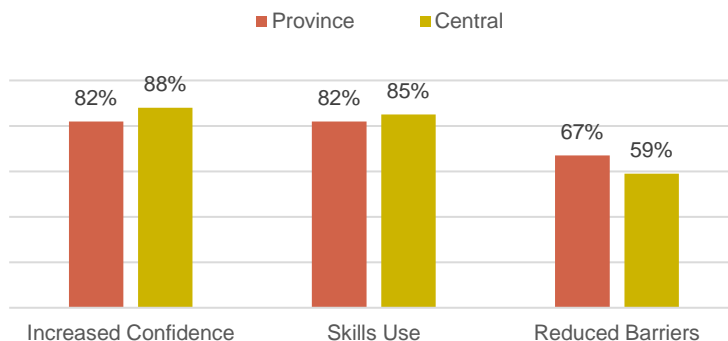
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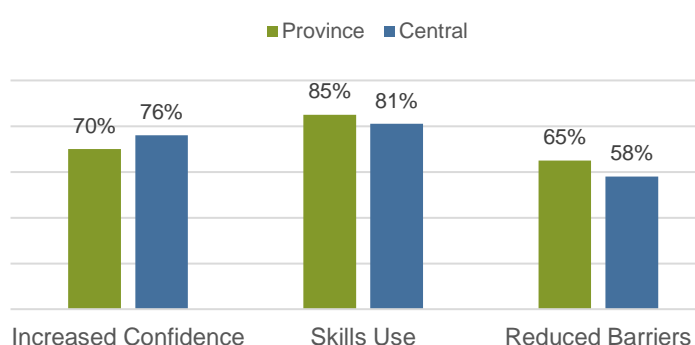
Tutoring in English Language Learning



Family Literacy



Family Literacy



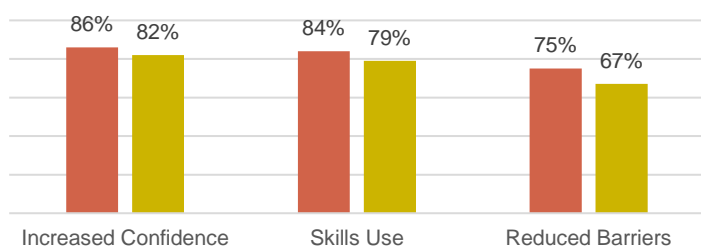
3.b East-Central

Year	In-kind Contributions – Leveraged	Volunteer Hours – Contributed to CALP Programs/Services
2016-17	\$435,249.00	11,300
2017-18	\$495,778.45	7,276

2016-17

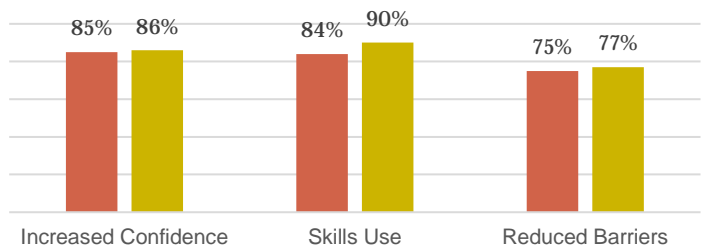
Adult Literacy

■ Province ■ East-Central



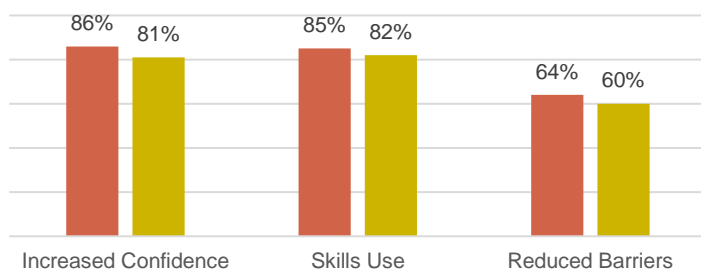
Numeracy

■ Province ■ East-Central



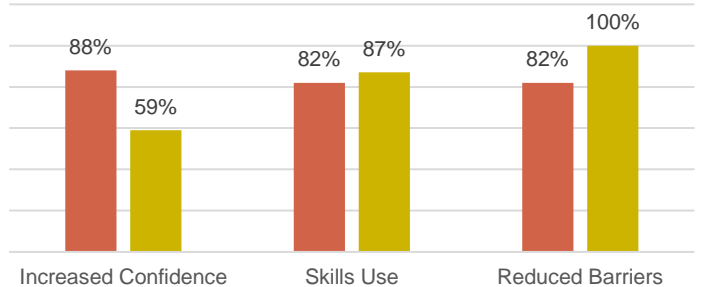
English Language Learning

■ Province ■ East-Central



Foundational Life Skills

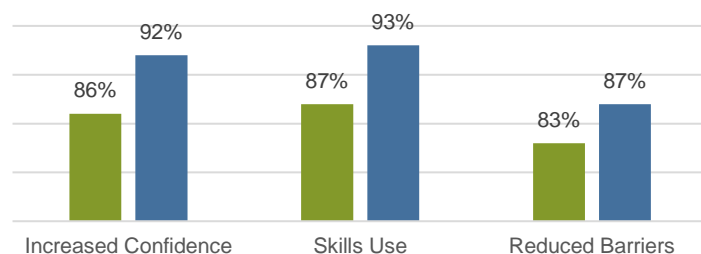
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2017-18

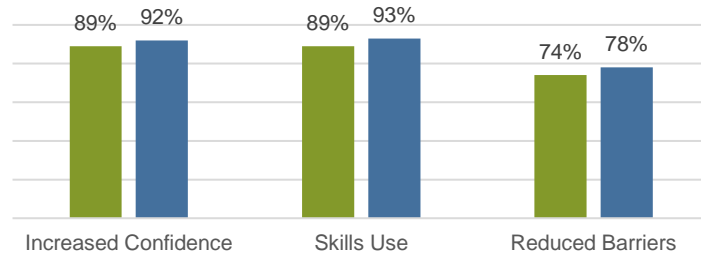
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■ Province ■ East Central



