

COMMUNITY ADULT LEARNING PROGRAM IMPACT REPORT



Community-based adult foundational learning changes lives.

2018-19

Alberta 

Learn



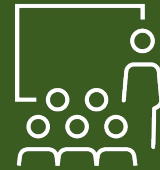
the need for adult literacy and foundational learning in Alberta.

Meet



adult foundational learners around the province.

See



the difference community-based learning makes.

2018-19 Community Adult Learning Program Impact Report

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Table of Contents

| | |
|--|-----------|
| CALP at a Glance..... | 5 |
| Overview..... | 5 |
| Adult Foundational Learners..... | 6 |
| Alberta's Adult Learning System..... | 6 |
| CALP Vision and Outcomes..... | 7 |
| Program Partners..... | 11 |
| Funded Organizations..... | 11 |
| Comprehensive Community Colleges..... | 12 |
| CALP Professional Development System..... | 13 |
| Professional Development Providers..... | 14 |
| Types of Training..... | 16 |
| Special Professional Development Events..... | 17 |
| Measuring the Impact of the CALP Professional Development System..... | 19 |
| Impact of CALP 2018-19..... | 24 |
| Outputs..... | 24 |
| Provincial Demographic Data..... | 25 |
| Provincial Programming Data..... | 26 |
| Provincial Outcomes Data..... | 27 |
| Impact of the CALP Professional Development System 2018-19..... | 28 |
| Outputs..... | 28 |
| Outcomes..... | 29 |
| Appendices..... | 32 |
| Appendix 1: Central Regional Data..... | 30 |
| Demographic Data..... | 32 |
| Programming Data..... | 33 |
| Outcomes Data..... | 34 |

Table of Contents

| | |
|---|----|
| Appendix 2: East-Central Regional Data..... | 36 |
| Demographic Data | 38 |
| Programming Data | 39 |
| Outcomes Data | 40 |
| Appendix 3: North Regional Data..... | 42 |
| Demographic Data | 44 |
| Programming Data | 45 |
| Outcomes Data | 46 |
| Appendix 4: South Regional Data..... | 48 |
| Demographic Data | 50 |
| Programming Data | 51 |
| Outcomes Data | 52 |
| Appendix 5: Calgary Data..... | 54 |
| Demographic Data | 56 |
| Programming Data | 57 |
| Outcomes Data | 58 |
| Appendix 6: West-Central Regional Data | 60 |
| Demographic Data | 62 |
| Programming Data | 63 |
| Outcomes Data | 64 |
| Appendix 7: Edmonton Data | 66 |
| Demographic Data | 68 |
| Programming Data | 69 |
| Outcomes Data | 70 |
| Appendix 8: CALP Professional Development System..... | 72 |

CALP at a Glance

Overview

International adult literacy survey data shows that 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/or other foundational skills needed to transition into academic upgrading (grades 10-12), other learning opportunities, and/or employment.

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.



The learner... gave me the biggest hug in excitement because she passed! I can still remember the big smile on her face.”

Click here to learn how adult literacy programming changed this learner's life.

Did you know?



Adult Albertans face daily literacy and numeracy challenges.

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 skills², and/or English language learning. These learning opportunities are delivered through group settings 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.

² In July 2020, the 'foundational life skills' category was renamed and redefined as 'skills for learning.'

Adult 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 had negative experiences in formal education and may have diagnosed or undiagnosed learning disabilities. Foundational learners often do not see themselves as learners. Given this learner context,

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



it requires a tremendous amount of courage to walk through the doors of a learning provider. 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, public post-secondary institutions, First Nations colleges, and community adult learning providers collectively support Albertans by providing education and training opportunities to prepare them for the workforce. CALP supports the following outcomes in Advanced Education's *2020-2023 Business Plan*:

1. *Albertans have the education and skills required to get rewarding careers in the current and future labour market, and to build economic prosperity.*

CALP contributes to this outcome by supporting adult foundational learners with opportunities that enhance their employment opportunities and contribute to a diverse workforce and society.

2. *The adult learning system is fiscally responsible and demonstrates effective governance and accountability for achieving system direction and goals.*

CALP demonstrates fiscal responsibility, effective governance, and accountability through grant recipients' adherence to the requirements outlined in the *CALP Guidelines*.

“ Since I started joining the English class, I can say that I started to live.”

[Click here to learn more about the impact of English language learning.](#)


CALP Vision and Outcomes

Vision

The CALP system works towards achieving long-term outcomes and a common vision of

Changing lives through adult foundational learning in connected communities.

By working closely with community partners, CALP-funded organizations ensure they are meeting the needs of learners and providing access to safe and welcoming spaces, affordable programming, and learner support services. Through this work, adult foundational learners are able to build their confidence, gain new skills, persevere towards their goals, and fulfill their potential.



“ [A learner] entered a local CALP... to get help with an overwhelming challenge, pass a required electronic exam to keep her position.”

[Click here](#) to learn how English language and basic digital skills programming changed this learner's life.

“ She had recently fled from a difficult situation, didn't have a job or money for an apartment, hadn't completed high school, and was very anxious;”

[Click here](#) to learn about the impact of foundational life skills programming on this learner's journey.

Measuring the Impact of CALP

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*](#) (*Logic Model*) for the program. Implemented in 2015, the *Logic Model* enables funded organizations to illustrate the difference they make in the lives of adult foundational learners. Grant recipients also use the data for program planning and delivery, as the results highlight what worked well and identify potential areas for improvement.

The progress of foundational learners is difficult to measure and quantify. The acquisition of foundational skills often takes 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 the CALP system's outcomes and vision.

The following outcomes and indicators are highlights from the CALP *Logic Model*.

Outcome 1.2: Adult learners acquire new skills.

Indicators of progress include:

Skills Use: Number and per cent 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 more readily acquired when they are practiced outside of the classroom in daily living.*

Learner Progress: Number and per cent of adult learners who report making progress towards, or meeting, their learning goals.

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 per cent 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: CALP grant recipients develop and deliver foundational learning that meets needs.

Indicators of progress include:

- Program Relevance:** Number and per cent 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 per cent of adult learners who felt that CALP-funded learning providers created 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 judgment.*
- Reduced Barriers:** Number and per cent 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. The CALP Grant 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 include:

Volunteer Hours:

Number of volunteer hours contributed to adult learning opportunities.

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

In-Kind Contributions

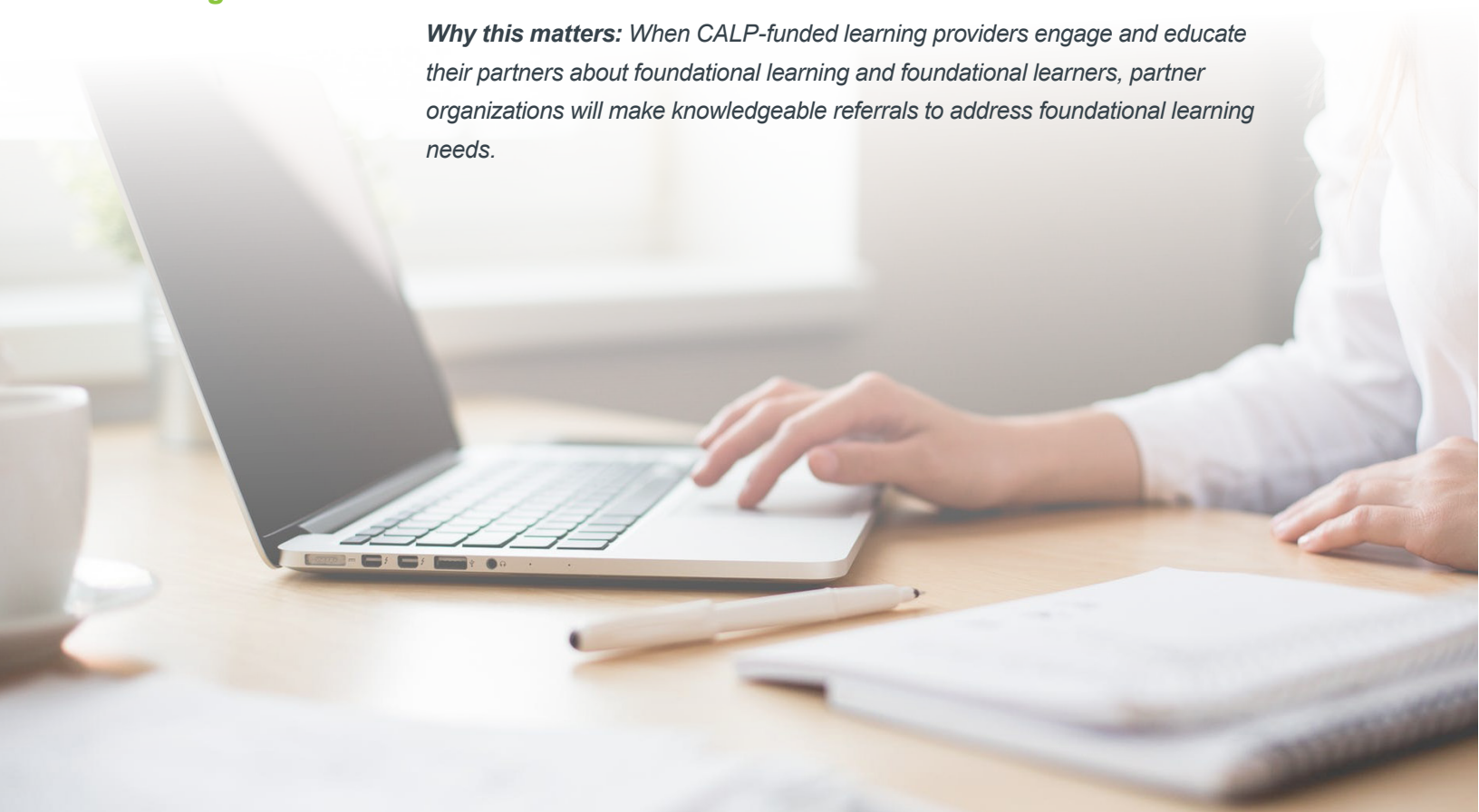
Number of in-kind contributions (in dollars) to support the delivery of adult learning.

Why this matters: *In-kind contributions from the community have a significant impact on the successful operations of CALP-funded learning providers.*

Referring Organizations:

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

Why this matters: *When CALP-funded learning providers 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 grant recipients 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.

Funded Organizations

Learning providers

CALP-funded learning providers are organizations that receive CALP grants from Advanced Education to directly deliver adult literacy and foundational learning opportunities in their communities. CALP-funded 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 learning providers, go to [find a CALP near you](#) on the CALP Portal.



Photo: Lobstick Literacy & Learning Society (LLS) contributes to learning in Alberta by collaborating with numerous community partners and by mobilizing professionals and volunteers. LLS serves the people and communities of Fallis, Beach, Gainford, Entwistle, Evansburg, Wildwood, MacKay, Niton Junction, Carrot Creek, Fulham and Peers.

Granting councils

CALP grant recipients 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 and foundational learning community in their 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 professional development system (CALP PD system), discussed further in the section [CALP Professional Development System](#) below.

For more information, visit the 'PD System' tab on the CALP Portal or take a look at this [blog](#).

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 learning providers, to assess the foundational and other learning needs of their communities, and develop strategies to address 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](#).

CALP Professional Development System

An integral component of CALP is its professional development system, comprised of professional development providers that coordinate, develop, and deliver professional development to CALP-funded learning providers.

Many CALP-funded learning providers may have only one or two part-time staff and they, along with their boards of directors or senior leaders, may need to build their professional skills and organizational capacity to be successful in their work with adult foundational learners. These learners often have complex needs and learning challenges that learning providers need to understand. This work is even more challenging given that CALP adult literacy and foundational learning practitioners are not usually professional teachers, but are expected to:

- Plan and deliver relevant, quality learning opportunities that build foundational skills and knowledge in literacy, numeracy, basic digital, English language, and more;
- Foster effective relationships with learners, peers, grant managers, community partners, etc;
- Engage in career-long learning;
- Demonstrate a professional body of knowledge;
- Establish inclusive learning environments;
- Engage with Indigenous learners; and
- Adhere to legal frameworks and policies.

The CALP PD system supports CALP staff to build skills and knowledge in all of these areas, and to plan and deliver relevant, quality programs while understanding the complexity of their learners' lives. The CALP PD system is a lifeline to CALP-funded learning providers that also protects Albertans' investment in CALP by supporting its overall success. Most importantly, the CALP PD system supports CALP-funded learning providers to make a difference in the lives of the learners they serve.

The figure below depicts key partners in the CALP PD system.



Professional Development Advisory Committee

Regional Support Network:

Community Learning Network

Calgary Learns and ECALA

Rural Routes

PD Partners and Developers

There are a range of partners that currently play an important role in developing and/or delivering relevant, quality professional development to CALP learning providers. Many of these professional development partners are listed below by topic area.

| | |
|--|--|
| <p>Adult Literacy</p> <ul style="list-style-type: none"> • Calgary Learns • CanLearn Society • Community Learning Network • Literacy for Life Foundation • Stettler & District Community Adult Learning Council • Carya | <p>Engaging with Indigenous Learners</p> <ul style="list-style-type: none"> • University nuhelot'jine thaiyots'j nistameyimâkanak Blue Quills • Calgary Learns • Manning Community Adult Learning and Literacy |
| <p>Numeracy</p> <ul style="list-style-type: none"> • NorQuest College | <p>Basic Digital Skills</p> <ul style="list-style-type: none"> • Literacy for Life Foundation / Community Learning Network |
| <p>English Language Learning</p> <ul style="list-style-type: none"> • Rural Routes | |



Click [here](#) to see a selection of training offered during this granting year.

To learn more, CALP staff are encouraged to reach out to their grant manager, Regional Support Network contact, any professional development provider, or the CALP Portal.

Professional Development Advisory Committee (PDAC)

Comprised of professional development providers, comprehensive community colleges, and CALP-funded learning providers, the Professional Development Advisory Committee provides guidance to Advanced Education on investments in the CALP PD system. The committee shares perspectives on the professional development needs of CALP system staff, the effectiveness of current system investments to address those needs, and provides advice to Advanced Education on priorities that could enhance the CALP vision.

Professional Development Providers

Community Learning Network

The Community Learning Network supports CALP-funded learning providers by providing customized support, coaching, and mentoring, as well as tools, tips, and resources for CALP staff and board members. The Community Learning Network also offers face-to-face regional training, professional development, networking opportunities, and coordinates the province-wide Literacy and Learning Symposium each year. The Community Learning Network 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. Several Community Learning Network staff are members of the Regional Support Network.

“ Having the CLN there to support and willing to come right to our organization to meet in person is a beneficial resource. We have had some staffing changes and 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.”

- CALP-funded learning provider describing the impact of the Community Learning Network's support.

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. In 2020-21, Rural Routes will be expanding its range of services to support CALP-funded learning providers in the delivery of foundational learning apart from English language learning. Rural Routes provides support through mentorship, training, classroom observations, tip sheets, online resources, and a self-assessment tool for practitioners. More information is available at www.norquest.ca/ruralroutes. Rural Routes Advisors are part of the Regional Support Network.

Granting councils

Alberta's three granting councils, Calgary Learns, ECALA, and the Lifelong Learning Council of Red Deer, also 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.

Regional Support Network

The Regional Support Network is an interconnected initiative that includes a number of staff from the Community Learning Network, Calgary Learns, ECALA, and Rural Routes who collaborate to provide mentorship, coaching, support, and training to CALP-funded organizations.

Other professional development partners

The CALP PD system includes additional professional development partners and developers, many of which are CALP-funded learning providers. Current professional development providers are featured on [page 14](#).

Types of Training

Required training

Introduction to Adult Foundational Learning (IAFL):

- IAFL is standard training for all CALP system staff, which includes learnings on creating transformational adult learning, learner diversity, measuring success, and the CALP Community of Practice. IAFL also explores the application of the *CALP Guidelines* in a practical context. Participants will come away with practical strategies and resources to start using right away.

CALP Essentials for Family Literacy Programs (CEFLP):

- CEFLP is baseline training for system staff involved in the delivery of CALP-funded family literacy programs. In this participatory training, CALP-funded staff learn what family literacy programming is, how well suited it is to the needs of adult foundational learners and their families, and which practices support effective CALP-funded family literacy programs.

“ I am grateful for all the support I received besides training. I work part-time and truly appreciate the extra time spent by the staff to mentor and coach me....When they come out to visit programs, I know they will build on what I do in programs and share new ideas I can pass on to my participants. In taking the time to walk me through the paperwork, I am much more confident understanding not only what I have to collect, but in how I can use it in my reports and in changing things up when needed. With all the support I receive, I am a better facilitator. I use the skills and knowledge shared with me in my work with participants on a daily basis.”
- Description of the value of ECALA's mentorship.

Provider training

Provider Training is professional development delivered directly by a recipient of a CALP PD Grant. Training is responsive and has defined learning objectives, and may be standardized, based on a set curriculum, and/or result in a certificate of completion or qualification.

Other supported training

Other supported training is delivered by an individual or organization that does not receive a CALP PD grant. Other supported training is coordinated by, and may be hosted or offered in partnership with, a recipient of a CALP PD grant. Other supported training enhances the ability of the CALP PD system to respond to training needs.

A snapshot of professional development opportunities offered in 2018-19 are featured on [page 72](#).

Coaching and mentorship

Coaching/mentoring is when specific support or subject matter expertise is offered to CALP staff in a small group or one-on-one setting, whether in person, online or over the phone. Mentorship/coaching is tailored to individual CALP staff to meet immediate professional learning needs, and generally takes place through a number of interactions over a period of time. Coaching and mentoring can follow a formal or informal training session. Mentorship/coaching includes interactions between CALP staff and Regional Support Network staff.

Special Professional Development Events

Literacy and Learning Symposium

The symposium is an annual provincial event that brings together all CALP-funded organizations' staff, board, volunteer members, stakeholders involved in the continuum of adult learning. These stakeholders include representatives from First Nations colleges and comprehensive community colleges, professional development stakeholders, and government. Participants gather to learn, network, and build a community of practice.

“

There was a lot to take in and my brain was full a few times...It was very informative. My co-worker and I were especially pleased with the “Meet the Experts” session on Friday morning; we could easily have done something like this for a full day! We immediately put our ideas into action.”

- Statement on the value of the Literacy and Learning Symposium.

Communities of Practice

Professional communities are the formal and informal networks of peers, colleagues, and partners that CALP staff access to support them in their work. These communities exist within the CALP system, through online or face-to-face mutual supports and/or participating in networks outside of the CALP system, such as professional associations, local inter-agency committees, or other non-profit/volunteer groups.

CALP is a community unto itself, or a community of practice. The CALP community of practice is a group of people who share a passion for adult foundational learning and building strong networks by coming together to share and learn from each other. Each member brings with them a unique background and a range of experiences, and is encouraged to share what they know with the rest of the CALP system. The CALP community of practice includes a number of professional development initiatives and resources listed below.

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

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

Online communities of practice

CALP PD providers coordinate online communities of practice to foster the exchange of ideas and promising practices between CALP learning provider peers. These online communities are a highly effective and efficient way to support the continuous improvement of CALP, where peers support each other in their work with foundational learners, sharing lessons on practices that worked well and those that did not.

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

Measuring the Impact of the CALP PD System

Like the broader CALP system, the CALP PD system works towards achieving a vision and long-term outcomes to demonstrate the impact of grant dollars. The CALP PD system promotes a vision where:

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

The work that CALP staff do to change the lives of adult foundational learners is transformative. It takes a sustained, purposeful effort to be able to deliver quality programs that attract, engage, and retain adult foundational learners through learning opportunities that are relevant and meaningful to them. In addition to the skills to plan and deliver programming, CALP staff need to be highly familiar with the complexity of their learners' lives. In alignment with this vision, Advanced Education and its professional development partners co-created a PD logic model and outcomes-based measurement framework 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 CALP PD system:

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



Photo: CALP staff from Wetaskiwin Community Literacy Program (WCLP). CALP-funded learning providers like WCLP help assess the impact of the CALP PD system.

Advanced Education has worked closely with the Professional Development Advisory Committee Evaluation Subcommittee to standardize, streamline, and evaluate the collection of measures associated with these outcomes, which are described below. Click on the outcome measures below to learn the per cent of CALP staff who positively rated each measure.

Outcome 1: CALP staff acquire knowledge and skills they need from CALP professional development.

Indicators of progress include:

Relevance of PD content: The number and per cent of CALP staff who positively rate the relevance of professional development content.

