Community Adult Learning Program Policy Manual

1. Introduction

1.1 Purpose of the Community Adult Learning Policy Manual

The Community Adult Learning Program Policy ensures grant recipients receiving funding through the Community Adult Learning Program understand the intent of the program, required programming, and expectations.

Background

Since the late 1970s, the Government of Alberta has supported community-based adult learning across the province. Through the Community Adult Learning Program, Advanced Education supports the delivery of literacy and foundational learning programs, professional development for the staff and volunteers of grant recipients, and other initiatives that foster the advancement of community adult learning in Alberta.

As the first point of access for adult foundational learners, the community-based learning system has the crucial role of providing a non-threatening, flexible learning environment, as well as raising awareness and creating a culture of learning in communities. Grant recipients help adult foundational learners see themselves as learners, often for the first time, and build the confidence they need to acquire new skills and persevere in learning. As learners use new foundational skills in their daily lives, the skills are acquired more permanently, enabling individuals to pursue further learning, have satisfying and meaningful employment, and fully participate in community life.

Alberta's adult learners have a wide variety of cultures, traditions, and experiences, all of which shape their attitudes towards learning. English language skills are essential for newcomers to settle into local communities, thrive in the workforce, and become full participants in society. The Community Adult Learning Program works closely with Indigenous communities to build partnerships founded on trust, openness, and respect and to improve access to (and success in) the learning system. Community-based learning organizations are well-positioned to respond to diverse learning needs through adaptable programs and supports made possible through strong partnerships and coordination of services.

Context

The *Literacy and Essential Skills as a Poverty Reduction Strategy National Report* identifies the concrete link between low-literacy and poverty, as well as the importance of learner-centred, flexible, instructional environments. *The Case for Literacy,* released in 2023, brings attention to the 45 per cent of working age Albertans who do not have the literacy skills required to perform most jobs in today's economy reliably and consistently. For example, eighty-four per cent of Canadian jobs now require digital literacy skills.

In 2021, Employment and Social Development Canada published the Skills for Success research report. The nine skills outlined below are identified as essential to thriving in employment, work, and life:
- Communication
- Creativity and innovation
- Problem solving
- Collaboration
- Reading
- Writing
- Digital literacy
- Numeracy
- Adaptability

The Community Adult Learning Program supports the development of Skills for Success for Albertans through Foundational Learning in the areas of:
- Adult literacy
- Basic digital skills
- English language learning
- Numeracy
- Skills for Learning

Classification: Public

Learning supports, also offered by the Community Adult Learning Program can assist in the development of collaboration, problem solving, creativity, and innovation.

2. Program Vision

Purpose

As a key component of Alberta's adult learning system, the Community Adult Learning Program supports a network of organizations to deliver part-time, nonformal literacy and foundational learning opportunities to address a significant social and economic issue: at least one in five adult Albertans face daily literacy and numeracy challenges.[1]

These individuals struggle to perform basic tasks, such as reading a medicine label or filling out a job application, and often face personal, cultural, social, or economic challenges that create barriers to their participation in learning. These learners are also hard to reach and to engage in learning, and due to the complexity of their lives, are difficult to retain in foundational programs. Adults with limited foundational skills are more likely to live in poverty and experience social isolation, health problems, encounters with the justice system, and other adverse socio-economic issues.

Vision

Changing lives through adult foundational learning in connected communities.

Outcomes

1. Adult learners persist in learning foundational skills that they use in their everyday lives.

2. Adult learners have access to relevant and engaging learning opportunities.

3. Adult learners benefit from Community Adult Learning Programs that are well-connected in their communities.

Logic Model

Advanced Education and its stakeholders co-created a logic model and outcomes-based measurement and evaluation framework to provide a roadmap for achieving the program's vision, and to demonstrate the program's impact in Alberta. The logic model shows the relationship between the resources available to the program, the activities performed, and the results the program hopes to achieve. All activities that are required of grant recipients and contribute to the program vision and outcomes are discussed in Section 3. Program Requirements.