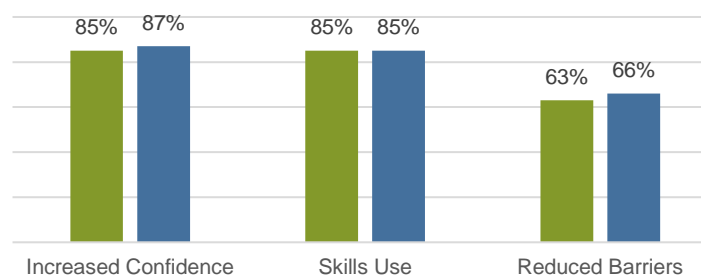
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■ Province ■ East Central



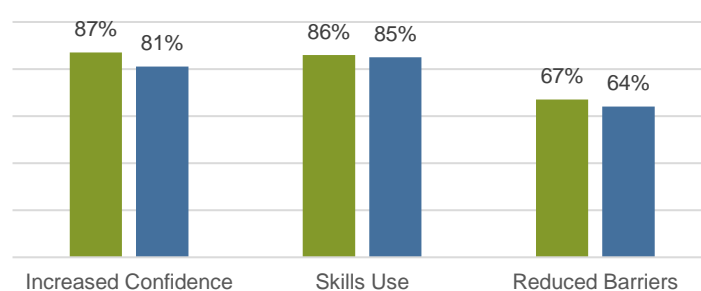
English Language Learning

■ Province ■ East Central

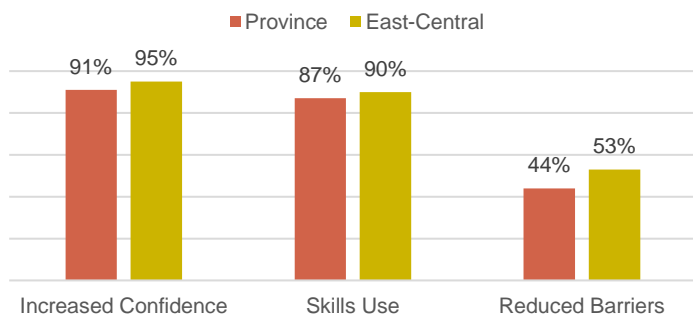


Foundational Life Skills

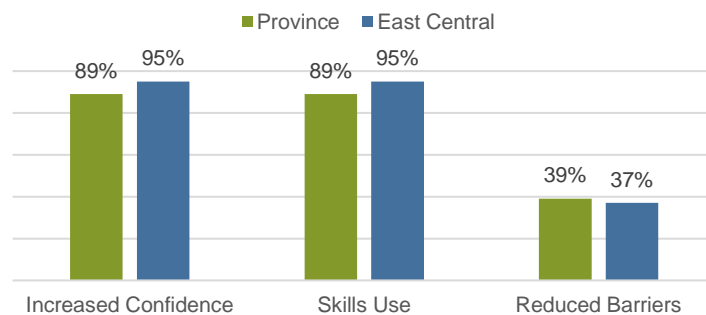
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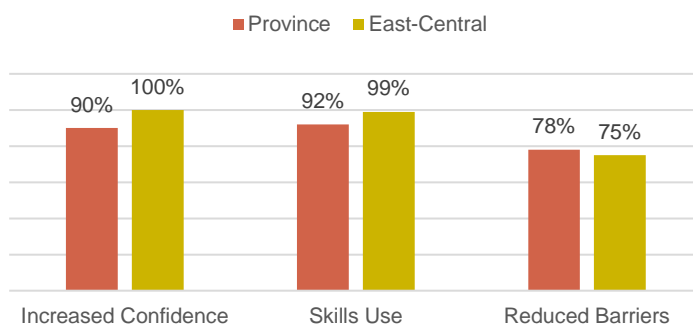
Basic Computer Skills