***Why this matters:** CALP staff require knowledge, skills and confidence to respond effectively to the diverse and complex learning needs of adults with literacy and foundational learning skills gaps. CALP staff reporting that professional development is relevant indicates that PD system investments are making a difference in their work with adult foundational learners.*

Quality of PD content: Number and per cent of CALP staff who positively rate the quality of professional development delivery.

***Why this matters:** When CALP staff report that CALP PD system learning opportunities and resources are of high quality, professional development providers and government know that the system is on track in supporting staff in their work with adult foundational learners.*



Access to relevant PD:

Number and per cent of CALP staff who report accessing the professional development they needed.

Why this matters: *CALP staff live and work in urban/rural and remote areas of Alberta. Delivering professional, relevant, accessible, and timely professional development is essential to ensure that CALP staff are responsive and effectively working with adult foundational learners.*

Integration of learning:

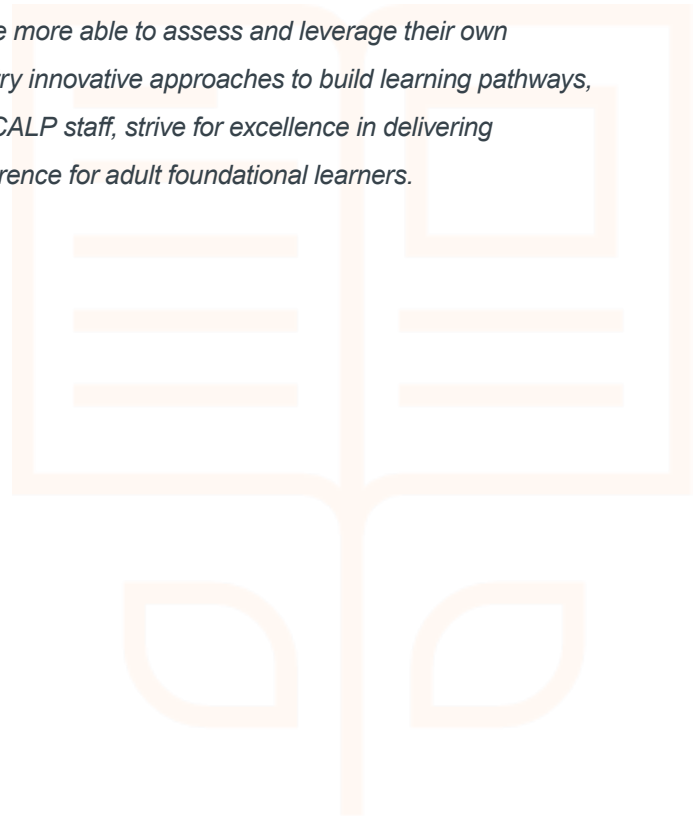
Number and per cent of CALP staff who integrate learning from professional development into practice.

Why this matters: *Learning has the biggest impact when it changes behaviour over the immediate and longer terms. When CALP staff report that they integrate knowledge and skills learned from professional development in their practice, we know that the CALP PD system is making a lasting impact in their work with adult foundational learners that ultimately benefits Albertans.*

Increased practitioner confidence:

Number and per cent of CALP staff who report improved confidence in their work as a result of CALP professional development.

Why this matters: *CALP staff who are supported to build knowledge and confidence in their work are more able to assess and leverage their own strengths as practitioners, try innovative approaches to build learning pathways, mentor and support other CALP staff, strive for excellence in delivering programs that make a difference for adult foundational learners.*



Outcome 2: CALP staff are actively engaged in professional communities.

Indicators of progress include:

- Participation in professional communities:** Number and per cent of CALP staff who have accessed a peer-based professional community.
Why this matters: Connecting with professional peers is a key element in learning about promising practices in the delivery of adult foundational learning. Given their practical experience on-the-ground, peers are well-positioned to support each other in identifying the challenges and opportunities associated with a range of approaches to program delivery.
- Information sharing:** Number and per cent of CALP staff/programs who shared information with their peers/professional community.
Why this matters: A unique strength of the CALP system is peer-to-peer support through collaboration and sharing of best practices. Sharing helpful information with peers and professional communities supports the CALP system as a whole to better serve learners and maximize grant funding.
- Online engagement:** Number and per cent of CALP programs who contribute online.
Why this matters: Online engagement is one indicator of the extent to which CALP staff are connecting to peers and professional communities to learn about promising practices in the delivery of adult foundational learning.
- Integration of new ideas:** Number and per cent of CALP staff/programs who integrate ideas they learn from their peers.
Why this matters: Peers have often experimented with program delivery and other strategies and know, based on their practical experience, what works and what does not in addressing the needs of adult foundational learners. Through online and in-person settings, the CALP PD system facilitates sharing that leads to integration of successful strategies learned from peers.

Outcome 3: CALP staff are leaders and actively shape the CALP PD system.

Indicators of progress include:

Awareness to contribute:

Number and per cent of CALP programs whose staff are aware they have opportunities to provide input into the direction of the CALP PD system.

***Why this matters:** It is important that everybody with a stake in CALP has the opportunity to have a positive impact on the CALP PD system and share what is important to them. A strong and effective PD system must incorporate the feedback of those involved in program delivery.*

Providing input:

Number and per cent of CALP programs whose staff provided input into the direction of the CALP PD system.

***Why this matters:** A collaborative, interactive relationship between government, professional development providers, and CALP staff is the most likely approach to shaping the CALP PD system so that it is responsive to the needs of CALP staff and makes a difference in their work with adult foundational learners.*

For more information on the CALP PD system, visit the PD System tab on the [CALP Portal](#).

Impact of CALP in 2018-19

This section of the report outlines the 2018-19 results, as demonstrated through CALP final report data collected by funded organizations. The data presented reflects information on the CALP system'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)¹, 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; regional data is broken down in appendices.

Outputs

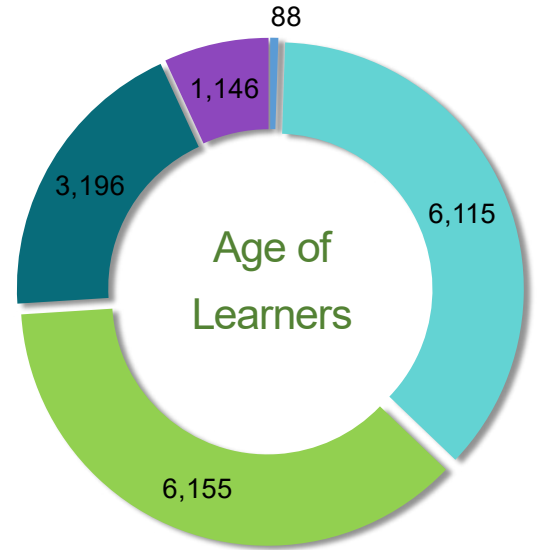
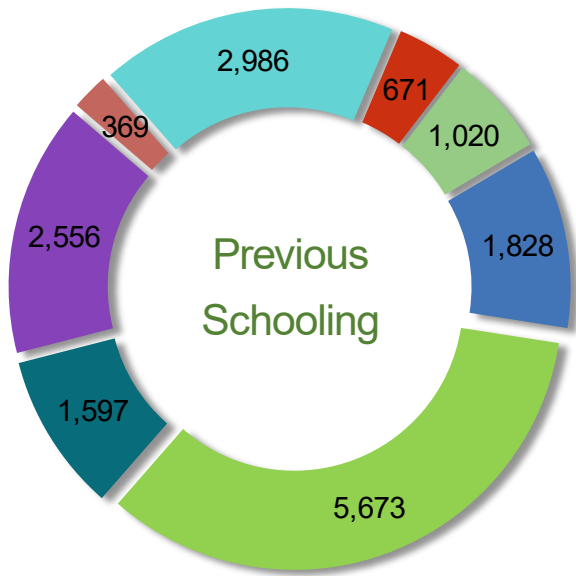
During the 2018-19 granting year, CALP supported approximately 16,700 unique LFL learners through 25,462 enrolments in 944 learning opportunities, dedicating 130,741 instructional hours to literacy and foundational learning programs in Alberta.

¹ In July 2020, the 'foundational life skills' category was renamed and redefined as 'skills for learning.'

Provincial Demographic Data

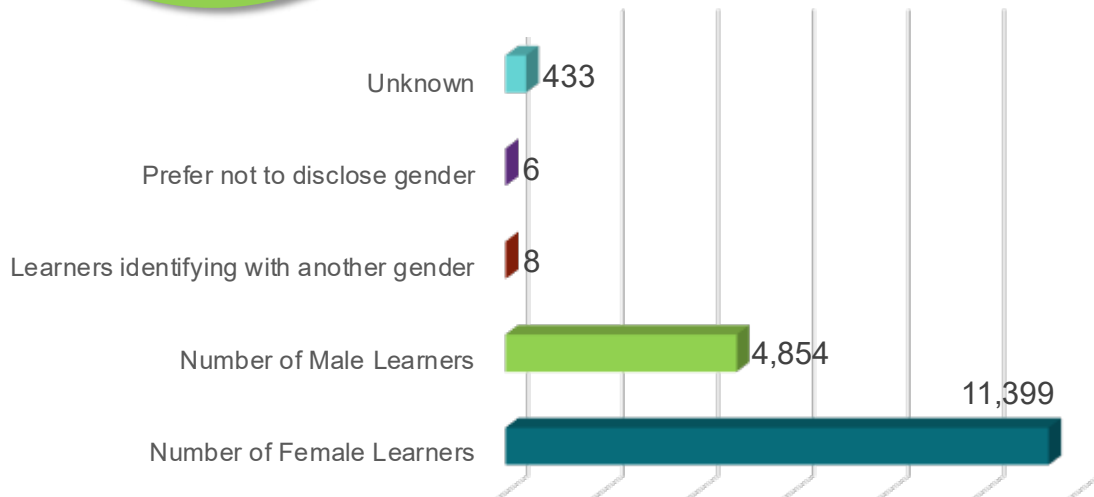
In the 2018–19 granting year, CALP supported 16,700 unique LFL learners. The charts below provide a breakdown of learner demographics.

- No schooling
- Grades 1 – 6
- Grades 7 – 9
- Some high school/ high school graduate
- Some post-secondary
- Post-secondary graduate
- Special education
- Unknown



- 0 – 17
- 18 – 34
- 35 – 54
- 55+
- Unknown

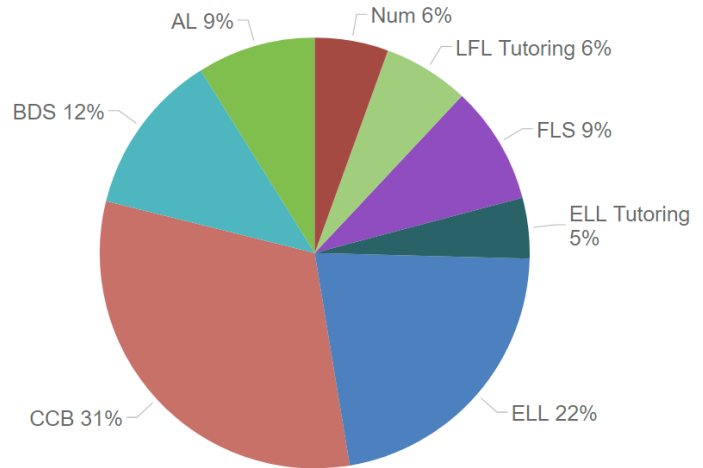
Gender of Learners



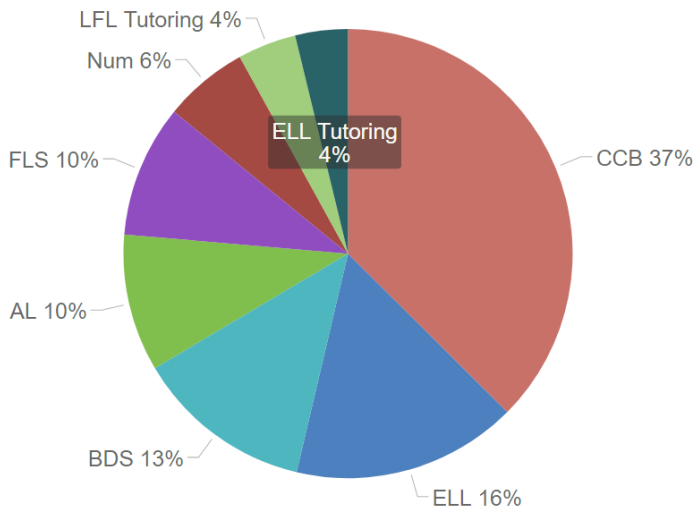
Provincial Programming Data

Across Alberta, CALP supported 37,259 enrolments in 1,482 LFL and CCB learning opportunities, representing 151,740 instructional hours in the 2018-19 granting year. The charts below provide a breakdown of programming by learning category, shown as percentages of total learner enrolments, total number of learning opportunities, and total number of instructional hours.

Percentage of 37,259 Learner Enrolments

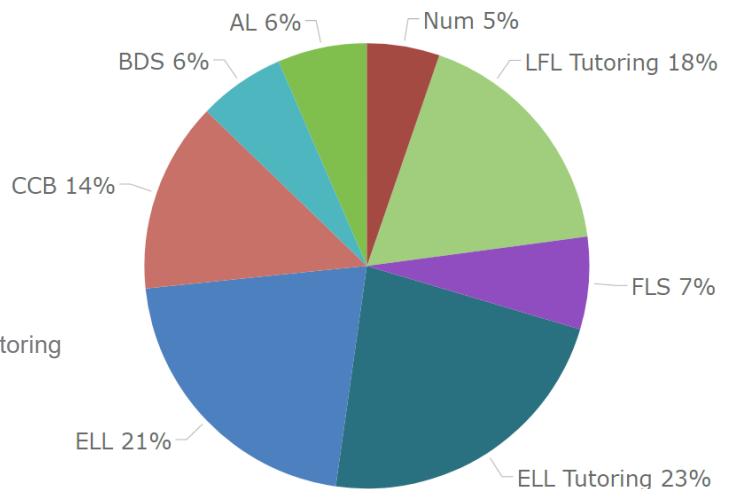


Percentage of 1,482 Learning Opportunities



Percentage of 151,740 Instructional Hours

Adult Literacy - AL
 Numeracy - Num
 Foundational Life Skills - FLS
 English Language Learning - ELL
 English Language Learning Tutoring - ELL Tutoring
 Literacy and Foundational Learning Tutoring - LFL Tutoring
 Basic Digital Skills - BDS
 Community Capacity Building - CCB



Outcomes

Through evaluations, CALP programs are able to demonstrate the positive impact they make to lives of adult foundational learners. To learn more about each outcome, [see page 8](#).

91 per cent of learners demonstrated increased self-confidence as a result of foundational programs.

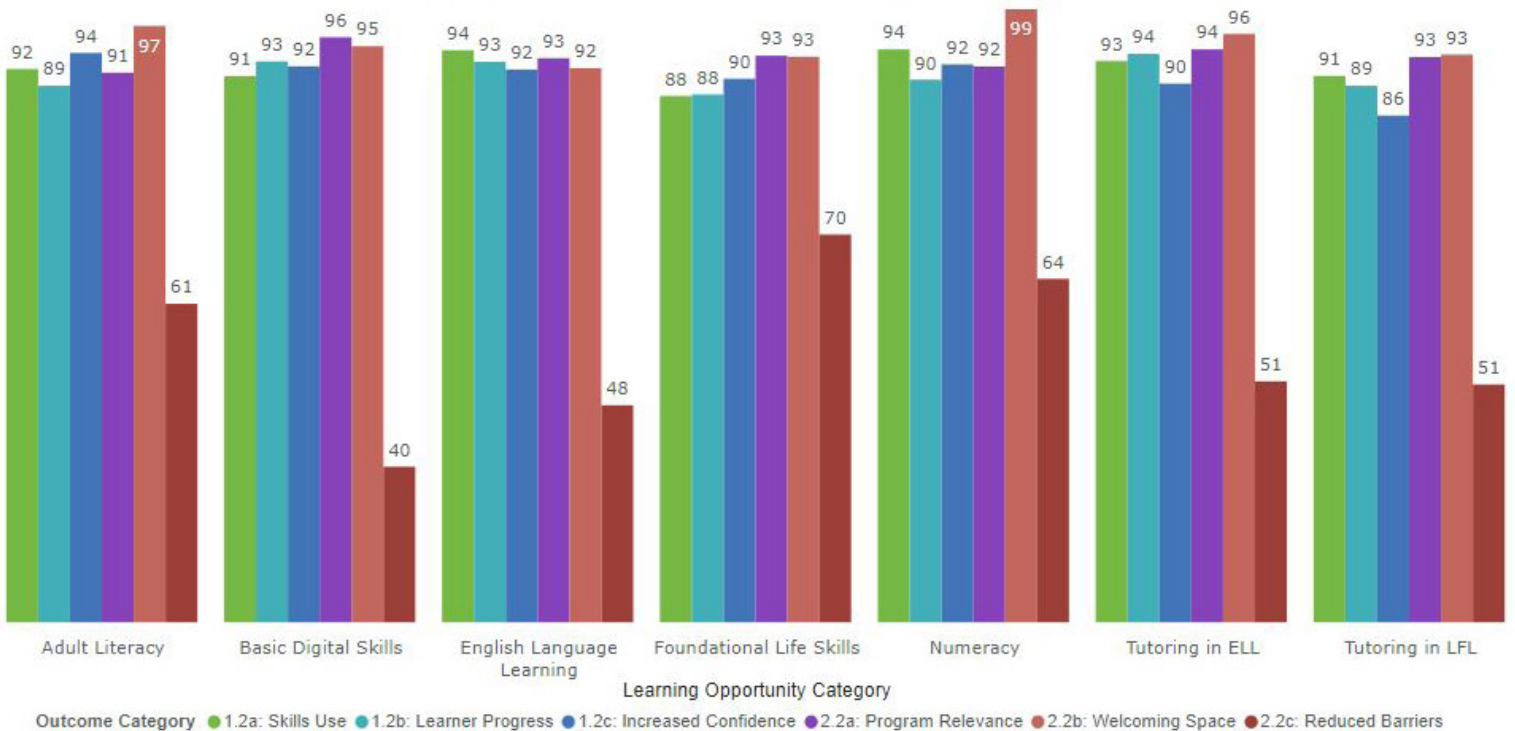
\$4,420,435 in-kind contributions leveraged by CALP-funded organizations.

98,210 volunteer hours contributed to the success of adult literacy and foundational learning.

92 per cent of learners practiced and used skills learned in programs.

55 per cent of learners had a social or economic barrier reduced through the CALP grant, including reduced fees, providing child minding, and/or providing transportation.

The following information is provincial outcomes data by percentage of learners for all literacy and foundational learning (LFL) learning opportunities.



Impact of the CALP PD System

Outputs

During the 2018-19 granting year, the CALP PD system supported approximately:

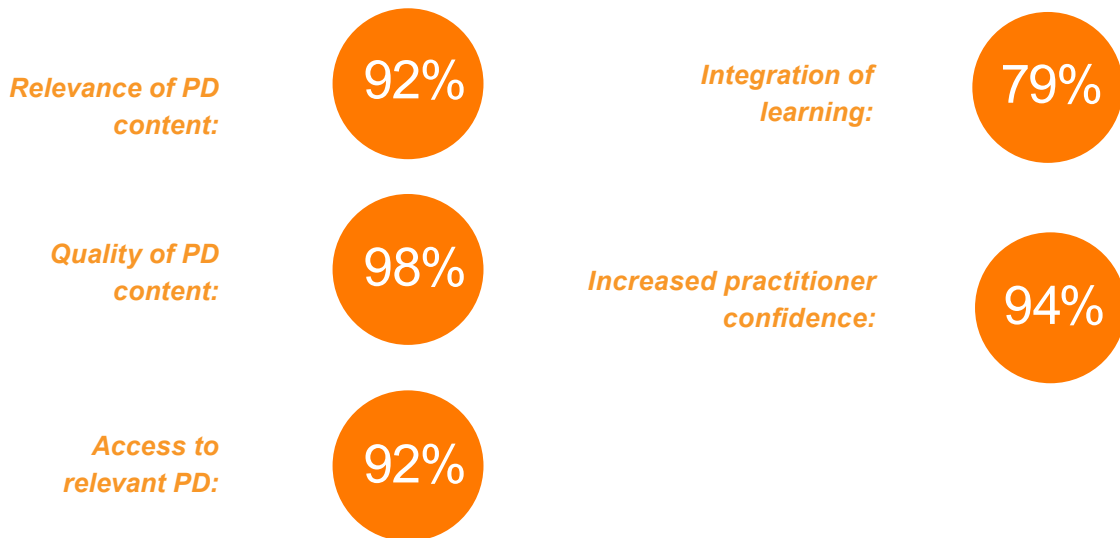


Turn to Appendix 8 on [page 72](#) to learn more about the specific professional development offered, and its impact, in the 2018-19 granting year.