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[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.

Vision: Changing lives through adult foundational learning in connected communities.
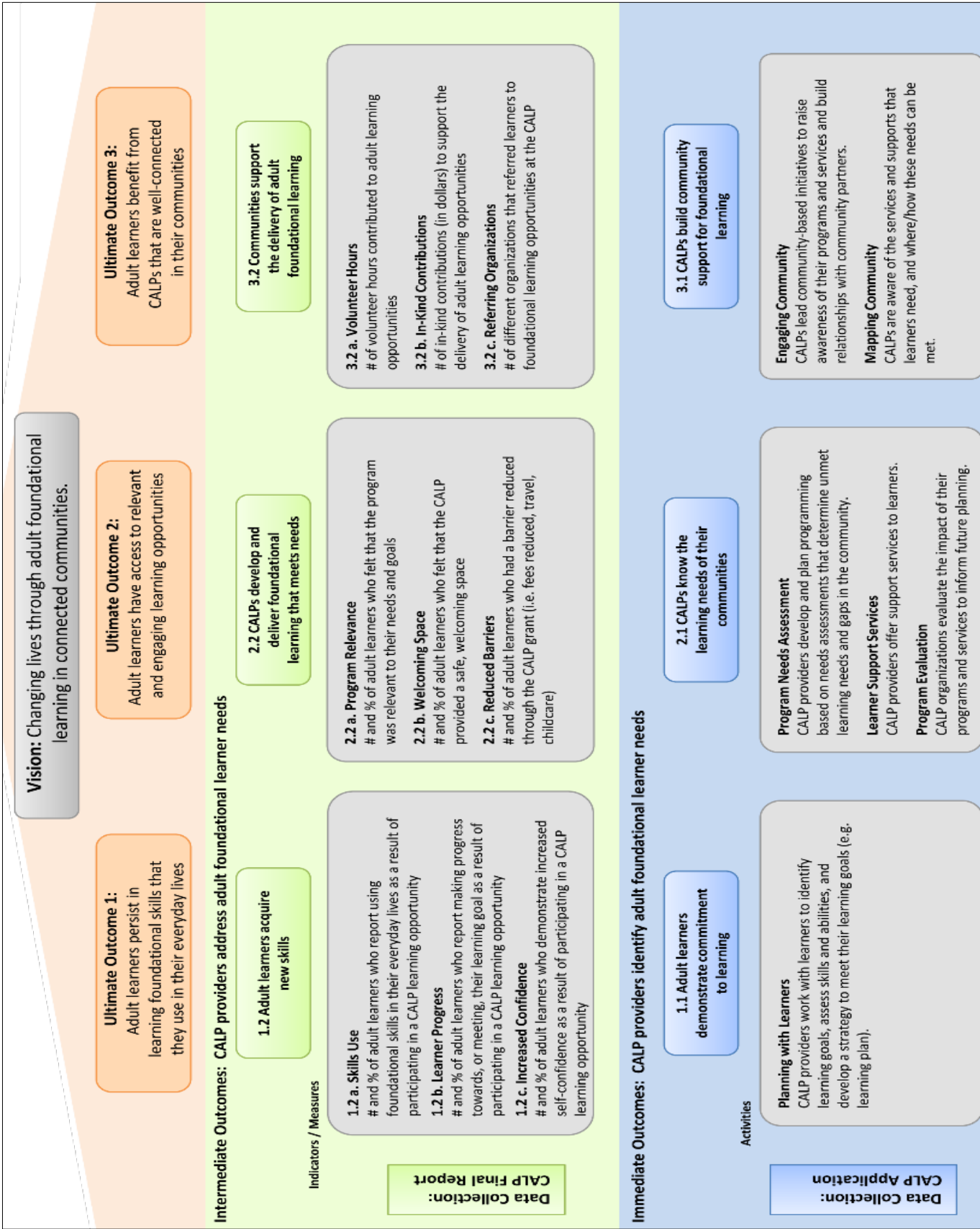
Ultimate Outcome 1: Adult learners persist in learning foundational skills that they use in their everyday lives