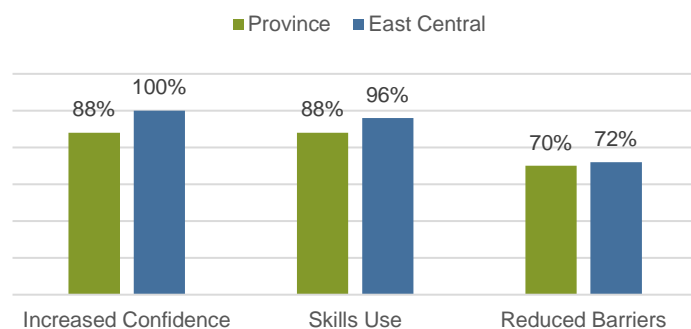
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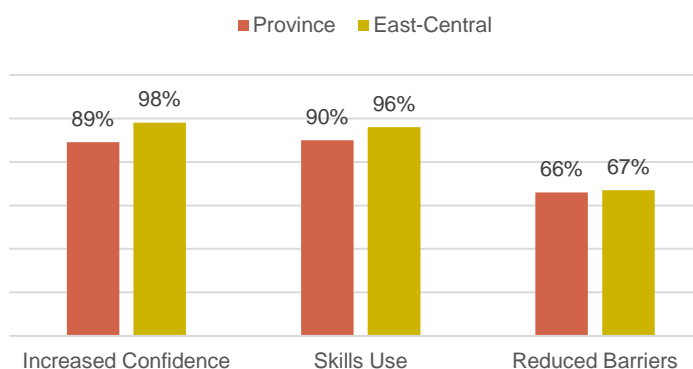
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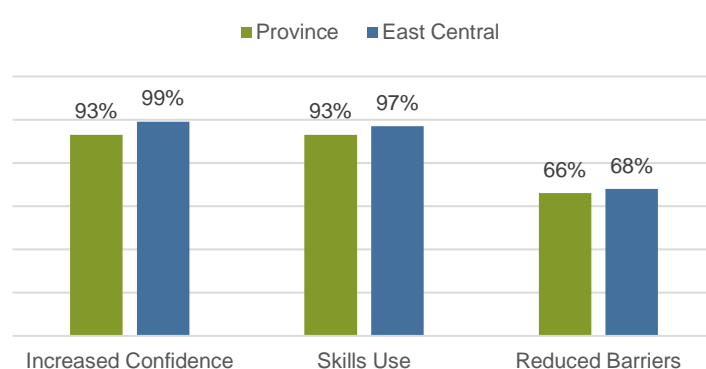
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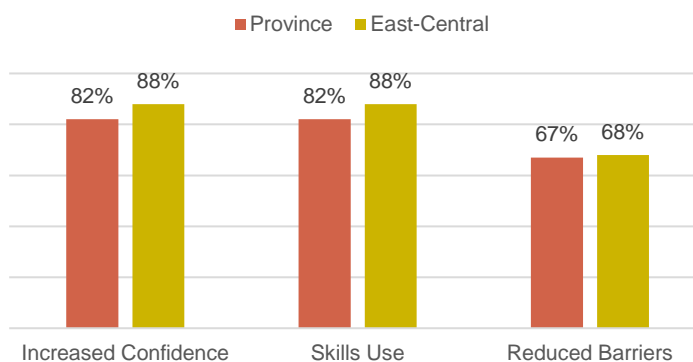
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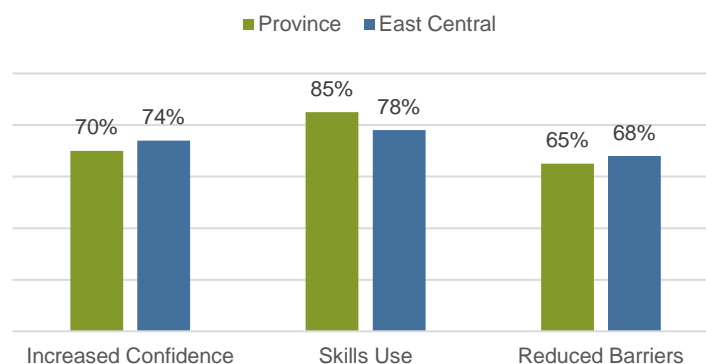
Tutoring in English Language Learning



Family Literacy



Family Literacy



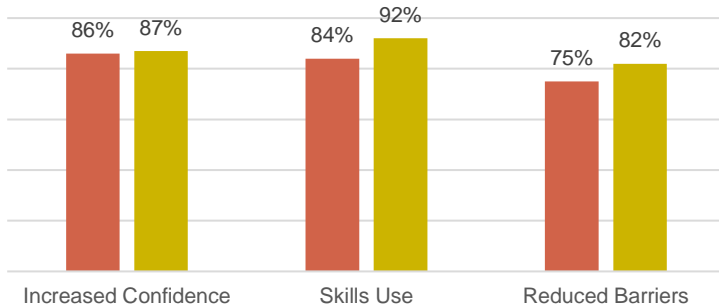
3.c North

Year	In-kind Contributions – Leveraged	Volunteer Hours – Contributed to CALP Programs/Services
2016-17	\$238,785.00	7,066
2017-18	\$245,727.00	5,172

2016-17

Adult Literacy

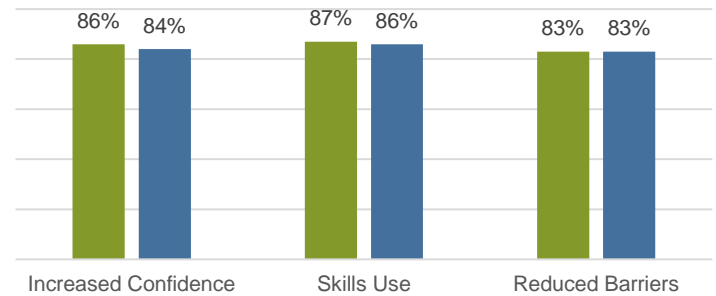
■ Province ■ North



2017-18

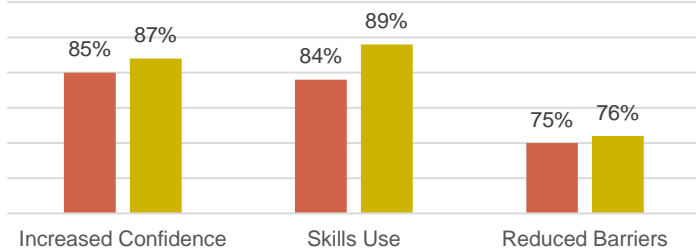
Adult Literacy

■ Province ■ North



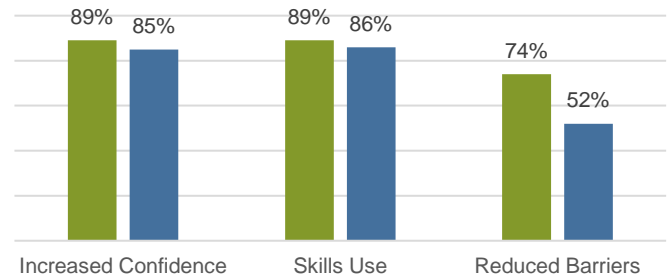
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■ Province ■ North