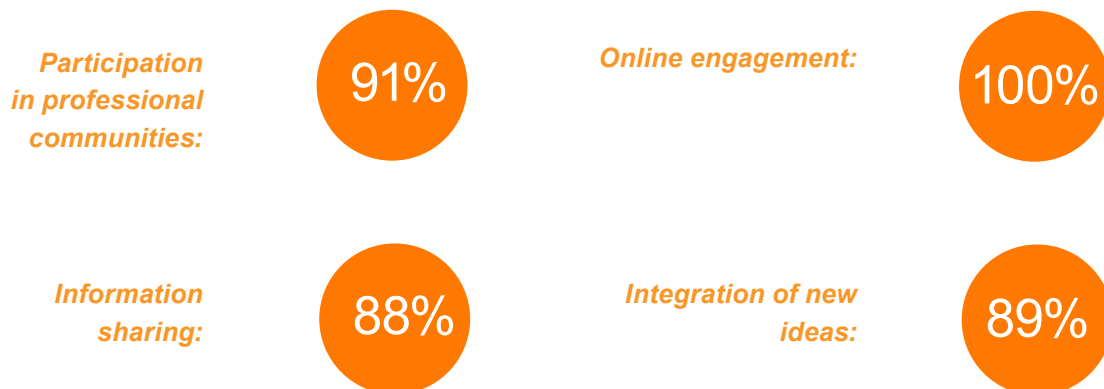
Outcomes

The numbers below show the averaged outcomes across providers and types of professional development opportunities offered throughout the CALP PD system in the 2018-19 granting year. Click each outcome measure for a definition and explanation of why it matters.

Outcome 1: CALP staff acquire knowledge and skills they need from the CALP PD system.



Outcome 2: CALP staff are actively engaged in professional communities.



Outcome 3: CALP staff are leaders and actively shape the CALP PD system.





Central Regional Data

Community-based learning changes lives



Learner Success Story

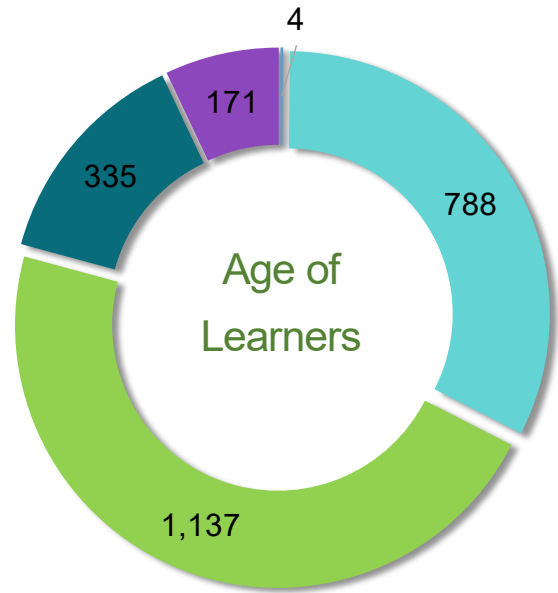
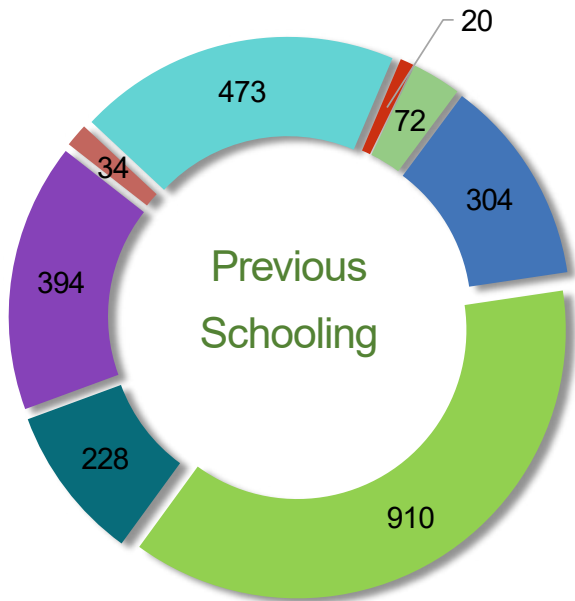
“I had a 49-year-old learner who previously had her learner’s license but never went to get her drivers. She had to retake her learners and failed three times. This learner struggles with anxiety, comprehension, feeling like she’s being pressured, or, on a time limit. Another struggle she has is being out on-reserve with no transportation. Since I was able to teach this course at the reserve, she was able to attend. After the testing was done, the learner came to the learning centre, and gave me the biggest hug in excitement because she passed. I can still remember the big smile on her face.”

- CALP-funded learning provider demonstrates how teaching reading, using materials relevant to the learner’s goals, changed her life.

Central Demographic Data

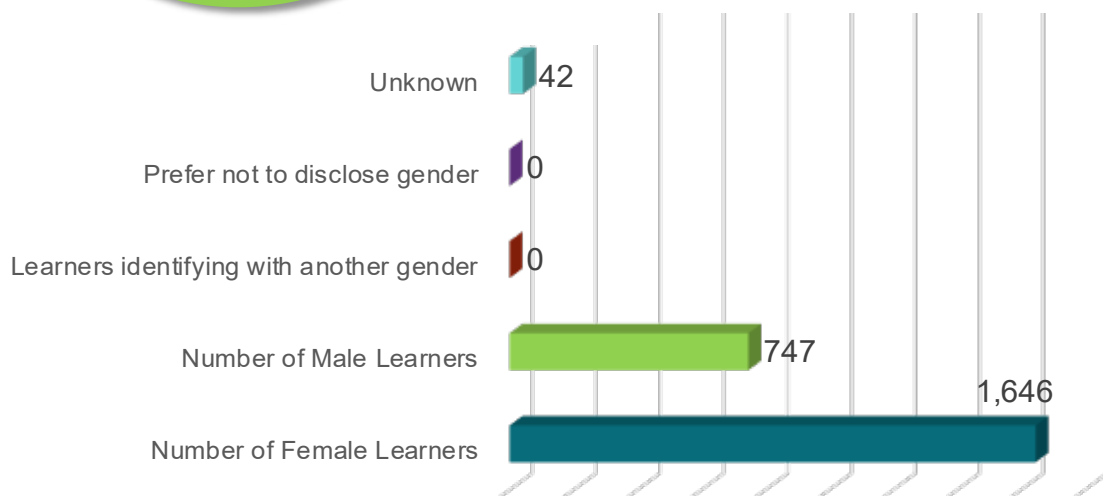
The Central Region supported 2,435 unique LFL learners. The charts below provide a breakdown of learner demographics.

- No schooling
- Grades 1 – 6
- Grades 7 – 9
- Some high school/ high school graduate
- Some post-secondary
- Post-secondary graduate
- Special education
- Unknown



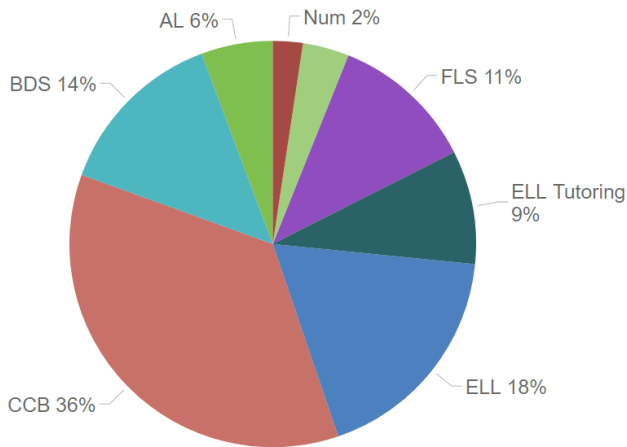
- 0 – 17
- 18 – 34
- 35 – 54
- 55+
- Unknown

Gender of Learners



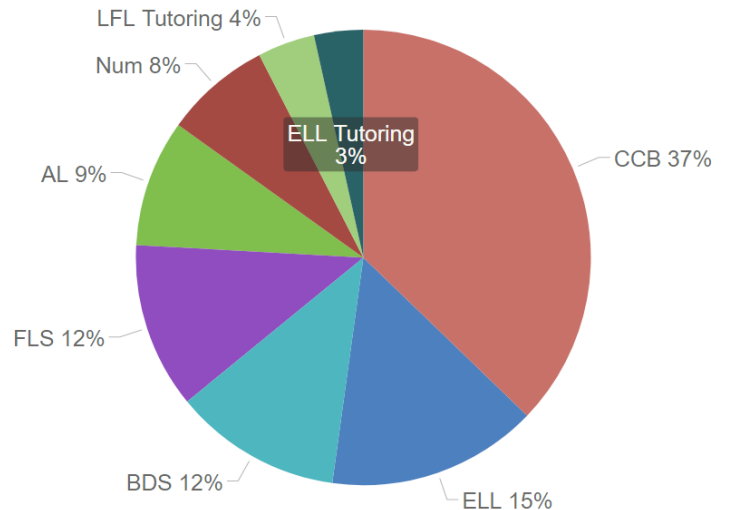
Central Programming Data

The Central Region supported 5,590 enrolments in 304 LFL and CCB learning opportunities, representing 25,340 instructional hours. The charts below provide a breakdown of programming by learning category, shown as percentages of total learner enrolments, total number of learning opportunities, and total number of instructional hours.

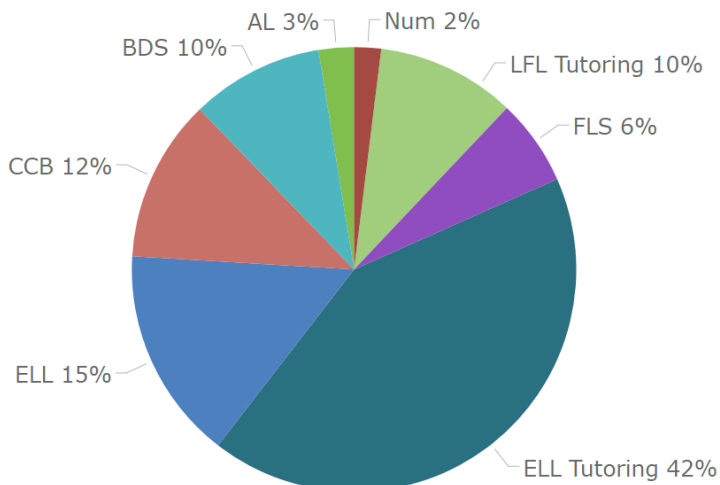


**Percentage of 5,590
Learner Enrolments**

**Percentage of 304
Learning Opportunities**



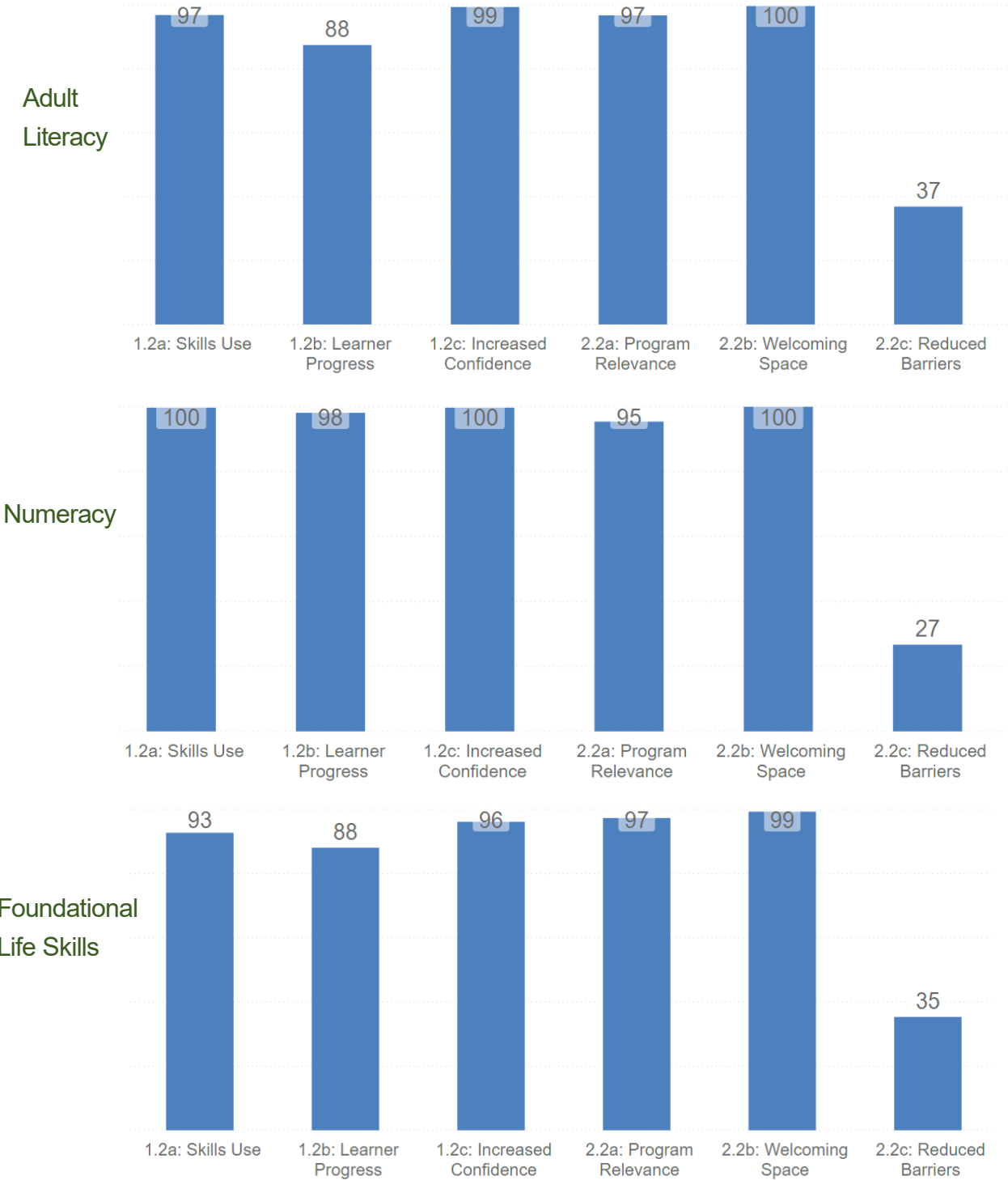
**Percentage of 25,340
Instructional Hours**



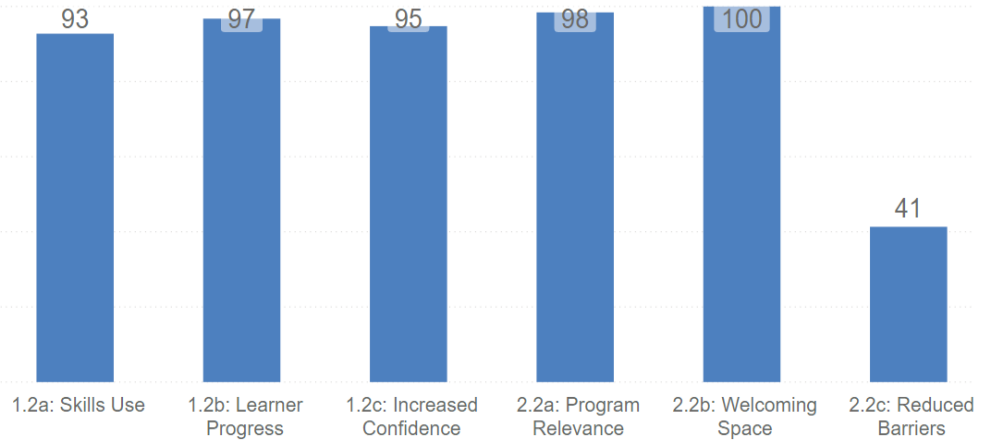
For a full legend, see page 26.

Central Outcomes Data

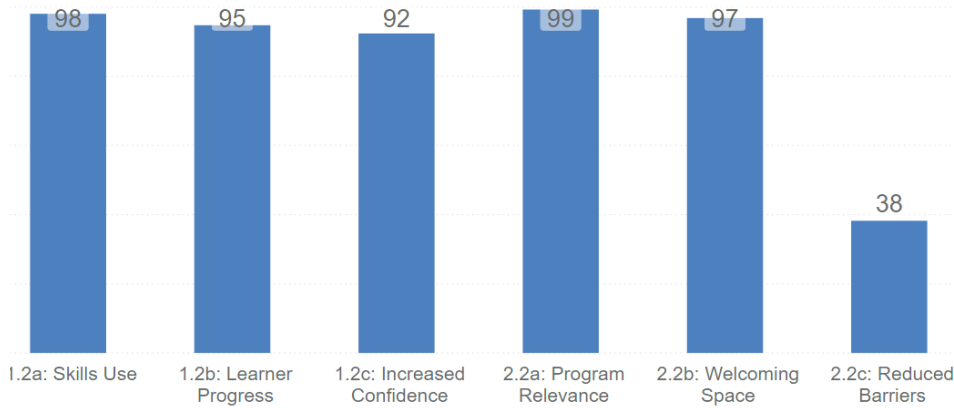
Through evaluations, CALP-funded learning providers are able to demonstrate the positive impact CALP programming makes in the lives of adult foundational learners. The following information shows the percentage of LFL learners who positively rated each outcome in each of the learning categories. To learn more about the outcomes, including why they are important, [see page 8](#).



