

TERMS OF REFERENCE

Professional Development Advisory Committee Community Adult Learning Program

CONTEXT

Through the Community Adult Learning Program (CALP), Alberta Skilled Trades and Professions provides funding to support the delivery of part-time, non-formal adult learning opportunities in local communities across the province. The *Community Adult Learning Program Guidelines*¹, which came into effect on July 1, 2015, include a Logic Model / Outcomes-based Measurement and Evaluation (OME) framework, developed in consultation with the CALP system, which underlines the following vision for the program:

Changing lives through adult foundational learning in connected communities.

To support this vision, Alberta Skilled Trades and Professions invests annually in a Professional Development (PD) system to give CALP staff (practitioners, coordinators, facilitators, tutors, and board members) the professional development, training, mentoring, coaching, supports, and resources they need to be successful in serving learners with literacy and foundational learning needs. To address these needs, CALP staff require support to provide quality learning opportunities in the development of adult literacy, numeracy, English language, basic digital skills, and/or skills for learning, whether delivered in a group setting – course, learning activity or family literacy – or through one-on-one or small-group tutoring.

It is important for Alberta Skilled Trades and Professions to be able to assess the effectiveness of its current investments, and to assess the impact that the current PD system is having on CALP staff. Towards the goal of measuring impact of the PD system, the CALP Professional Development OME framework includes the following vision:

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

Alberta Skilled Trades and Professions is seeking advice from partners along the continuum of adult foundational learning, on current and future investments in the CALP PD system. All future investment in CALP PD must align with the CALP PD OME framework.

PURPOSE

PDAC provides a formal, ongoing platform for stakeholders involved in the development and/or delivery of literacy and foundational learning to come together to share perspectives and information on the professional development (PD) needs of the CALP system, the effectiveness of current system investments to meet those needs, and to provide advice to Alberta Skilled Trades and Professions on priorities that could advance the CALP system vision.

OBJECTIVES

- Contribute to government's increased understanding of the PD needs of CALP system staff.
- Examine the extent to which current PD mechanisms are meeting the needs of CALP system staff.
- Advise government on continuous improvement of the CALP PD OME framework, including potential data sources and collection mechanisms.

¹ *Community Adult Learning Program Guidelines (2020)*

- Participate in adhoc committees tasked with reviewing required training content to ensure it continues to meet needs.
- Identify gaps, duplication, and redundancy in PD mechanisms across the province.
- Identify priority areas for investment in CALP PD mechanisms, including resource and curriculum development, in consideration of any government funding parameters.
- Provide input into the review of proposals submitted through the CALP Professional Development Grant Call for Applications².

MEMBERSHIP

Alberta Skilled Trades and Professions will determine membership to ensure broad-based representation from across the system with the following perspectives:

- Experience in the delivery of Literacy and Foundational Learning, including a range of modes of delivery
- Understanding of CALP PD needs
- Ability to provide strategic provincial and regional perspectives
- Ability to provide strategic urban and rural perspectives
- Ability to provide strategic Indigenous perspectives

In addition to Skilled Trades and Professions, Community Learning Network, Alberta Routes, Calgary Learns, and Edmonton Community Adult Learning Association (ECALA) will have permanent membership on the committee in respect of their ongoing funding through the PD Grant Delivery Stream.

Non-permanent membership will include a representative from each of the following:

- CALP-funded organization – north region
- CALP-funded organization – west region
- CALP-funded organization – central region (may include Lifelong Learning Council of Red Deer or a recipient of)
- CALP-funded organization – east region
- CALP-funded organization – south region
- Granting Council-funded organization – urban Calgary
- Granting Council-funded organization – urban Edmonton
- CALP-funded with specialization working with Indigenous (foundational) learners
- Comprehensive Community College - Regional Stewardship
- Comprehensive Community College – specializing in Foundational Learning (up to 2 delegates)

Representatives from organizations with relevant PD expertise may be invited to join the Advisory Committee as guests on an as-needed basis. An orientation session may be held for new members in advance of the start of their term on the Committee to familiarize new members with the work of the committee, and to support knowledge transfer.

² CALP Professional Development Guidelines (2018)

TERM OF NON-PERMANENT MEMBERS

Membership for non-permanent members is limited to one 2-year term, unless an exception is granted. Members will not be eligible to serve a second consecutive term, but are eligible to serve more than one non-consecutive term. Based on an Expression of Interest, Community Learning Network will coordinate membership for vacant positions, in collaboration with Alberta Skilled Trades and Professions, ensuring the committee membership expectations noted above.

ROLE OF MEMBERS

Members are responsible for bringing to the Committee perspectives that are representative of their respective organizations, branches, faculties, ministries and regions, and providing advice to the Alberta Skilled Trades and Professions on the items related to the Committee objectives. The role of members does not include decision making on CALP PD investments.

Committee members are responsible for acting as ambassadors for the CALP PD system, and for taking an active role in their regions to raise the profile of PDAC and its work, for example, by giving presentations at regional events, the Literacy and Learning Symposium, and other events, as needed. Members are encouraged to raise the profile of PD learning opportunities, available within and outside of the CALP system, to delivery providers. Members are also encouraged to contribute to building a 'culture of use' around the PDAC group on the CALP Portal.

SUBCOMMITTEES

Current subcommittees that report to the Committee include: Subcommittee on Evaluation

Other permanent subcommittees will be convened on an as-needed basis if Skilled Trades and Professions or PDAC requires advice on an ongoing basis and if needed, adhoc committees, comprised of PD subject matter experts, will be convened to provide advice on a short-term basis.

COMMITTEE ADMINISTRATION

Manager, Program Policy and Stakeholder Relations, or designate, will be responsible for chairing meetings, the development of meeting objectives and agendas, and inviting individuals with relevant knowledge and expertise to present at meetings. The Chair will endeavour to ensure a balance between strategic and operational agenda items for all Committee meetings. The Chair or designate will raise the profile of the Committee's work by sharing updates with the CALP system, for example, as a blog post on the CALP Portal.

Community Learning Network will coordinate note taking, meeting logistics, and room bookings. CLN will reimburse PDAC members for all travel, accommodation, and meals incurred as a result of in person PDAC meetings. CLN may request written updates from members prior to meetings and share them with all Committee members in advance of meetings. Community Learning Network will circulate meeting minutes following each PDAC meeting.

FREQUENCY OF MEETINGS

Meetings will be held three times annually, with additional meetings as required. Meetings will be scheduled in the Fall, Winter and Spring. Meetings may be held in-person or virtually.