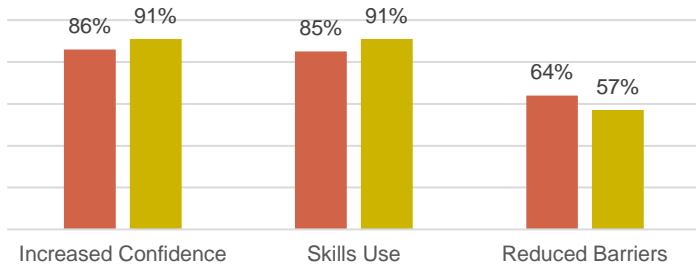
Numeracy

■ Province ■ North



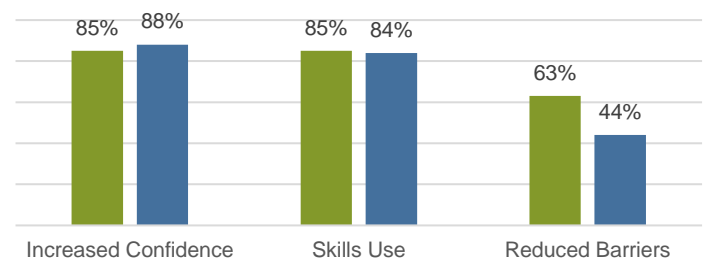
English Language Learning

■ Province ■ North



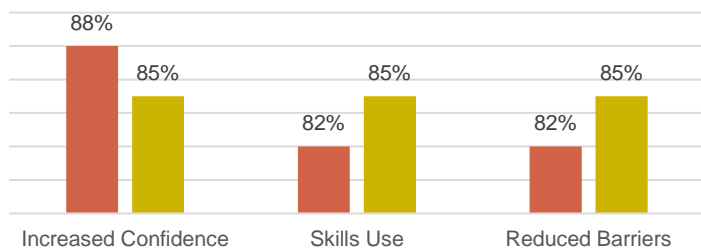
English Language Learning

■ Province ■ North



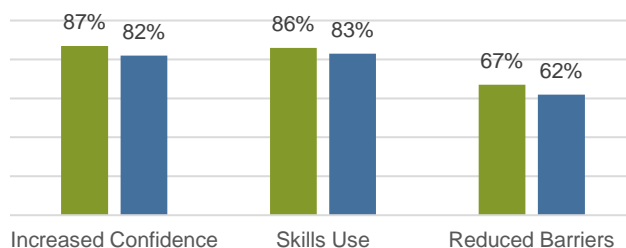
Foundational Life Skills

Province North



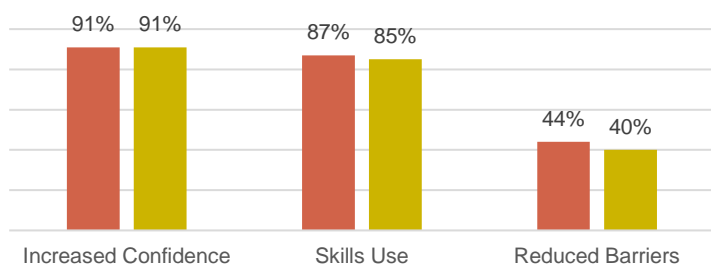
Foundational Life Skills

Province North



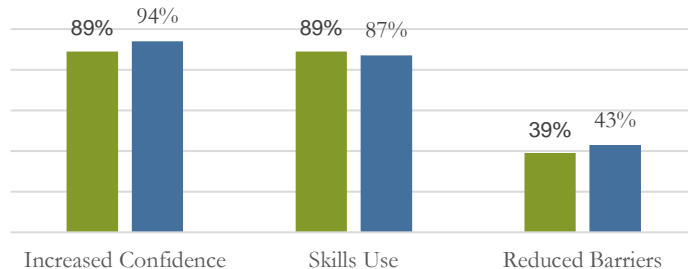
Basic Computer Skills

Province North



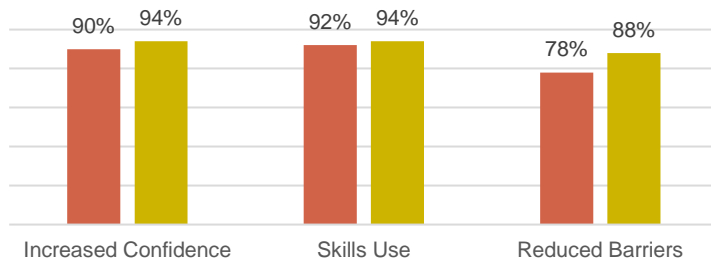
Basic Computer Skills

Province North



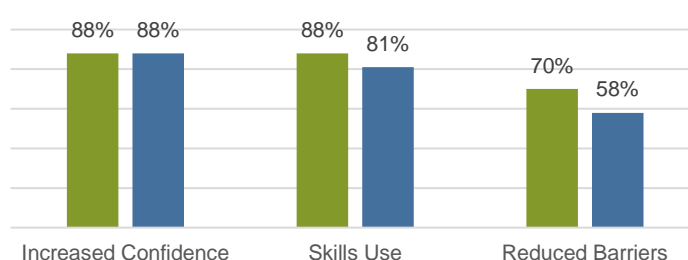
Tutoring in Literacy and Foundational Learning

Province North



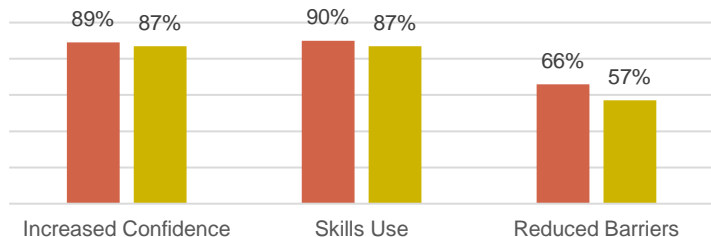
Tutoring in Literacy and Foundational Learning