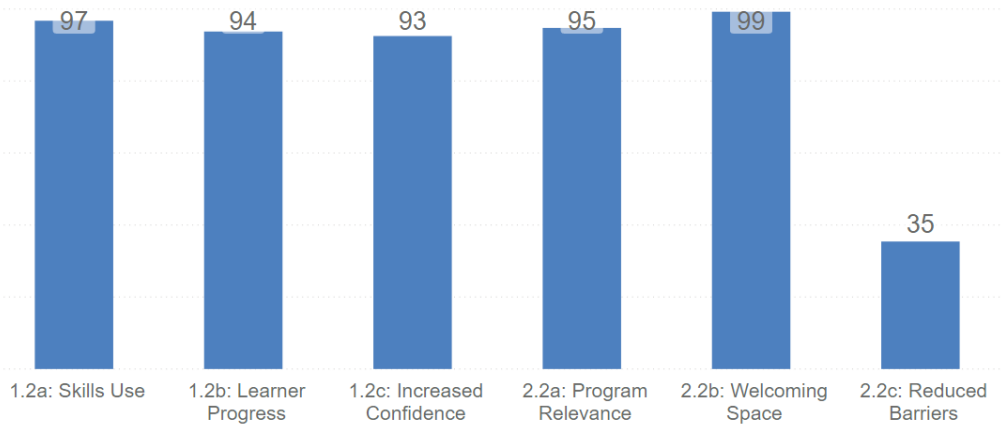
Tutoring in Literacy and Foundational Learning



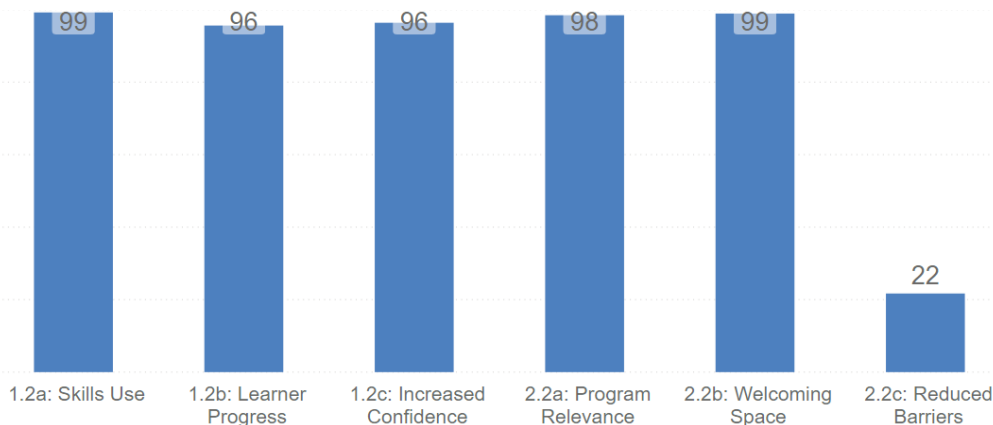
Tutoring in English Language Learning



English Language Learning



Basic Digital Skills



East-Central Regional Data

Community-based learning changes lives



Learner Success Story

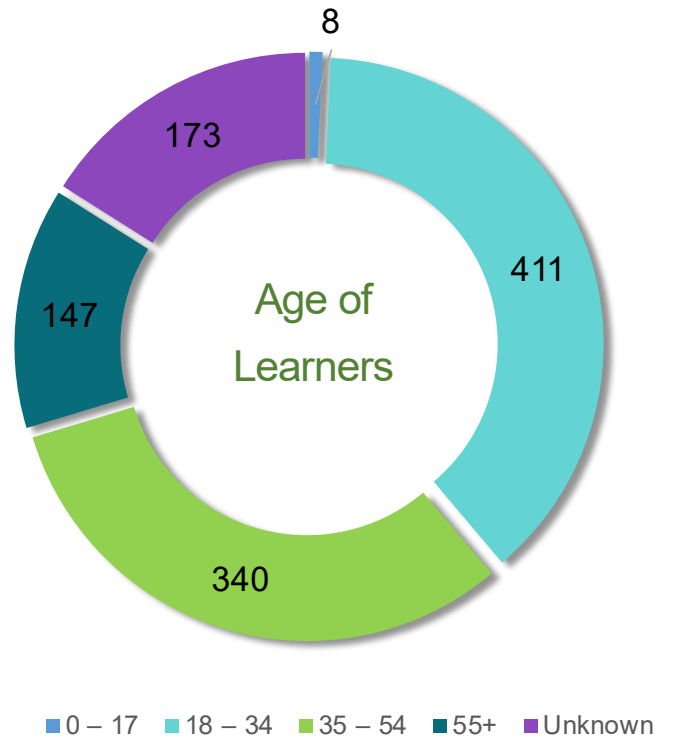
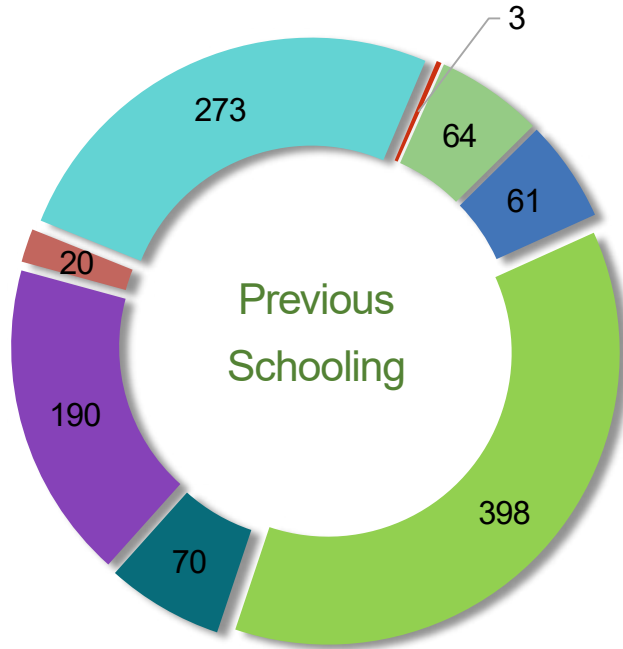
An important component of adult foundational learning is numeracy. Numeracy skills are essential for higher learning, many career goals, and, most importantly, daily living. A CALP-funded learning provider in the East-Central Region helped a father develop foundational numeracy skills while increasing his knowledge and confidence in the kitchen. The organization used a strength-based approach, empowering the learner to apply strategies he already used in carpentry to gain confidence in the foundations of numeracy. As the organization used recipes/cooking in instructions, the learning opportunity not only helped the single father develop numeracy skills, but also taught him how to apply those skills to daily life in the form of budgeting, meal planning, and shopping for his family. The learner was so eager to participate he even FaceTimed on an occasion he couldn't be there in-person.

Success stories like this show the difference the CALP system makes in everyday life.

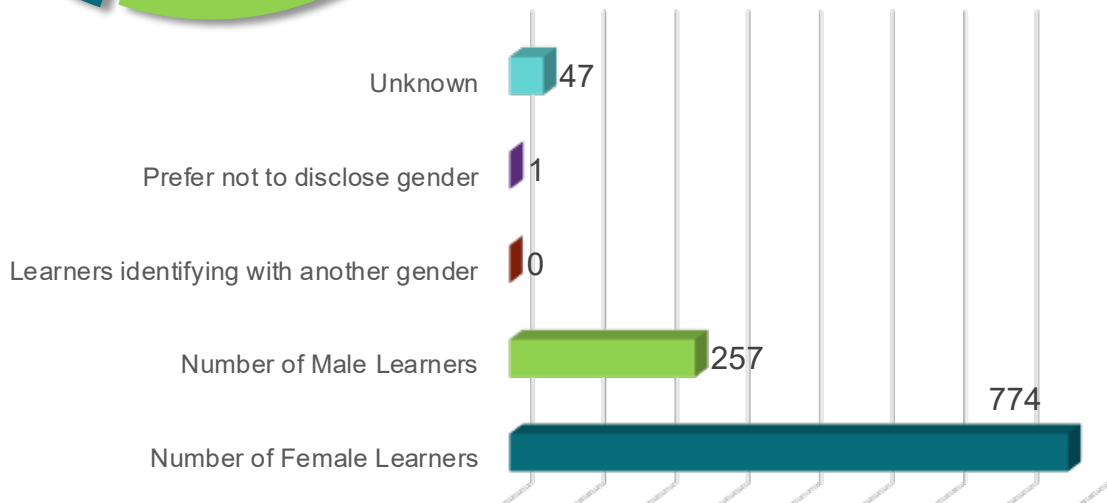
East-Central Demographic Data

The East-Central Region supported 1,079 unique LFL learners. The charts below provide a breakdown of learner demographics.

- No schooling
- Grades 1 – 6
- Grades 7 – 9
- Some high school/ high school graduate
- Some post-secondary
- Post-secondary graduate
- Special education
- Unknown

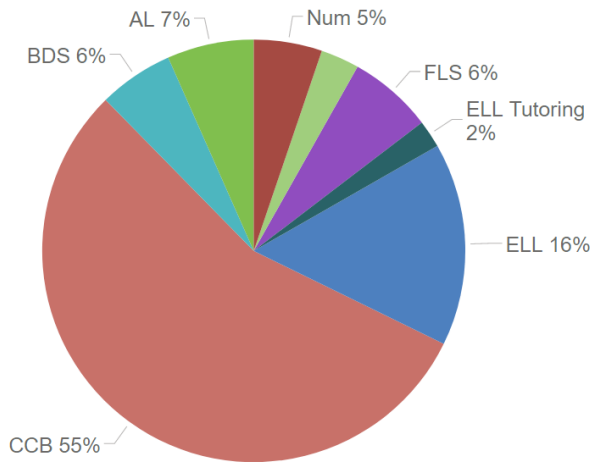


Gender of Learners



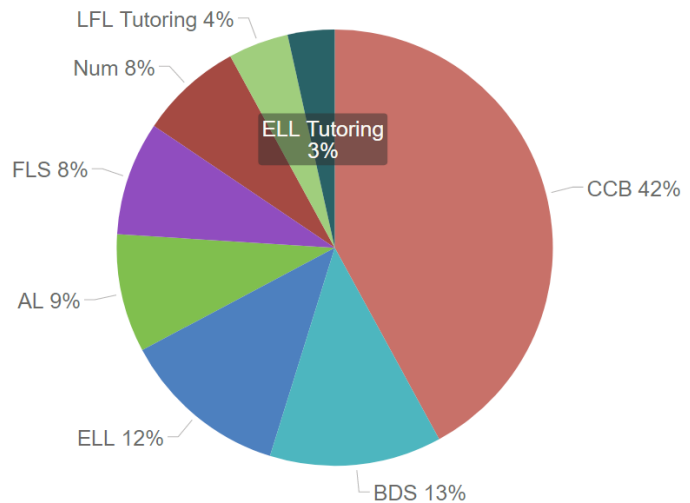
East-Central Programming Data

The East-Central Region supported 3,969 enrolments in 244 LFL and CCB learning opportunities, representing 14,522 instructional hours. The charts below provide a breakdown of programming by learning category, shown as percentages of total learner enrolments, total number of learning opportunities, and total number of instructional hours.

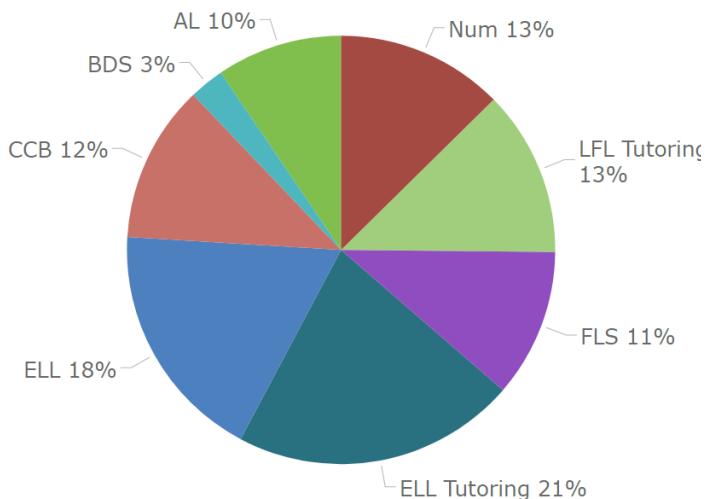


**Percentage of 3,969
Learner Enrolments**

**Percentage of 244
Learning Opportunities**



**Percentage of 14,522
Instructional Hours**



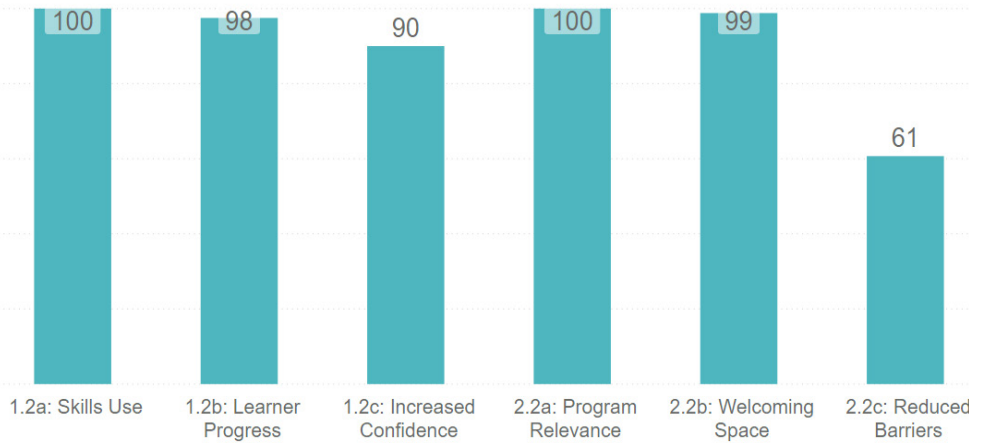
For a full legend, see page 26.

East-Central Outcomes Data

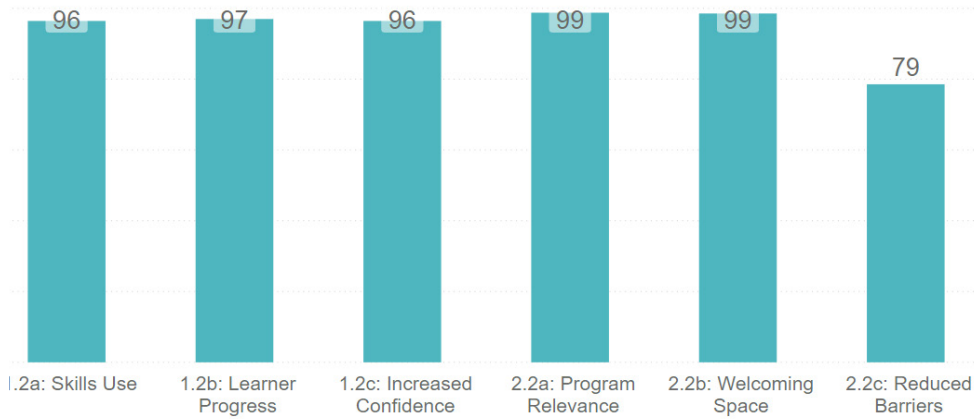
Through evaluations, CALP-funded learning providers are able to demonstrate the positive impact CALP programming makes in the lives of adult foundational learners. The following information shows the percentage of LFL learners who positively rated each outcome in each of the learning categories. To learn more about the outcomes, including why they are important, [see page 8](#).



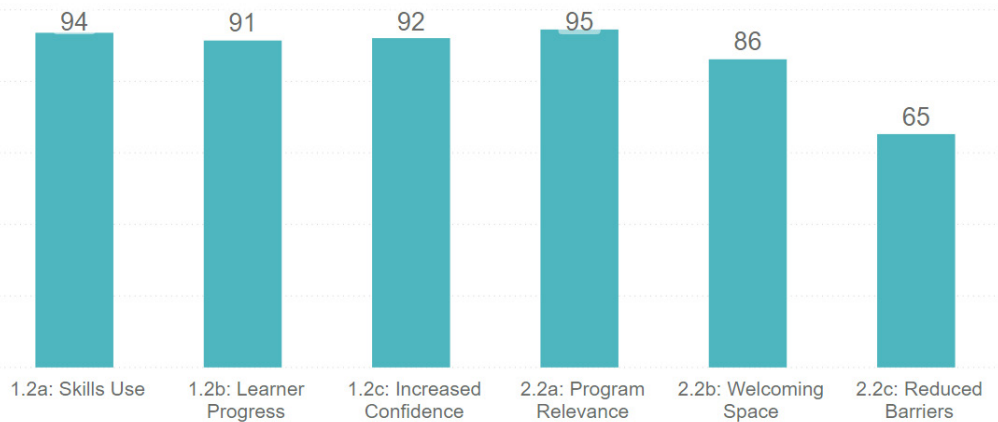
Tutoring in Literacy and Foundational Learning



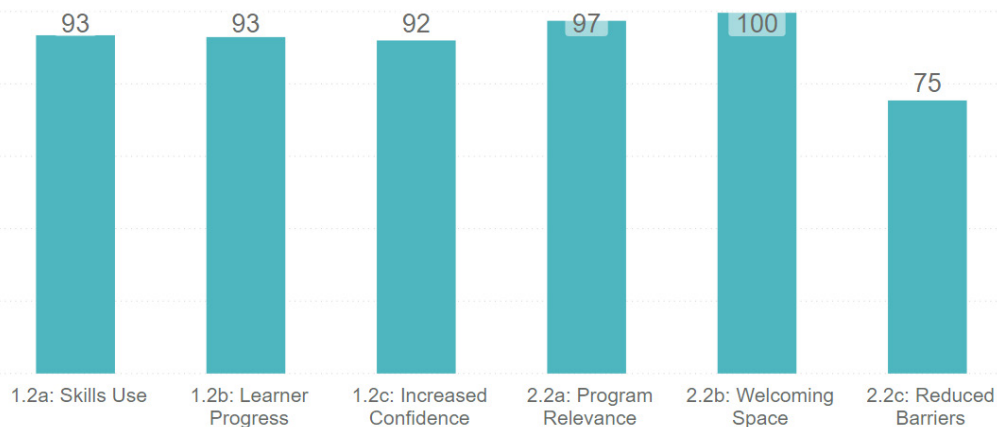
Tutoring in English Language Learning



English Language Learning



Basic Digital Skills



North Regional Data

Community-based learning changes lives





Learner Success Story

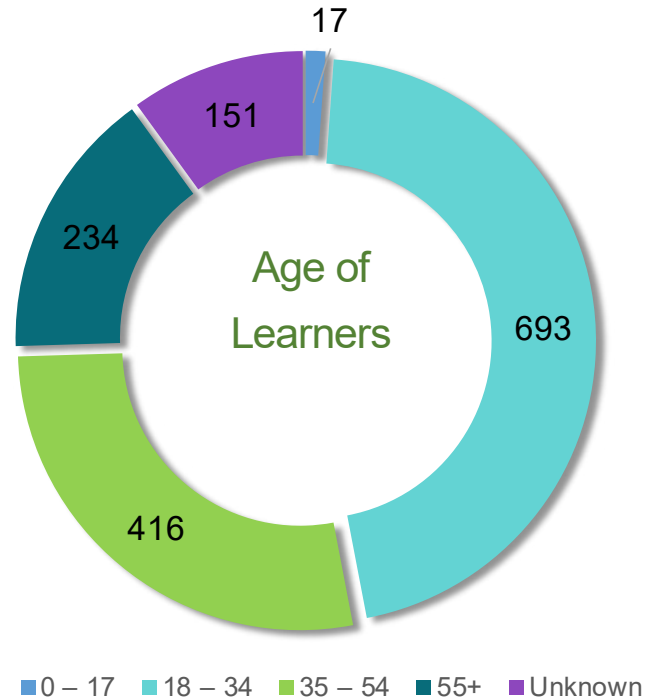
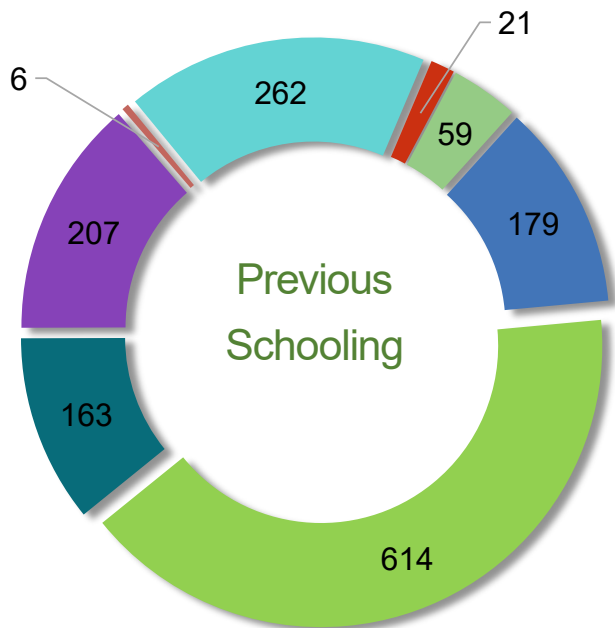
While creating warm and welcoming spaces in communities across the province, CALP-funded learning providers assist Albertans to reach their goals, which often means getting them job-ready. In one example, an Albertan in the North Region was hoping to make a career change into commercial driving; however, this individual struggled with dyslexia, making the test for a Class 1 Driver's License seem like an insurmountable hurdle. During the 2018-19 granting year, a CALP-funded learning provider began working with this Albertan to develop reading and test-taking strategies specifically for learners with dyslexia.

This individual not only passed their Class 5 Driver's License, but also went on to receive their Class 1 commercial driver's license. They returned to the learning provider to share, in-person, the good news and to get help updating their resume.

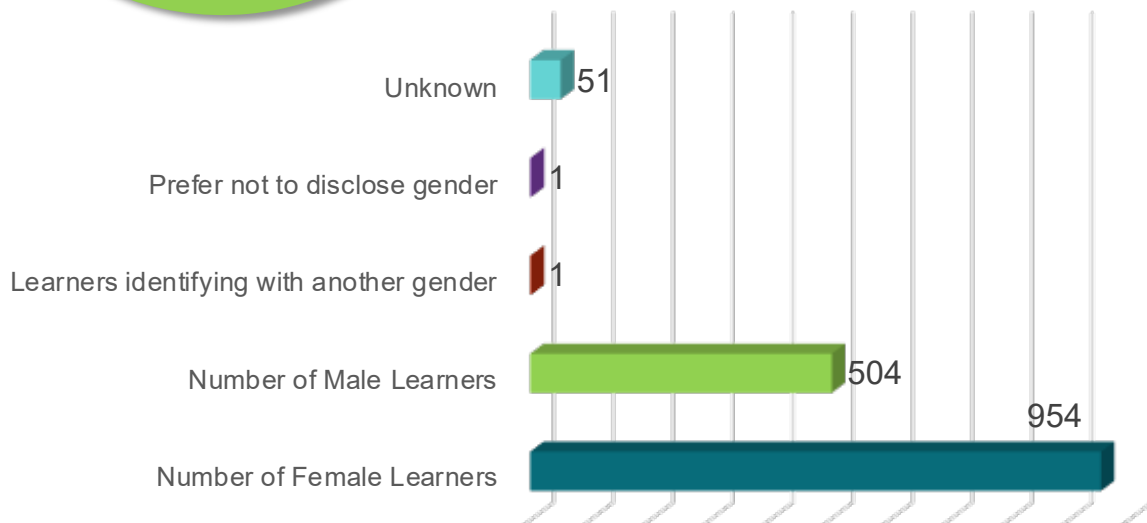
North Demographic Data

The North Region supported 1,511 unique LFL learners. The charts below provide a breakdown of learner demographics.