Province North



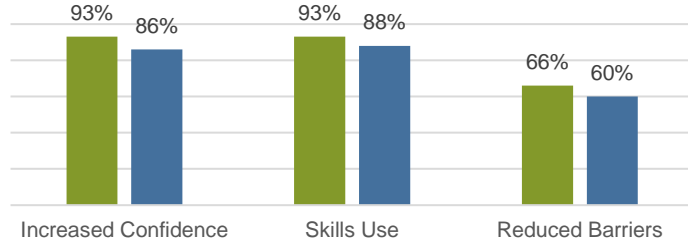
Tutoring in English Language Learning

Province North



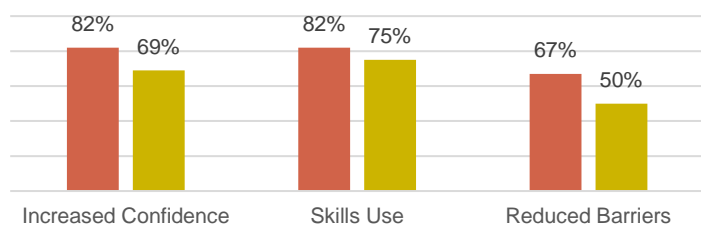
Tutoring in English Language Learning

Province North



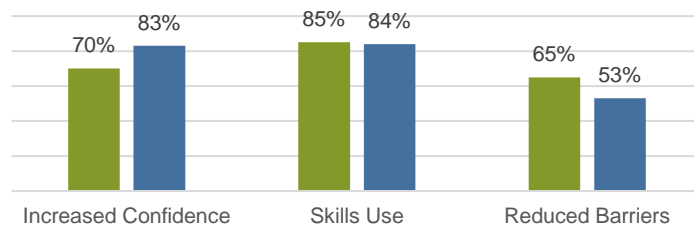
Family Literacy

■ Province ■ North



Family Literacy

■ Province ■ North



3.d South and Calgary

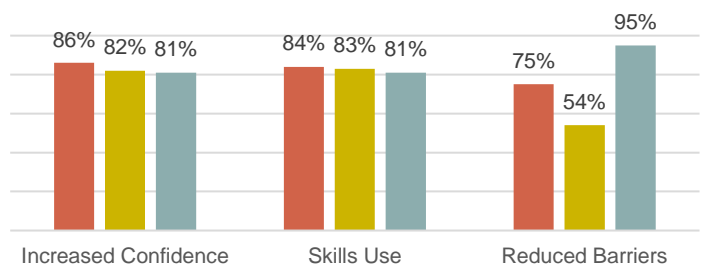
Year	In-kind Contributions – Leveraged	Volunteer Hours – Contributed to CALP Programs/Services
2016-17	\$599,334.60	30,344
2017-18	\$543,659.00	25,976

Note: In 2016-17, Calgary outcomes data for tutoring and English language learning were combined, as reflected in the chart below.