- No schooling
- Grades 1 – 6
- Grades 7 – 9
- Some high school/ high school graduate
- Some post-secondary
- Post-secondary graduate
- Special education
- Unknown

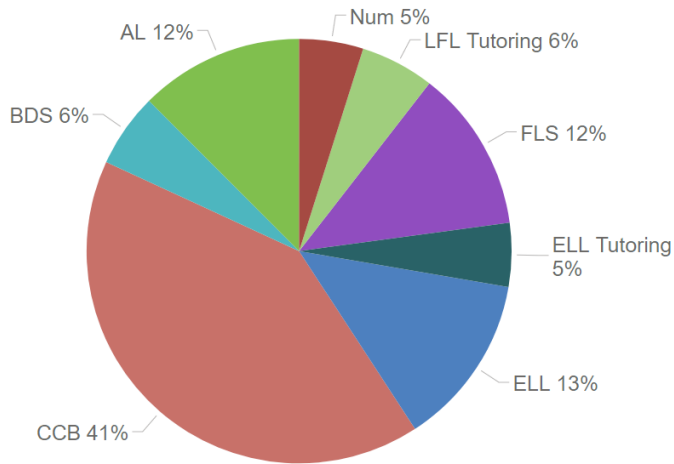


Gender of Learners



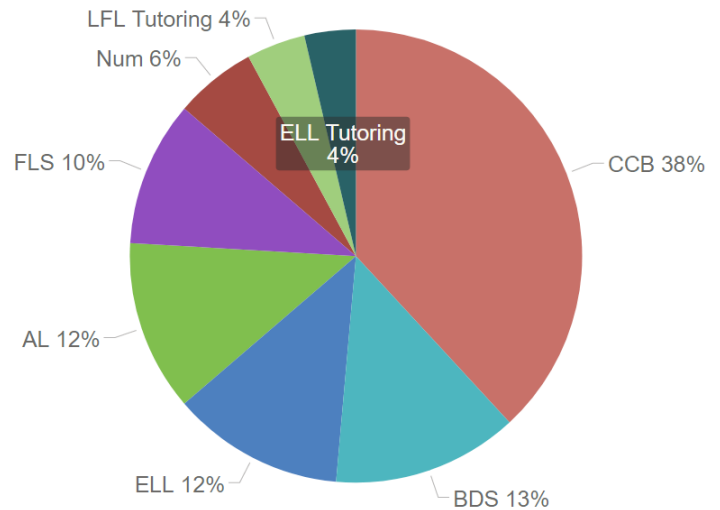
North Programming Data

The North Region supported 3,999 enrolments in 294 LFL and CCB learning opportunities, representing 16,888 instructional hours. The charts below provide a breakdown of programming by learning category, shown as percentages of total learner enrolments, total number of learning opportunities, and total number of instructional hours.

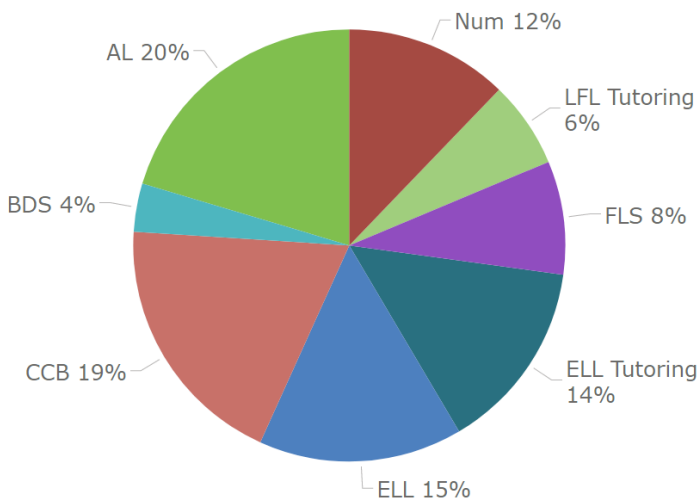


**Percentage of 3,999
Learner Enrolments**

**Percentage of 294
Learning Opportunities**



**Percentage of 16,888
Instructional Hours**



For a full legend, see page 26.

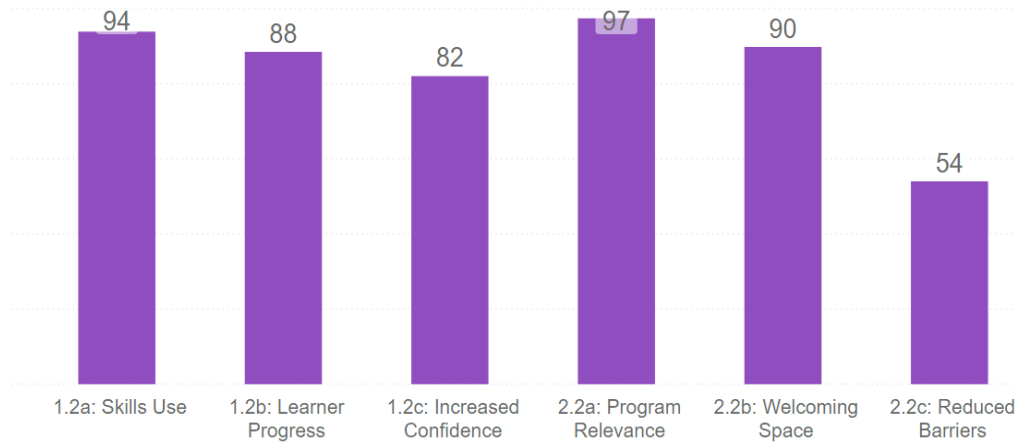


North Outcomes Data

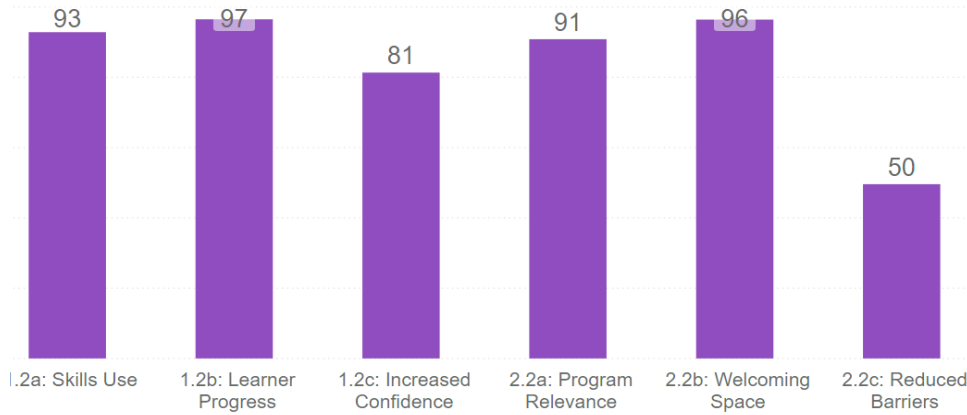
Through evaluations, CALP-funded learning providers are able to demonstrate the positive impact CALP programming makes in the lives of adult foundational learners. The following information shows the percentage of LFL learners who positively rated each outcome in each of the learning categories. To learn more about the outcomes, including why they are important, [see page 8](#).



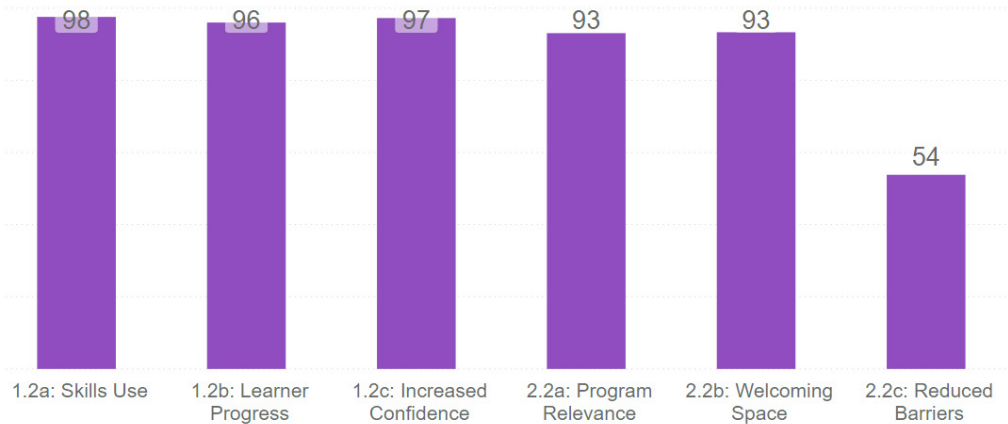
Tutoring in Literacy and Foundational Learning



Tutoring in English Language Learning



English Language Learning



Basic Digital Skills





South Regional Data

Community-based learning changes lives



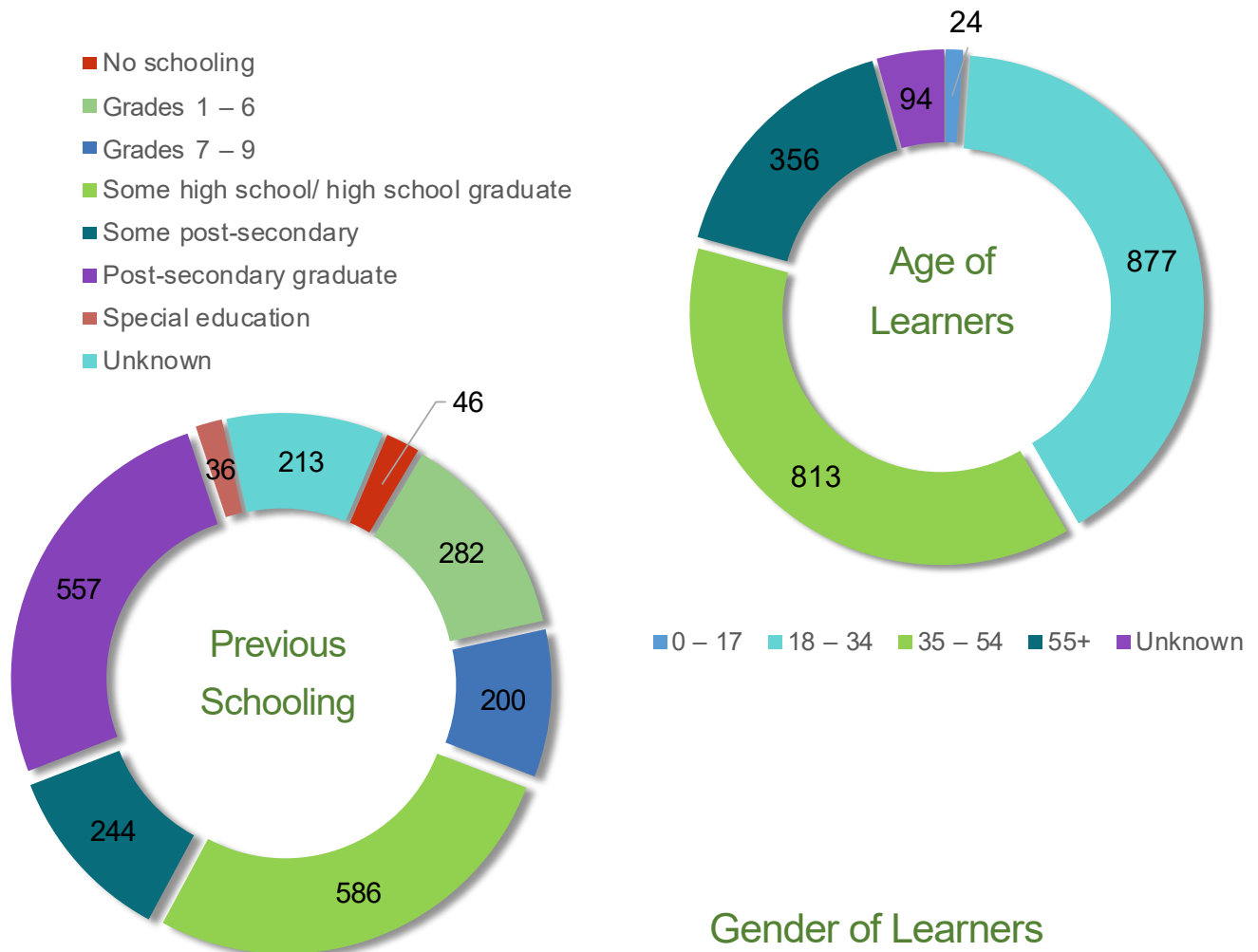
Learner Success Story

The CALP system is essential to many newcomers' journey of gaining skills that allow them to enter the workforce, pursue further learning, or participate fully in society. One such newcomer began her life in Canada without the benefit of any prior formal education. Furthermore, when she arrived in Canada, she had minimal access to support. In the 2018-19 granting year, she entered a local CALP-funded organization in the South Region to get help with an overwhelming challenge, pass a required electronic exam on work safety to keep her position.

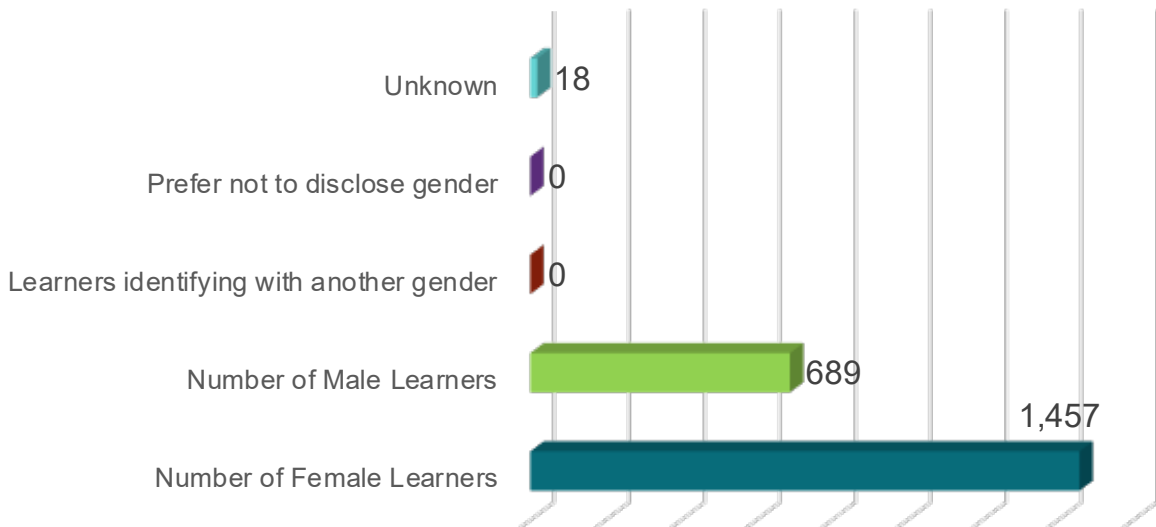
In response, the organization matched her with a volunteer tutor and invited her to attend a foundational English language learning class so she could build literacy and digital skills. After a lot of time and hard work, the learner passed the required exam, allowing her to keep her job. She continued her classes, increasing her confidence in communications at work and in everyday life. In addition, she also enjoyed the community that the classes provided her. Through diligent work, the learner was able to meet her goals and increase her social and economic outcomes.

South Demographic Data

The South Region supported 2,164 unique LFL learners. The charts below provide a breakdown of learner demographics.

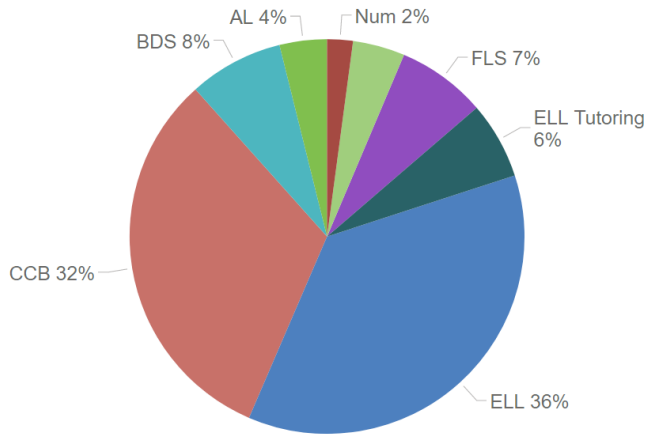


Gender of Learners



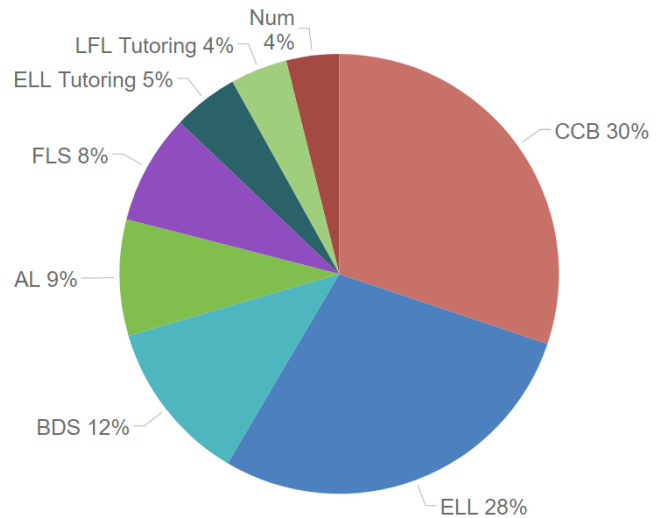
South Programming Data

The South Region supported 3,843 enrolments in 255 LFL and CCB learning opportunities, representing 21,301 instructional hours. The charts below provide a breakdown of programming by learning category, shown as percentages of total learner enrolments, total number of learning opportunities, and total number of instructional hours.