2016-17

Adult Literacy

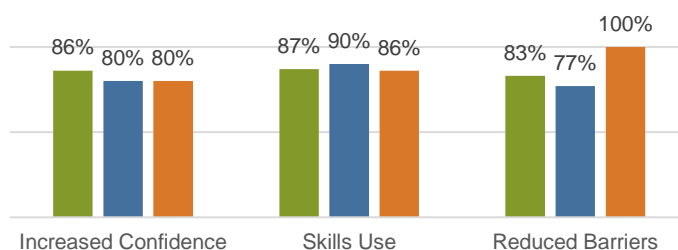
■ Province ■ South ■ Calgary



2017-18

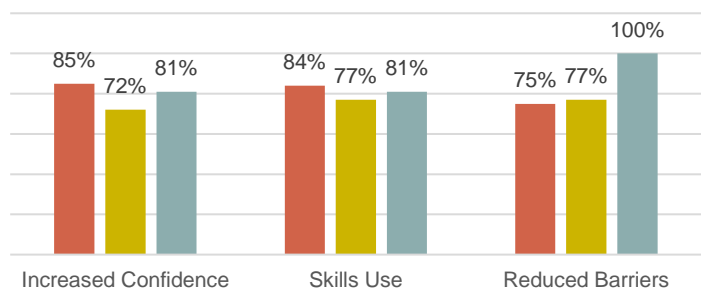
Adult Literacy

■ Province ■ South ■ Calgary



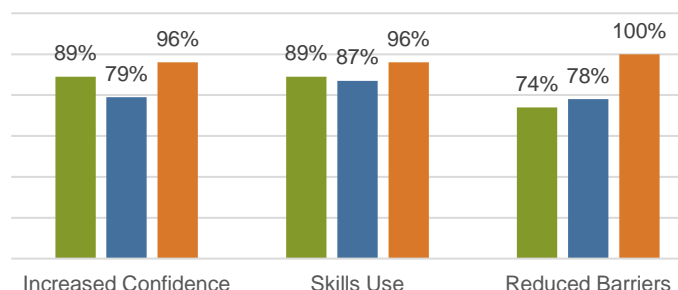
Numeracy

■ Province ■ South ■ Calgary



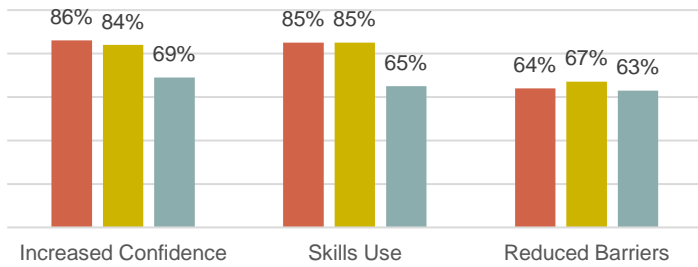
Numeracy

■ Province ■ South ■ Calgary



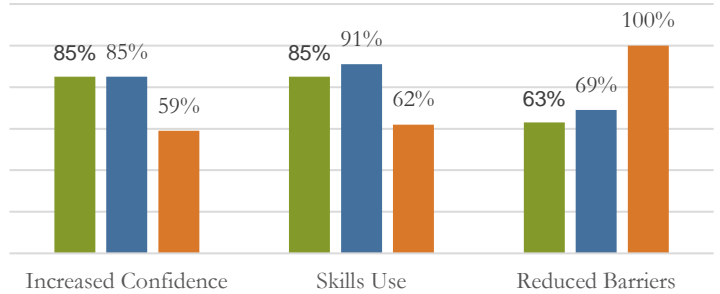
English Language Learning

Province South Calgary



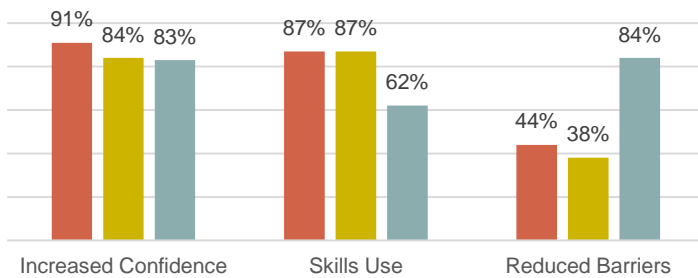
English Language Learning

Province South Calgary



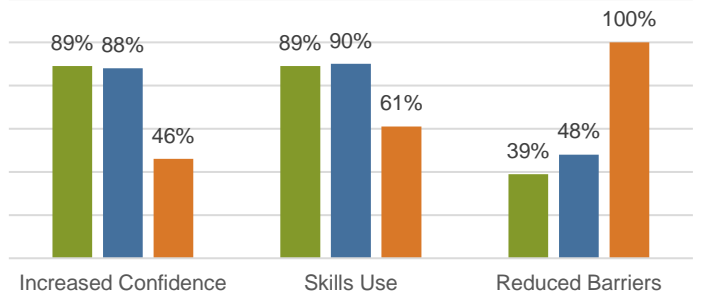
Basic Computer Skills

Province South Calgary



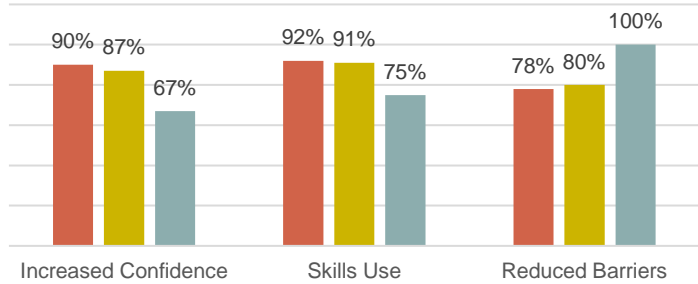
Basic Computer Skills

Province South Calgary



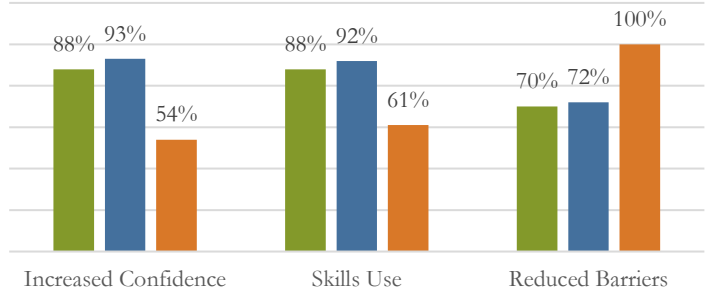
Tutoring in Literacy and Foundational Learning

Province South Calgary



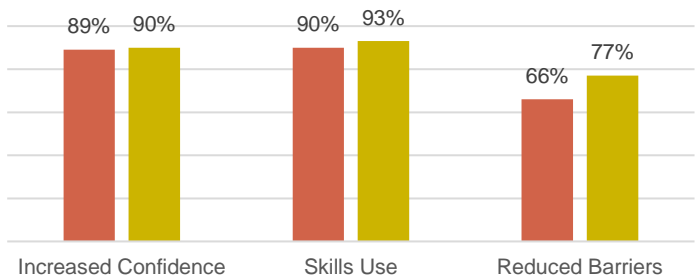
Tutoring in Literacy and Foundational Learning