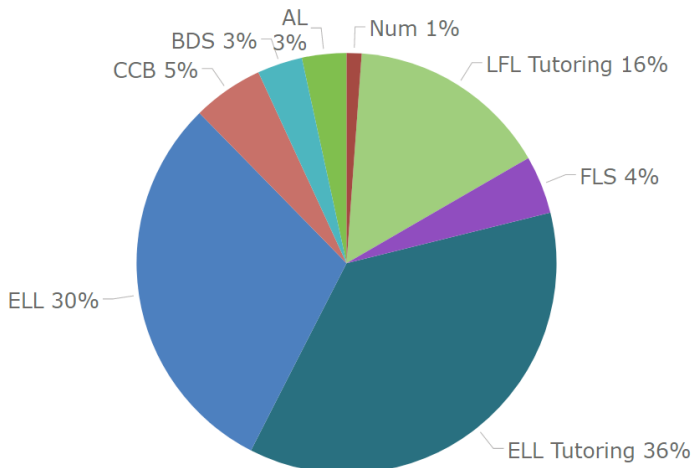


**Percentage of 3,843
Learner Enrolments**

**Percentage of 255
Learning Opportunities**



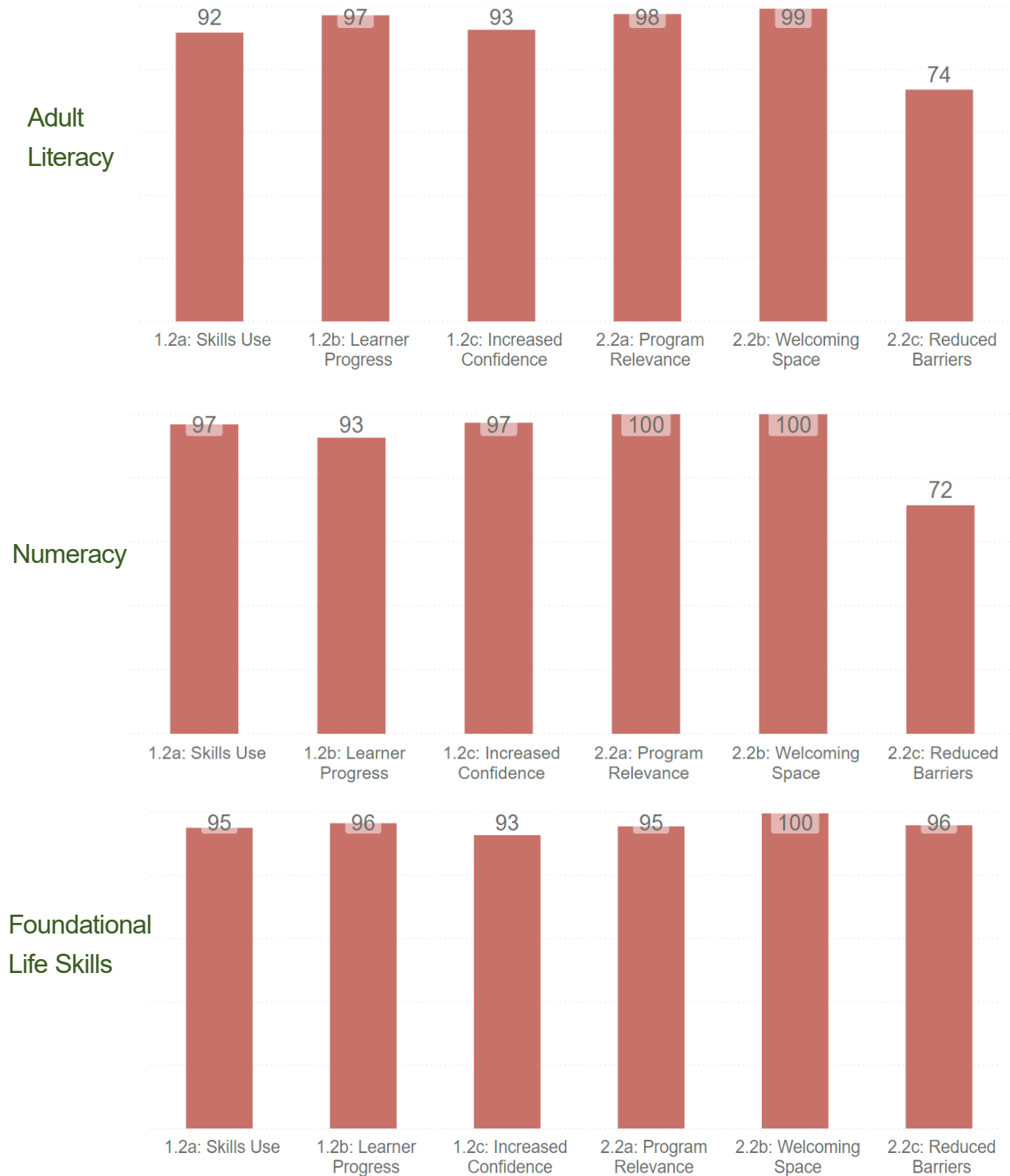
**Percentage of 21,301
Instructional Hours**



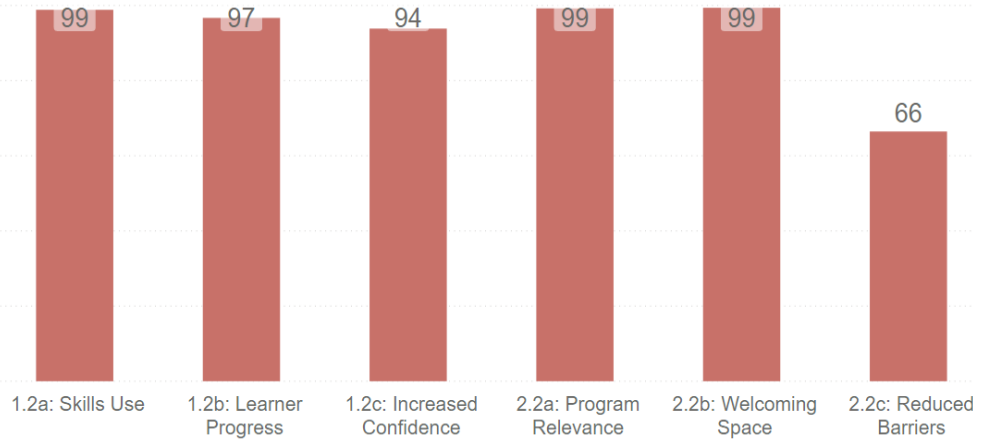
For a full legend, see page 26.

South Outcomes Data

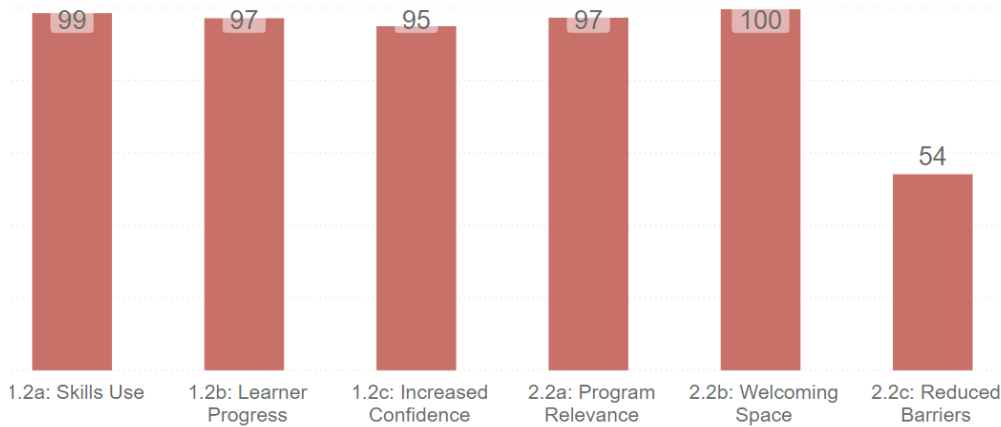
Through evaluations, CALP-funded learning providers are able to demonstrate the positive impact CALP programming makes in the lives of adult foundational learners. The following information shows the percentage of LFL learners who positively rated each outcome in each of the learning categories. To learn more about the outcomes, including why they are important, [see page 8](#).



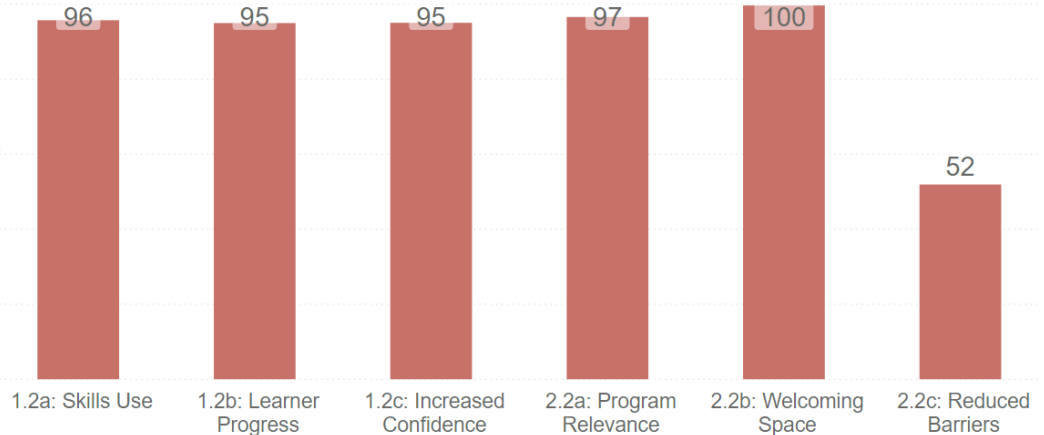
Tutoring in Literacy and Foundational Learning



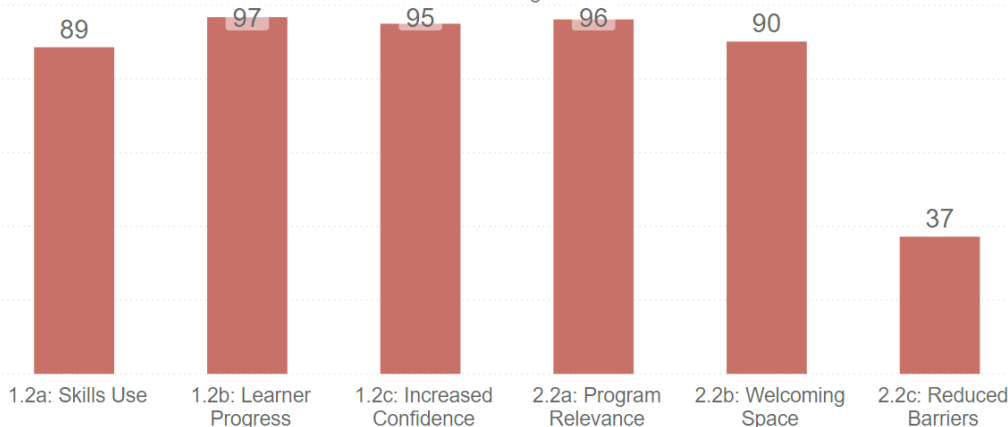
Tutoring in English Language Learning



English Language Learning



Basic Digital Skills



Calgary Data

Community-based learning changes lives





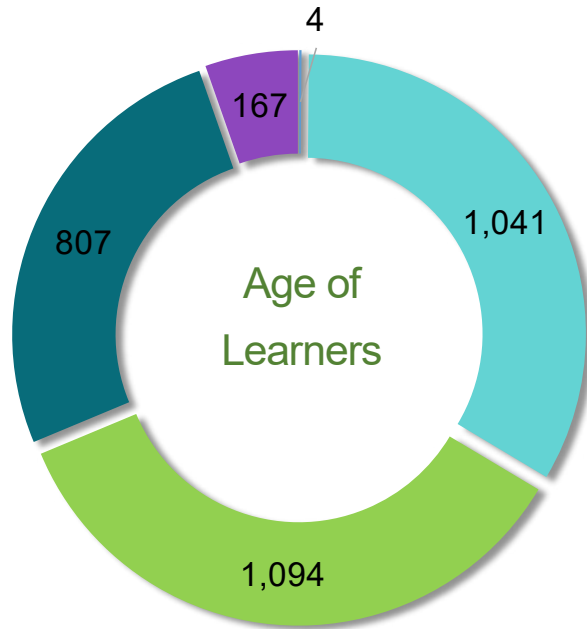
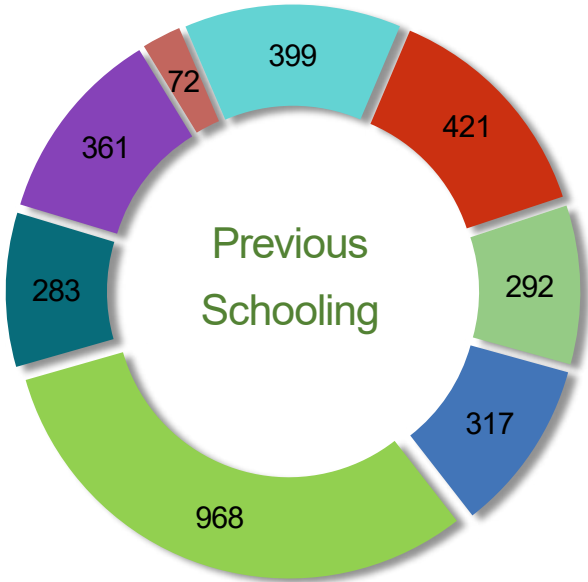
Supporting Learner Success

Over the 2018-19 granting year, Calgary CALP-funded learning providers helped their students make great strides towards their goals. In fact, 91 per cent of learners in Calgary achieved, or made progress towards, their learning objectives. In addition, learning providers also set up learners for future success. When learning opportunities are relevant to learners' daily lives, learners are more likely to continue their learning journey. 90 per cent of learners who participated in CALP-funded programming in Calgary in the 2018-19 granting year reported feeling programs were relevant to them, indicating that there will be positive long-term impacts of CALP-funded learning opportunities.

Calgary Demographic Data

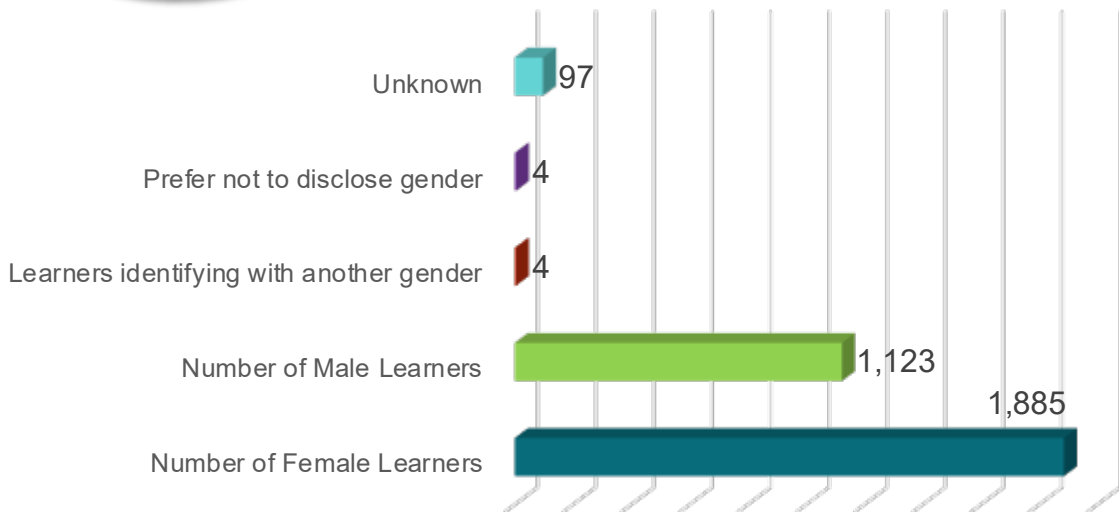
Calgary supported 3,113 unique LFL learners. The charts below provide a breakdown of learner demographics.

- No schooling
- Grades 1 – 6
- Grades 7 – 9
- Some high school/ high school graduate
- Some post-secondary
- Post-secondary graduate
- Special education
- Unknown



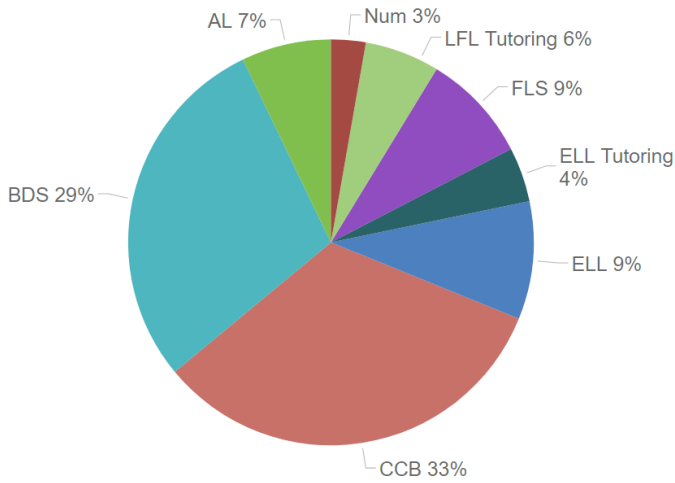
- 0 – 17
- 18 – 34
- 35 – 54
- 55+
- Unknown

Gender of Learners



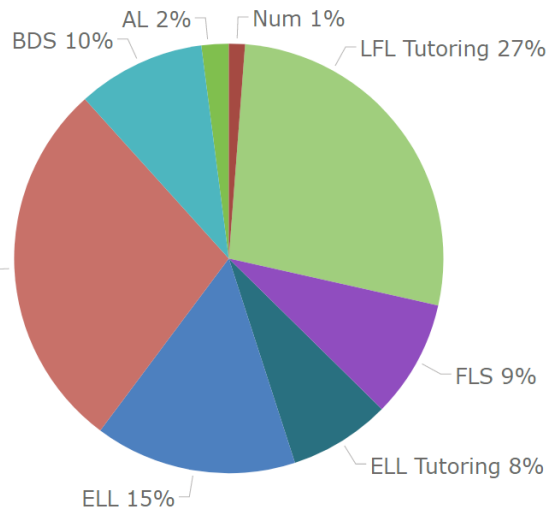
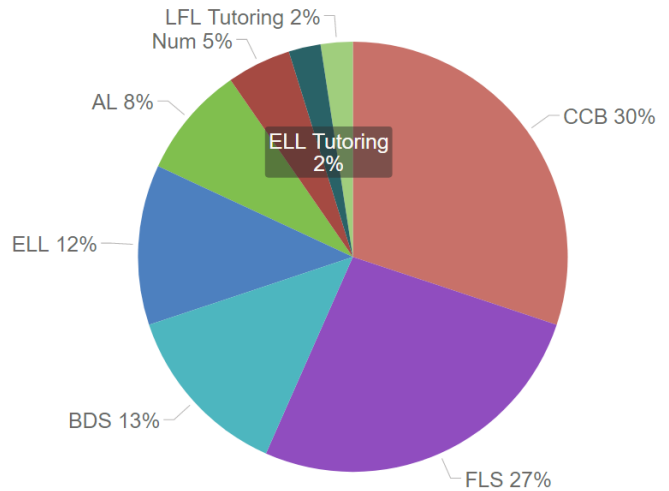
Calgary Programming Data

Calgary supported 16,888 enrolments in 44 LFL and CCB learning opportunities, representing 30,486 instructional hours. The charts below provide a breakdown of programming by learning category, shown as percentages of total learner enrolments, total number of learning opportunities, and total number of instructional hours.



Percentage of 16,888 Learner Enrolments

Percentage of 44 Learning Opportunities

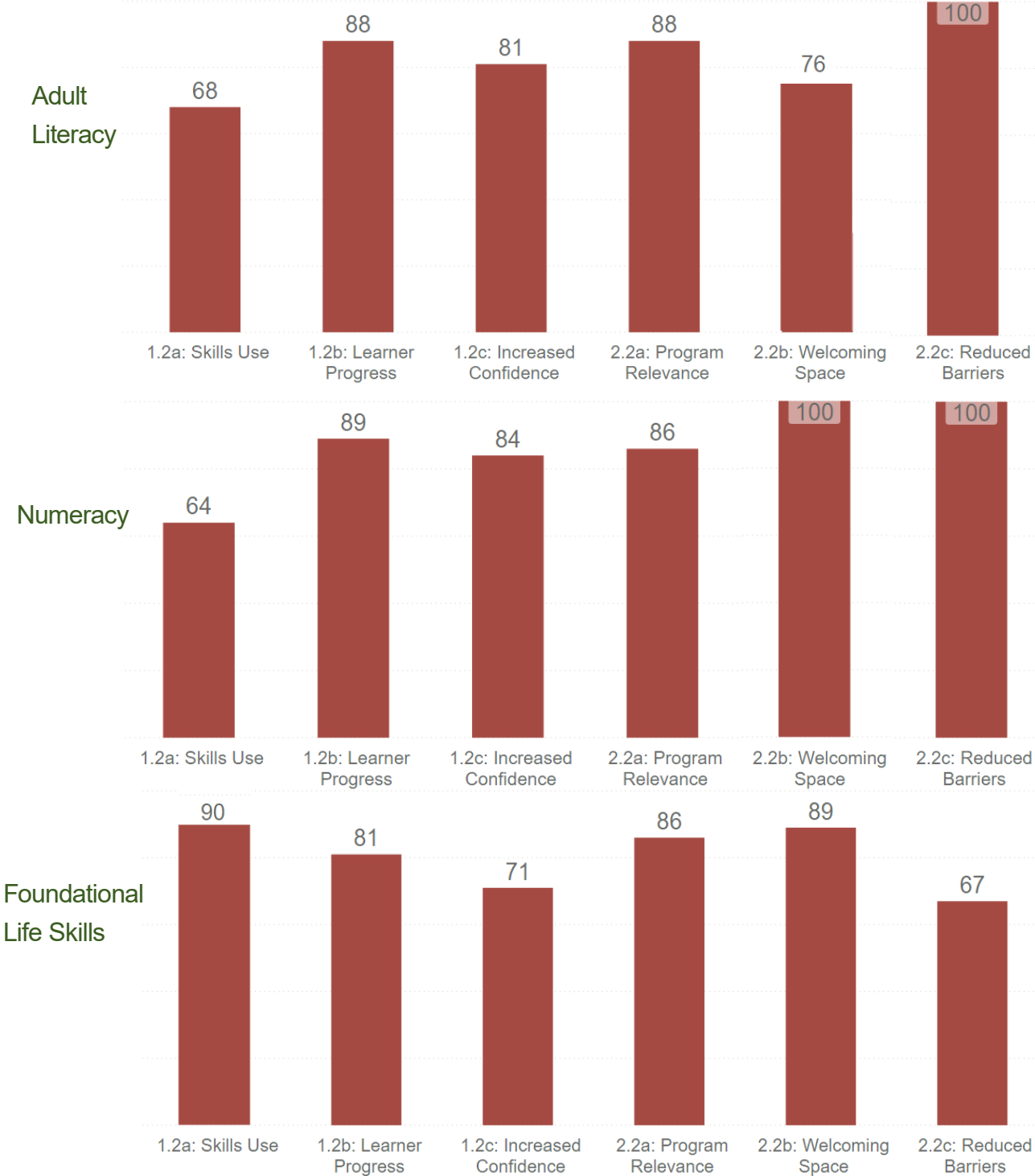


Percentage of 30,486 Instructional Hours

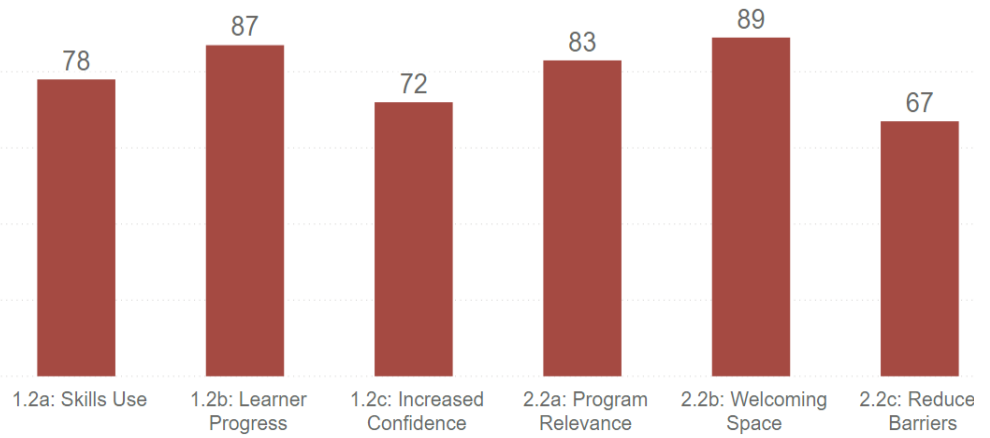
For a full legend, see page 26.

Calgary Outcomes Data

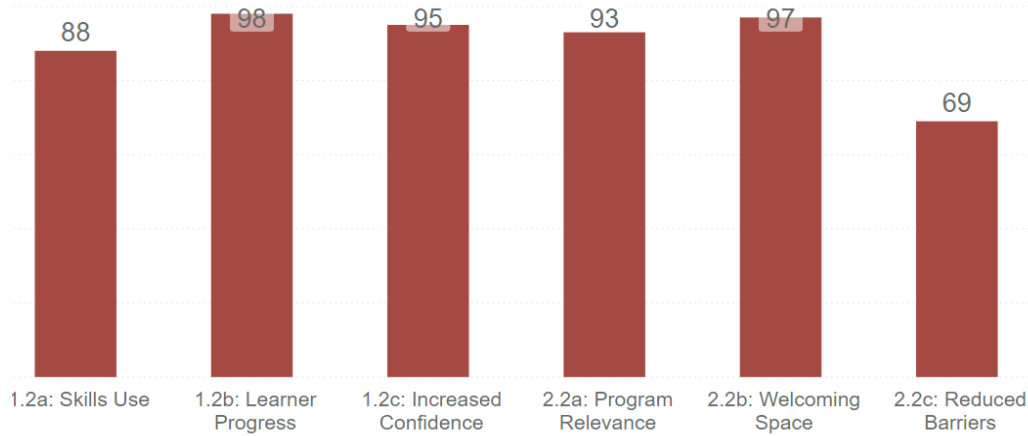
Through evaluations, CALP-funded learning providers are able to demonstrate the positive impact CALP programming makes in the lives of adult foundational learners. The following information shows the percentage of LFL learners who positively rated each outcome in each of the learning categories. To learn more about the outcomes, including why they are important, [see page 8](#).



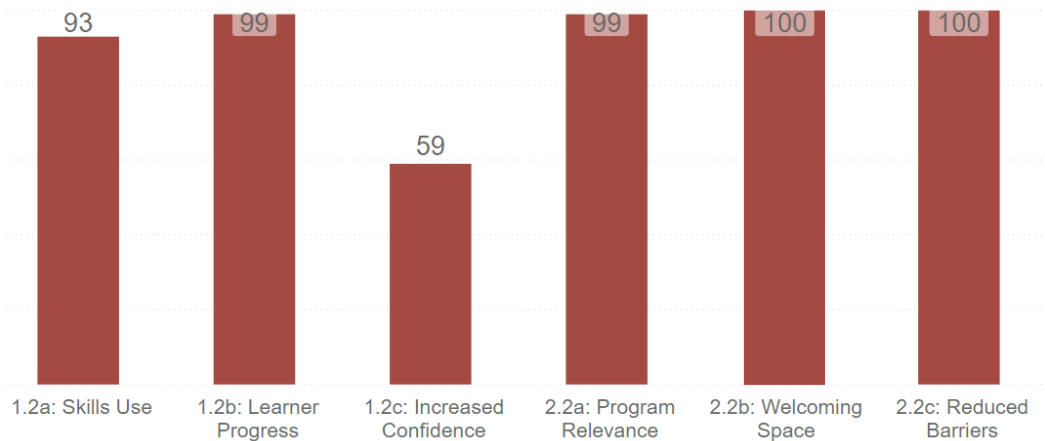
Tutoring in Literacy and Foundational Learning



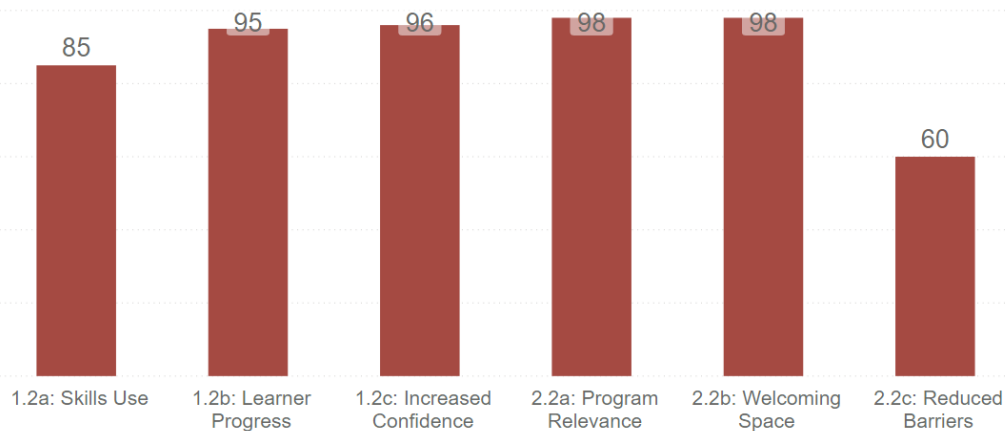
Tutoring in English Language Learning



English Language Learning



Basic Digital Skills



West-Central Regional Data

Community-based learning changes lives





Learner Success Story

“A young woman called our office due to a referral. Shortly after arriving in our community, she called us for a consultation. She had recently fled from a difficult situation, didn’t have a job or money for an apartment, hadn’t completed high school, and was very anxious; but, she was determined to improve her life. She completed her assessment and enrolled into an essential skills program to start her journey. Immediately, we noticed her positive and cheerful attitude towards learning.

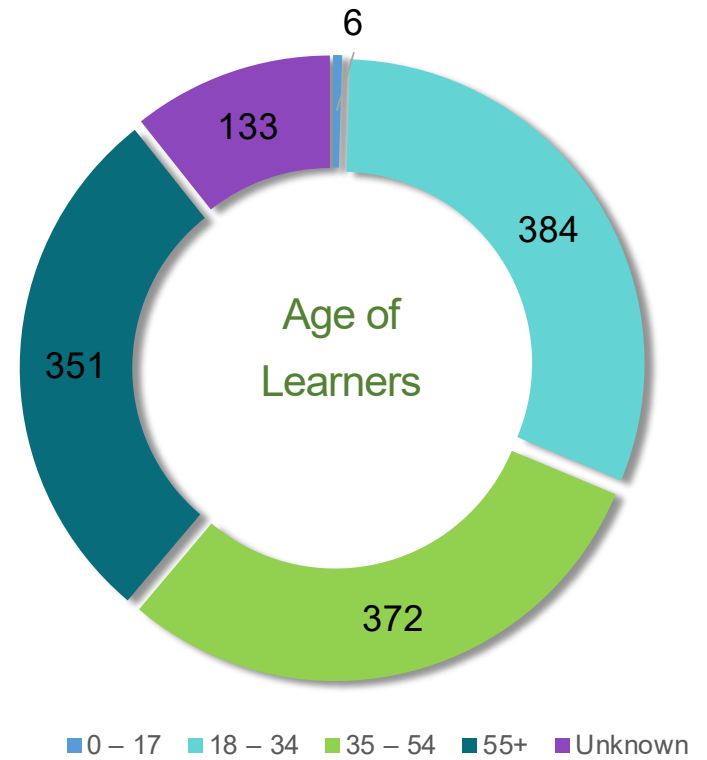
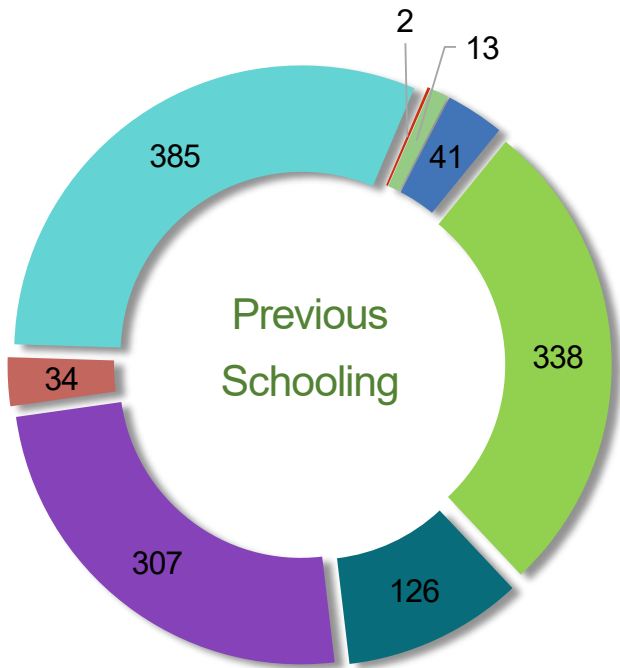
She brightened everyone’s day. She treated her classmates with respect and offered them support and encouragement daily. She worked through the course with vigor, practiced during breaks, completed her homework, and attended 90 per cent of her classes. She received the highest mark in a mid-term math test, and when we acknowledged this, the class stood up and applauded her. With the support of our program, she wrote her resume, job searched, and applied for job opportunities. She was excited shortly thereafter to report back to us that she got a job!”

- A West-Central learning provider describing a key success from the 2018-19 granting year.

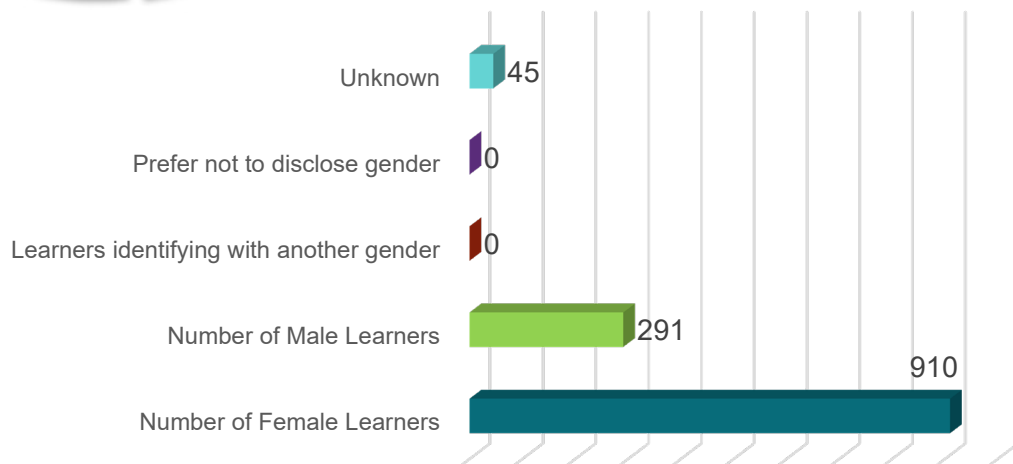
West-Central Demographic Data

The West-Central Region supported 1,246 unique LFL learners. The charts below provide a breakdown of learner demographics.

- No schooling
- Grades 1 – 6
- Grades 7 – 9
- Some high school/ high school graduate
- Some post-secondary
- Post-secondary graduate
- Special education
- Unknown

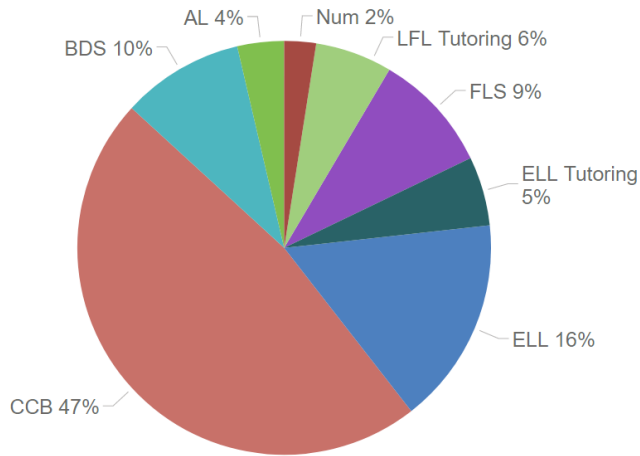


Gender of Learners



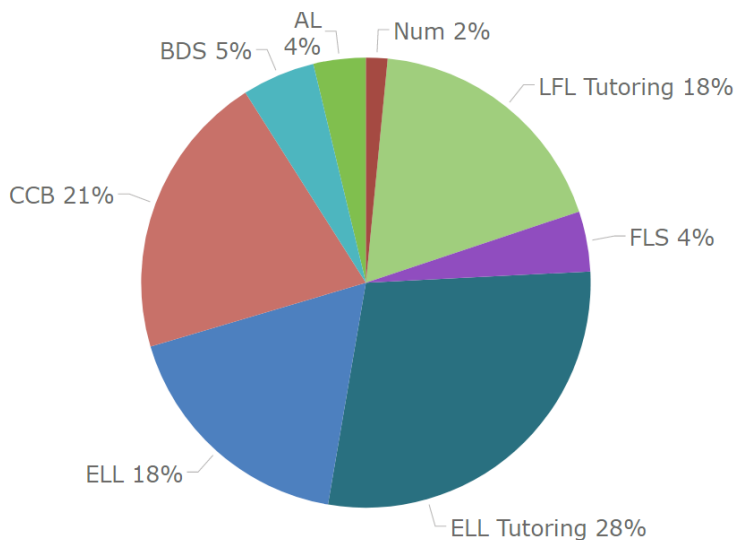
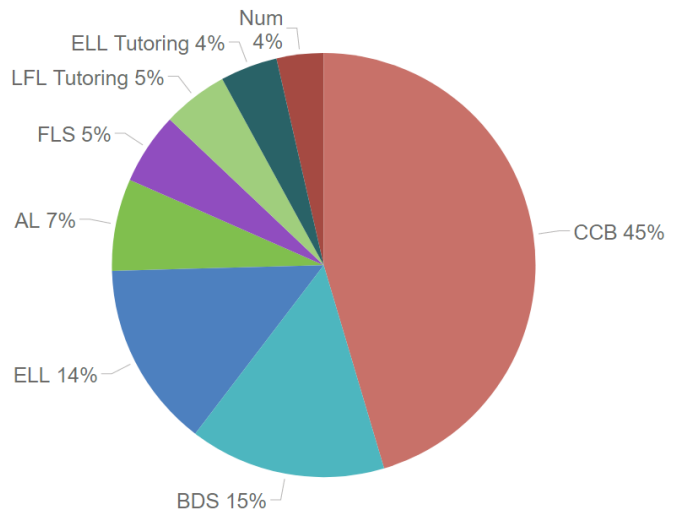
West-Central Programming Data

The West-Central Region supported 3,426 enrolments in 255 LFL and CCB learning opportunities, representing 11,442 instructional hours. The charts below provide a breakdown of programming by learning category, shown as percentages of total learner enrolments, total number of learning opportunities, and total number of instructional hours.



**Percentage of 3,426
Learner Enrolments**

**Percentage of 255
Learning Opportunities**



**Percentage of 11,442
Instructional Hours**

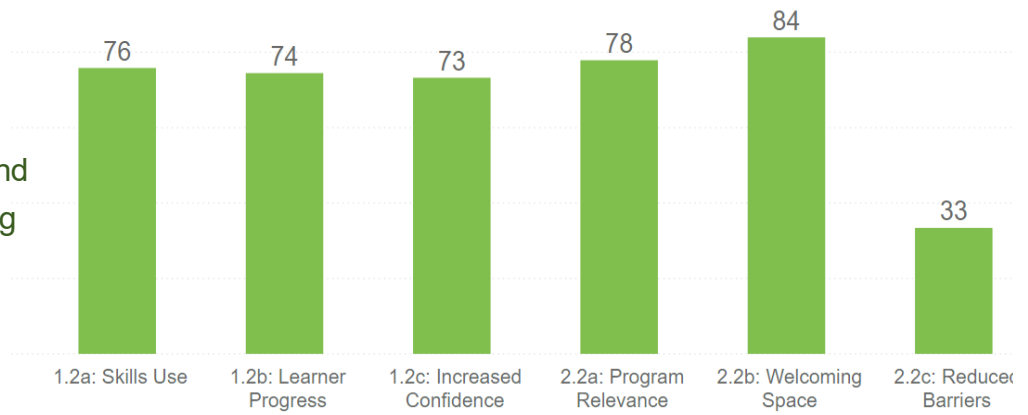
For a full legend, see page 26.

West-Central Outcomes Data

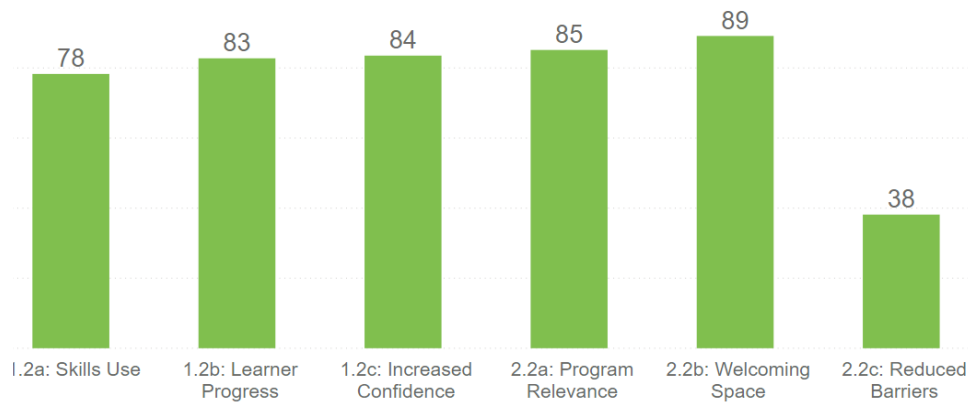
Through evaluations, CALP-funded learning providers are able to demonstrate the positive impact CALP programming makes in the lives of adult foundational learners. The following information shows the percentage of LFL learners who positively rated each outcome in each of the learning categories. To learn more about the outcomes, including why they are important, [see page 8](#).