Province South Calgary



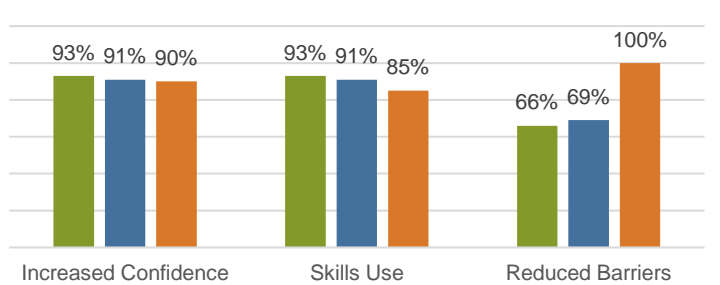
Tutoring in English Language Learning

Province South

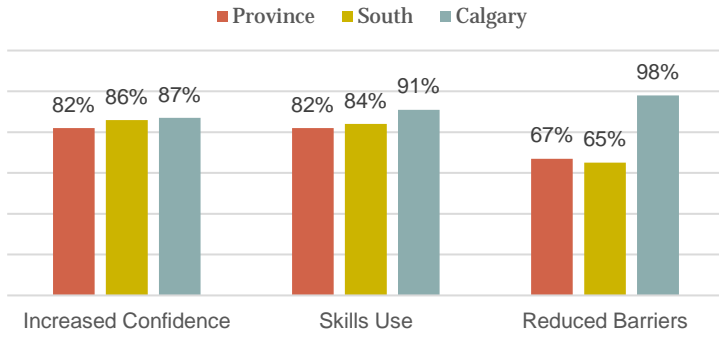


Tutoring in English Language Learning

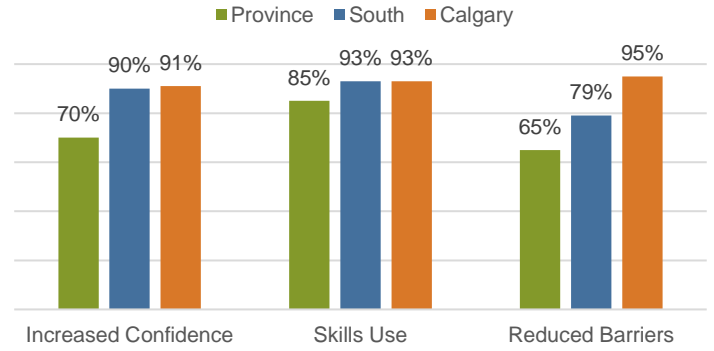
Province South Calgary



Family Literacy



Family Literacy

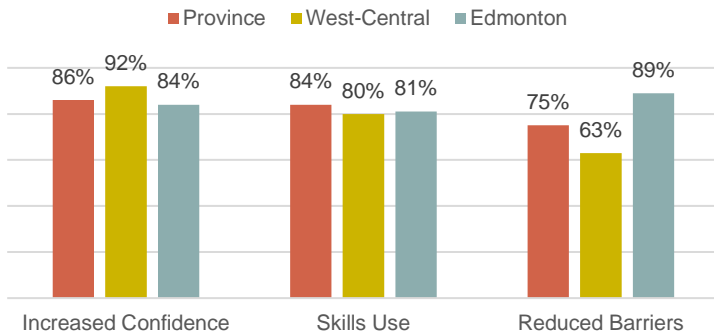


3.e West-Central and Edmonton

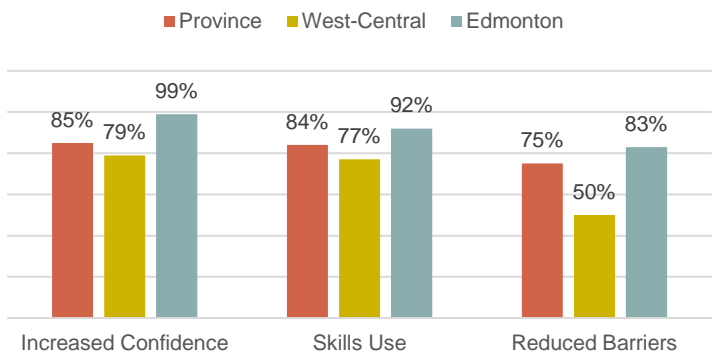
Year	In-kind Contributions – Leveraged	Volunteer Hours – Contributed to CALP Programs/Services
2016-17	\$354,460.60	35,010
2017-18	\$304,739.00	31,537