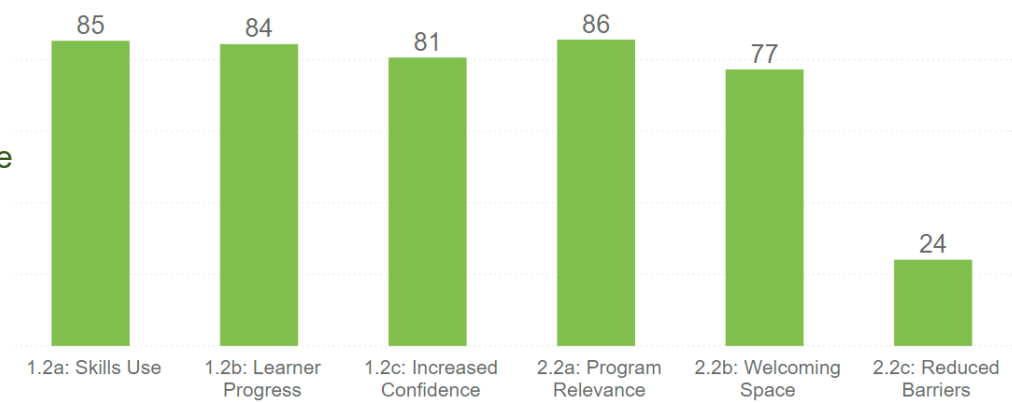
Tutoring in Literacy and Foundational Learning



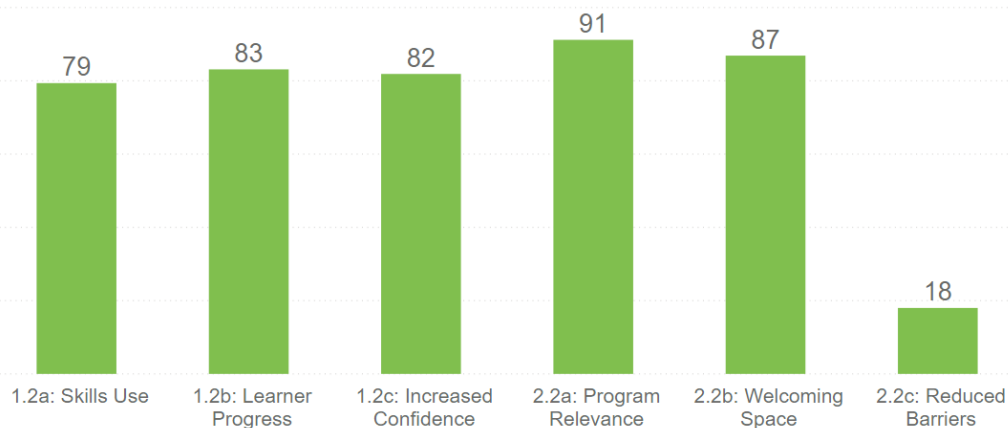
Tutoring in English Language Learning



English Language Learning



Basic Digital Skills



Edmonton Data

Community-based learning changes lives





Learner Success Story

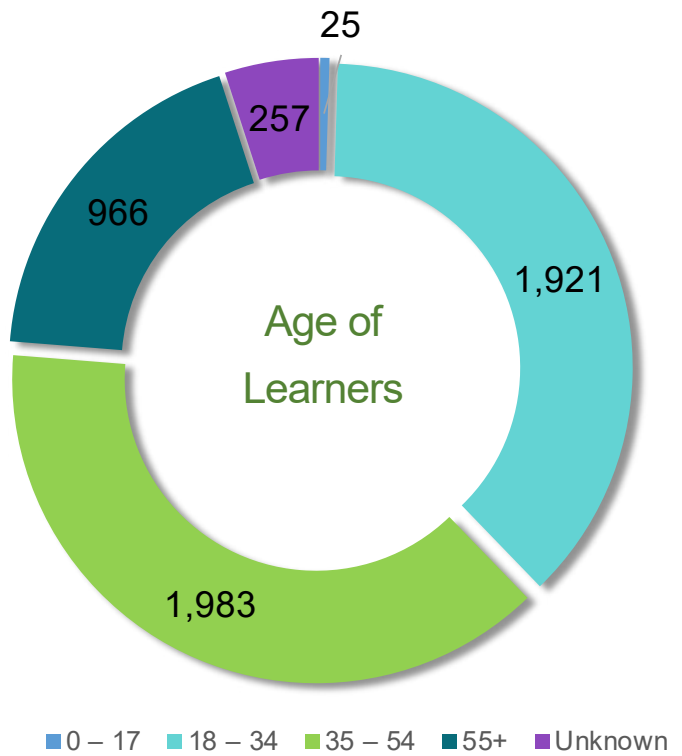
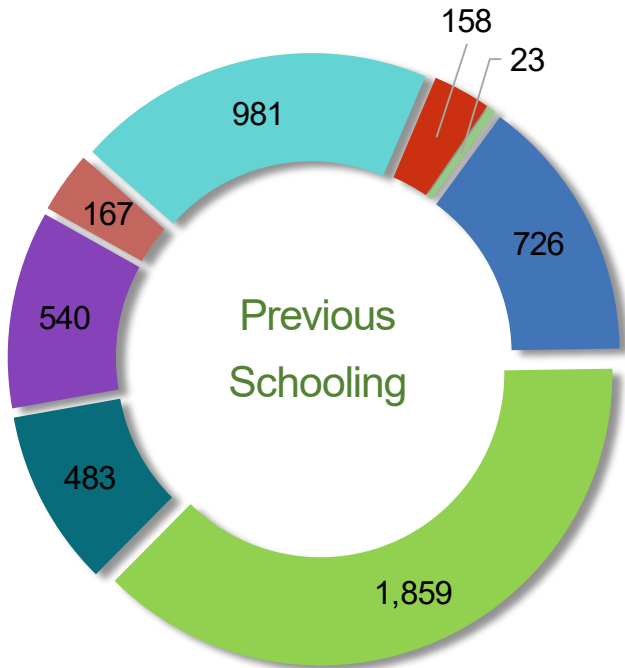
“Since I started joining the English class, I can say that I started to live. This is due to the skills that I developed (writing, reading, and speaking) practicing the language. It’s only since then I start to practice and learn English language, which is helping me a lot. This may sound little, but for me, it’s a lot and I consider myself a lucky person as the [CALP] staff have given me life and hope.”

- Powerful statement from a CALP learner.

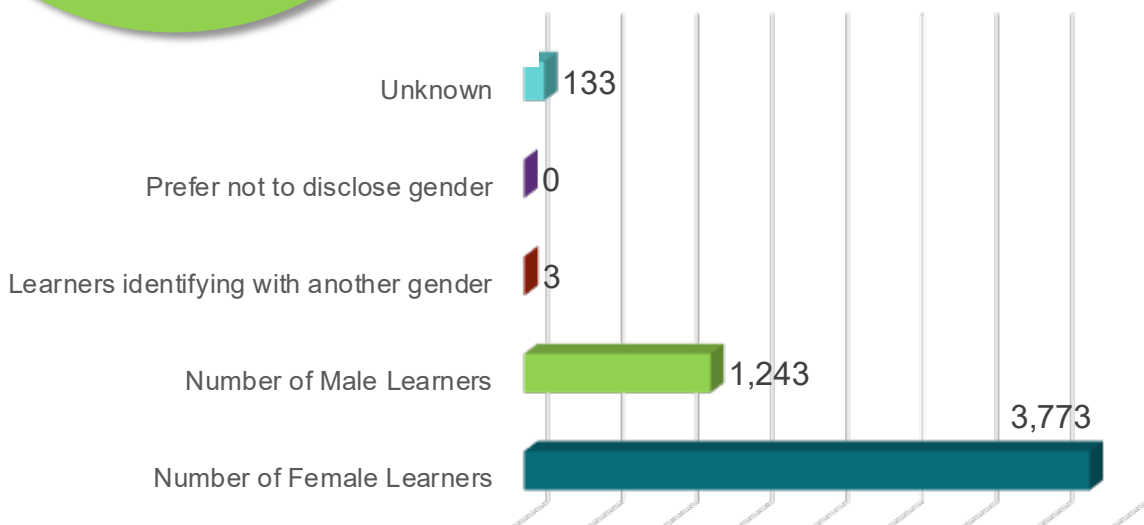
Edmonton Demographic Data

Edmonton supported 5,152 unique LFL learners. The charts below provide a breakdown of learner demographics.

- No schooling
- Grades 1 – 6
- Grades 7 – 9
- Some high school/ high school graduate
- Some post-secondary
- Post-secondary graduate
- Special education
- Unknown

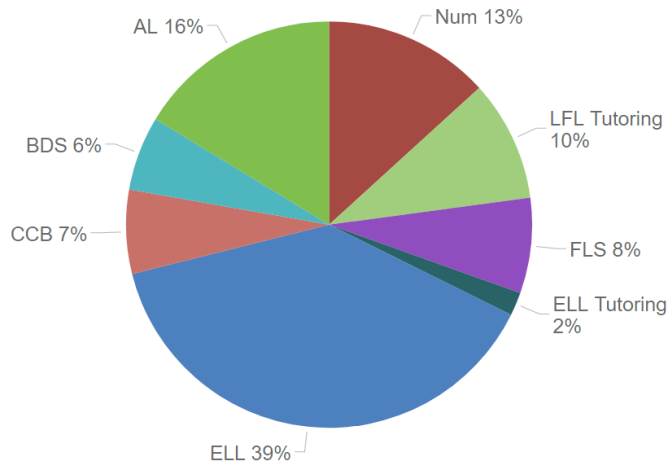


Gender of Learners



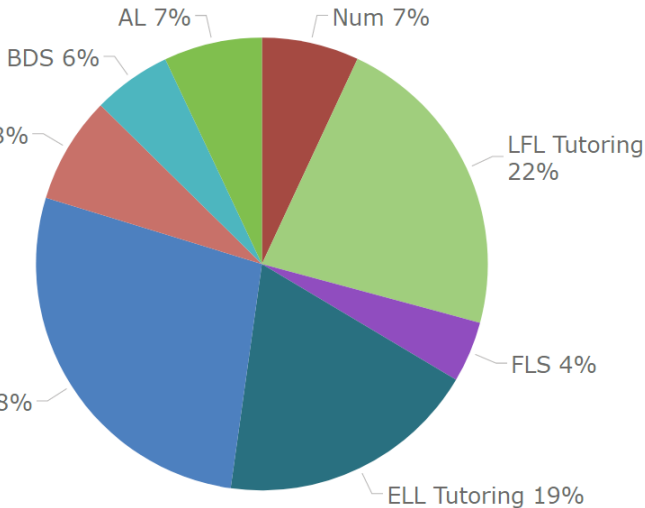
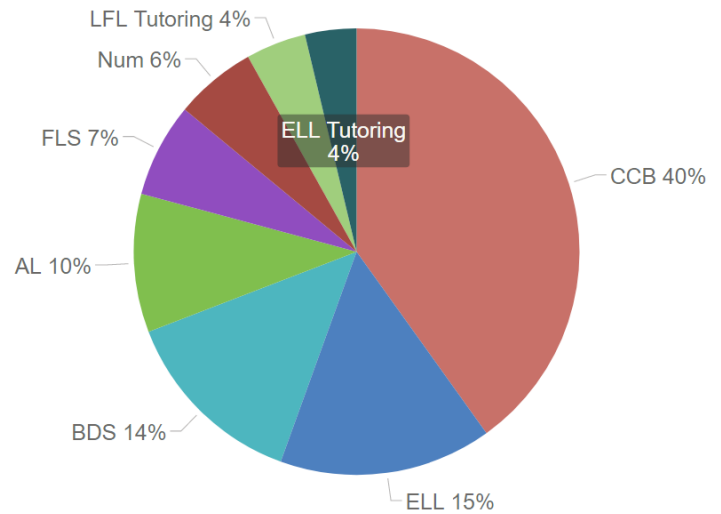
Edmonton Programming Data

Edmonton supported 8,755 enrolments in 86 LFL and CCB learning opportunities, representing 31,761 instructional hours. The charts below provide a breakdown of programming by learning category, shown as percentages of total learner enrolments, total number of learning opportunities, and total number of instructional hours.



Percentage of 8,755 Learner Enrolments

Percentage of 86 Learning Opportunities



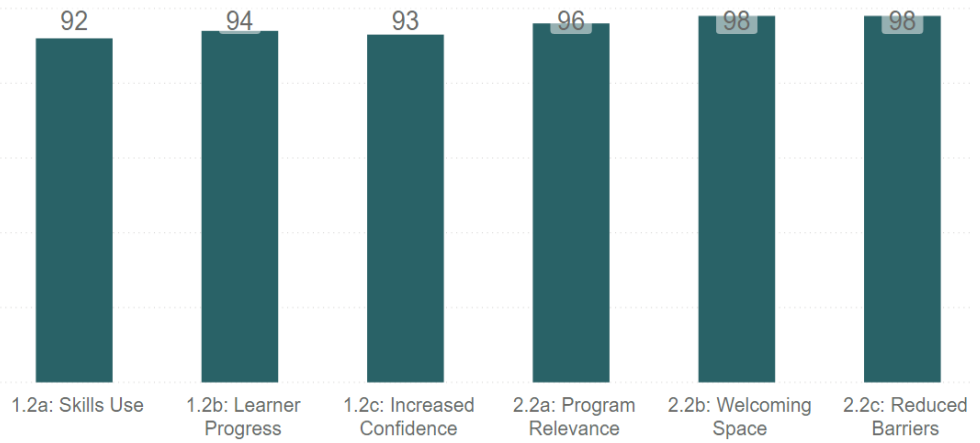
Percentage of 31,761 Instructional Hours

For a full legend, see page 26.

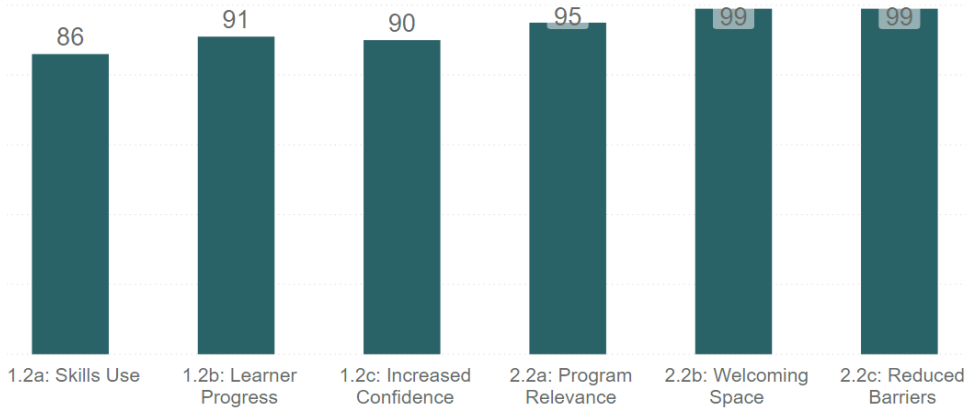
Through evaluations, CALP-funded learning providers are able to demonstrate the positive impact CALP programming makes in the lives of adult foundational learners. The following information shows the percentage of LFL learners who positively rated each outcome in each of the learning categories. To learn more about the outcomes, including why they are important, [see page 8](#).



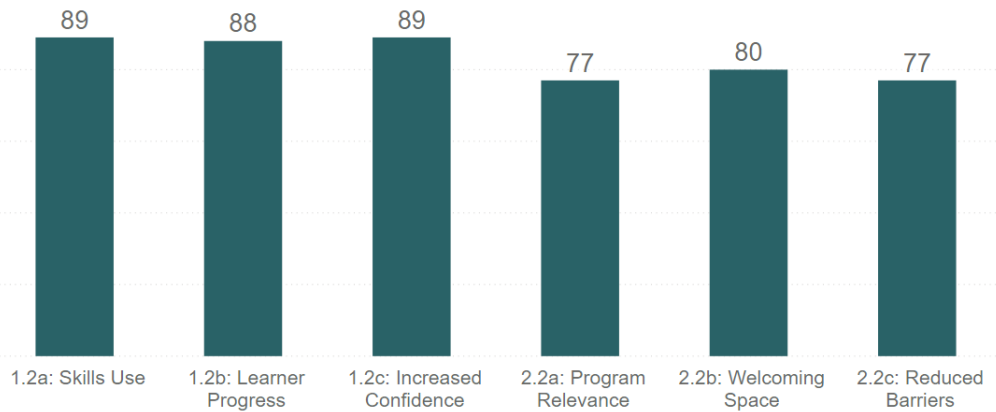
Tutoring in Literacy and Foundational Learning



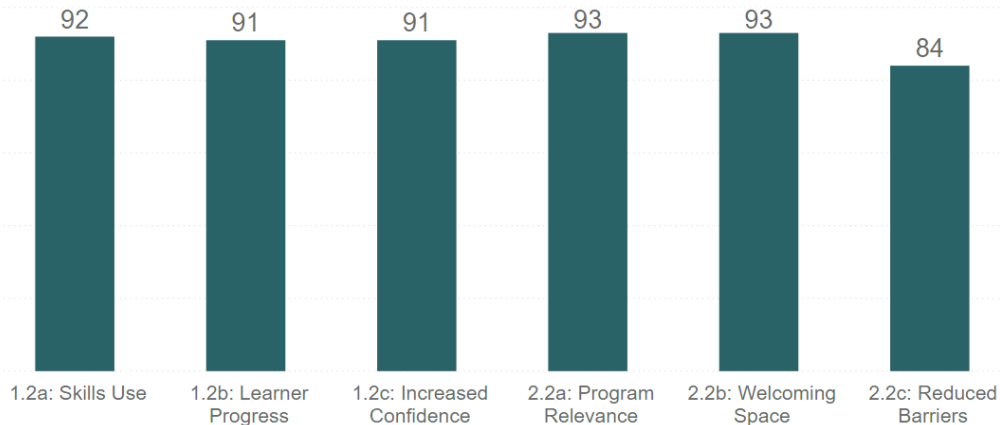
Tutoring in English Language Learning



English Language Learning



Basic Digital Skills



CALP PD System 2018-19

In the 2018-19 granting year, there were nearly 3,500 enrolments by CALP system staff, including volunteer board members, tutors, and contracted instructors, in nearly 300 training opportunities, as follows:

261 enrolments in 14 sessions of required training opportunities.

Including:

- 176 enrolments in 9 workshops of Introduction to Adult Foundational Learning,
- 85 enrolments in 5 workshops of CALP Essentials for Family Literacy Programs.

855 enrolments in 43 sessions of 'other supported training,' or training that PD grant recipients contracted a third party to deliver.

597 enrolments in 27 training sessions delivered in-person at the Literacy and Learning Symposium.

1,786 enrolments in 240 sessions of 'provider training.'

Including:

- 1,317 enrolments in 193 Rural Routes workshops, including 'ESL Tutor Training' and 'Strategies for Teaching Multi-Level Classrooms.'
- 184 enrolments in 11 Calgary Learns workshops, including 'Plain Language,' "Creating Ethical Space for Educators and Indigenous Learners," and 'Adult Literacy Networking.'
- 140 enrolments in 23 Community Learning Network workshops, including 'CALP Database Training,' 'Reading Assessment,' and 'Training Your Tutors.'
- 87 enrolments in 10 ECALA workshops, including 'Outcomes-based Measurement and Evaluation' and 'Collective Kitchen Community of Practice.'

Including:

- 131 enrolments in 3 'Trauma, Violence, and Adult Learning' workshops, by Dr. Jenny Horsman.
- 76 enrolments in 5 'PTSD and Trauma' workshops, by Karin Linschoten.
- 59 enrolments in 5 'Rising to the Reading Challenges of Adult Learns: Practitioner's Toolkit' workshops, by The CanLearn Society for Persons with Learning Difficulties.
- 32 enrolments in 3 'Tech Talk' workshops on basic digital skills, by Literacy for Life Foundation.

Literacy and Learning Symposium

The 2018 Literacy and Learning Symposium included a total of 283 attendees, which included representation from 91 per cent of CALP grant recipients in Alberta. Attendees included CALP grant recipient staff, board members, contracted facilitators/instructors, volunteer tutors, other volunteers, representatives from comprehensive community colleges, First Nations college staff, staff from public libraries, and government representatives.

Of the total enrolments in training opportunities delivered through the CALP PD system in the 2018-19 granting year, there were nearly 600 enrolments by CALP system staff, including volunteer board members, tutors, and contracted instructors, in 27 training sessions delivered in-person at the Literacy and Learning Symposium:

- 24 enrolments in 1 session of Introduction to Adult Foundational Learning.
- 58 enrolments in 3 sessions of Community Learning Network 'provider training,' on a range of topics, including:
 - 20 enrolments in 1 session of 'Adult Literacy and Learning in Family Literacy Programs.'
 - 23 enrolments in 1 session of '*CALP Guidelines 101*.'
 - 15 enrolments in 1 session of 'Reading Assessment.'
- 515 enrolments in 23 sessions of 'other supported training,' or training that Community Learning Network contracted a third party to deliver, including:
 - 'Human Resources for the Non-HR Professional.'
 - 'Learning Disabilities 101 - Serve the LD Adult Learner with Confidence.'
 - 'Indigenous Learning - Creating Safer Spaces.'

“ [Symposium] was an excellent and very helpful experience as a new staff member....I'm looking forward to applying it all when I go back to work.”
- Statement on the value of the Literacy and Learning Symposium.