2016-17

Adult Literacy

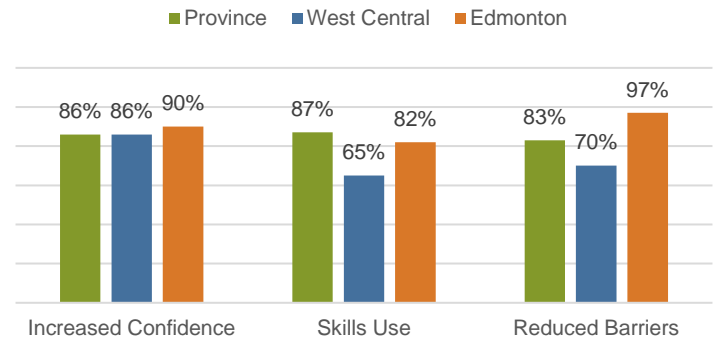


Numeracy

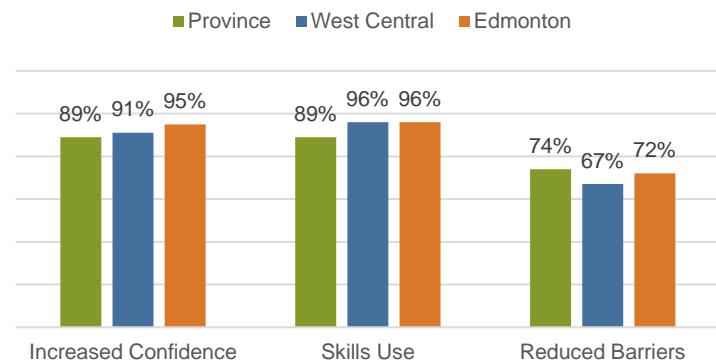


2017-18

Adult Literacy

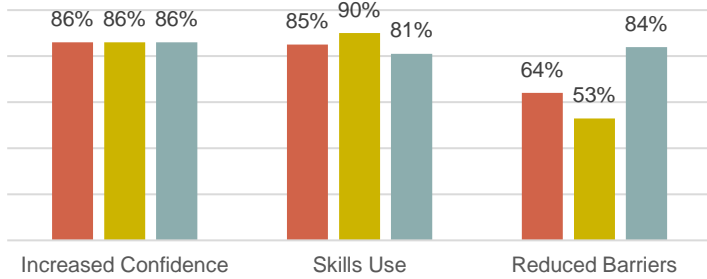


Numeracy



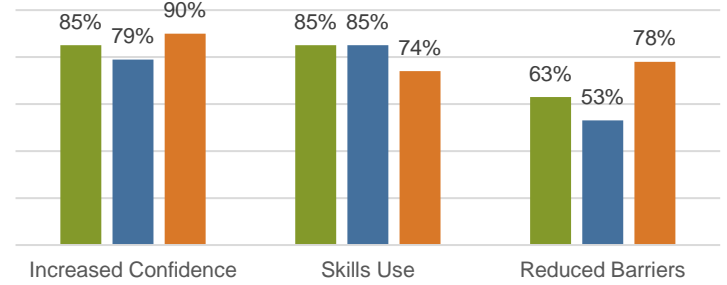
English Language Learning

■ Province ■ West-Central ■ Edmonton



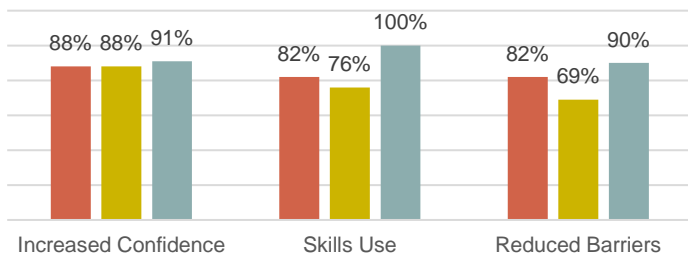
English Language Learning

■ Province ■ West Central ■ Edmonton



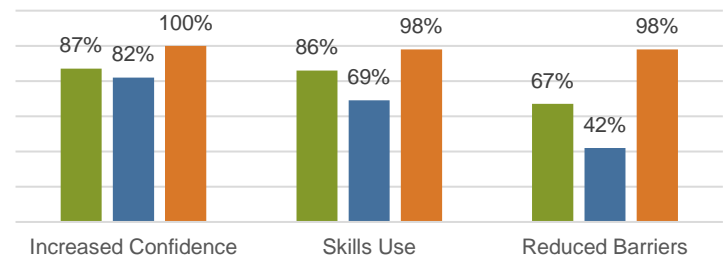
Foundational Life Skills

■ Province ■ West-Central ■ Edmonton



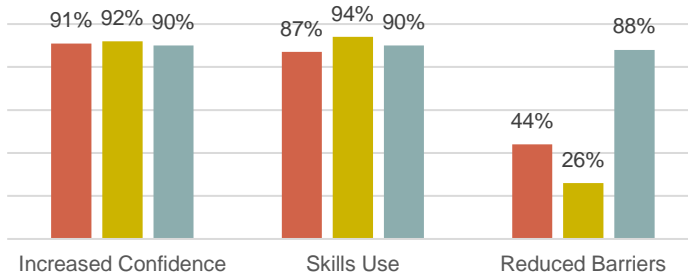
Foundational Life Skills

■ Province ■ West Central ■ Edmonton



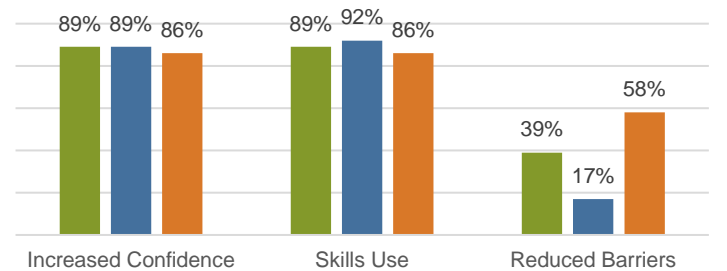
Basic Computer Skills

■ Province ■ West-Central ■ Edmonton



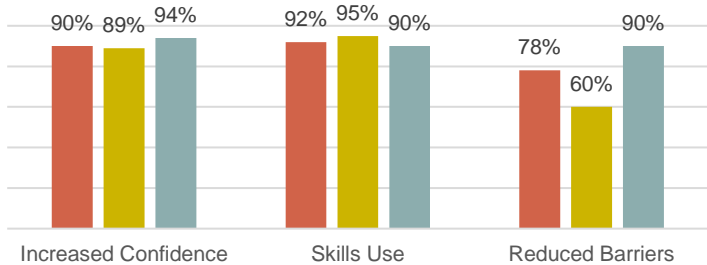
Basic Computer Skills

■ Province ■ West Central ■ Edmonton



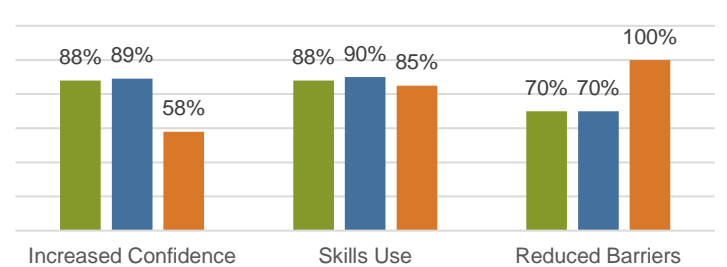
Tutoring in Literacy and Foundational Learning

■ Province ■ West-Central ■ Edmonton



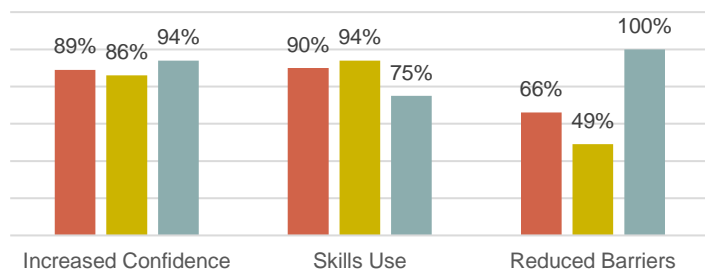
Tutoring in Literacy and Foundational Learning

■ Province ■ West Central ■ Edmonton



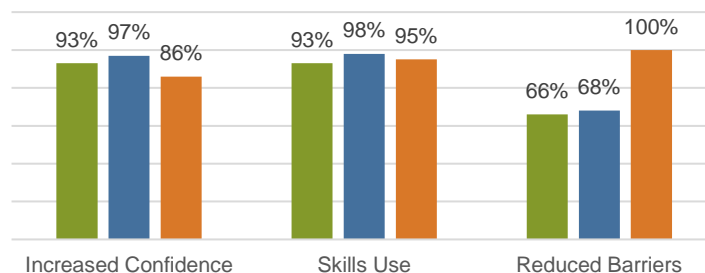
Tutoring in English Language Learning

■ Province ■ West-Central ■ Edmonton



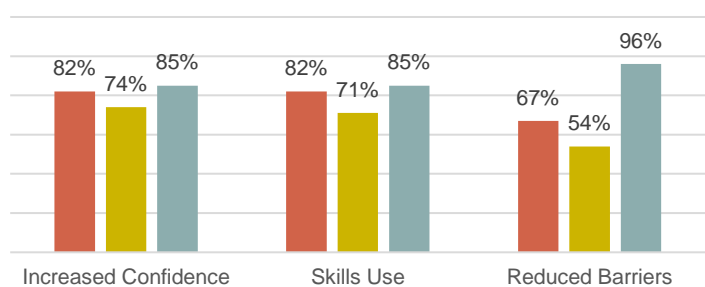
Tutoring in English Language Learning

■ Province ■ West Central ■ Edmonton



Family Literacy

■ Province ■ West-Central ■ Edmonton



Family Literacy

■ Province ■ West Central ■ Edmonton