Ultimate Outcome 2: Adult learners have access to relevant and engaging learning opportunities

Ultimate Outcome 3: Adult learners benefit from CALPs that are well-connected in their communities

Intermediate Outcomes: CALP providers address adult foundational learner needs

Indicators / Measures

1.2 Adult learners acquire new skills

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

1.2 b. Learner Progress
and % of adult learners who report making progress towards, or meeting, their learning goal as a result of participating in a CALP learning opportunity

1.2 c. Increased Confidence
and % of adult learners who demonstrate increased self-confidence as a result of participating in a CALP learning opportunity

2.2 CALPs develop and deliver foundational learning that meets needs

2.2 a. Program Relevance
and % of adult learners who felt that the program was relevant to their needs and goals

2.2 b. Welcoming Space
and % of adult learners who felt that the CALP provided a safe, welcoming space

2.2 c. Reduced Barriers
and % of adult learners who had a barrier reduced through the CALP grant (i.e. fees reduced, travel, childcare)

3.2 Communities support the delivery of adult foundational learning

3.2 a. Volunteer Hours
# of volunteer hours contributed to adult learning opportunities

3.2 b. In-Kind Contributions
# of in-kind contributions (in dollars) to support the delivery of adult learning opportunities

3.2 c. Referring Organizations
# of different organizations that referred learners to foundational learning opportunities at the CALP

Data Collection: CALP Final Report

Immediate Outcomes: CALP providers identify adult foundational learner needs

Activities

1.1 Adult learners demonstrate commitment to learning

Planning with Learners
CALP providers work with learners to identify learning goals, assess skills and abilities, and develop a strategy to meet their learning goals (e.g. learning plan).

2.1 CALPs know the learning needs of their communities

Program Needs Assessment
CALP providers develop and plan programming based on needs assessments that determine unmet learning needs and gaps in the community.

Learner Support Services
CALP providers offer support services to learners.

Program Evaluation
CALP organizations evaluate the impact of their programs and services to inform future planning.

3.1 CALPs build community support for foundational learning

Engaging Community
CALPs lead community-based initiatives to raise awareness of their programs and services and build relationships with community partners.

Mapping Community
CALPs are aware of the services and supports that learners need, and where/how these needs can be met.

Data Collection: CALP Application

3. Program Requirements

The following requirements correspond to the 'approved activities' referenced in Community Adult Learning Program grant agreements.

Eligible Programming Areas

While the Community Adult Learning Program grant may be used to offer supplemental programming, the use of the grant must clearly prioritize required programming.

Required Programming – Literacy and Foundational Learning

Grant recipients must provide learning opportunities in literacy and foundational learning. Organizations have the flexibility to determine priorities within the required programming area based on a needs assessment in the community (see Section 3.1: Literacy and Foundational Learning).

Supplemental Programming – Community Capacity Building

In addition to providing programming in the required programming area above, organizations may also provide supplemental learning opportunities in community capacity building to support the development of individuals, families, and communities (see Section 3.2: Community Capacity Building).

Ineligible programming

Grant funds cannot be used to support learning opportunities that fall outside of the eligible programming areas, including costs for staff time, instructor fees, learning materials, advertising, and space. For example, learning opportunities in recreation, art, and fitness are not eligible for grant support and may only be delivered on a cost-recovery basis.

Eligible Learners

All adults 18 years and over who reside in Alberta are eligible to participate in learning opportunities and access services and supports funded through the Community Adult Learning Program. Youth may be served on an exception basis only with ministry approval, where community need is identified, when a more appropriate youth-serving organization is not available, and if the grant recipient has taken the necessary precautions (e.g., security clearances, vulnerable sector check, consent from legal guardian).

Reducing Barriers

Community Adult Learning Program grant funds can be used to reduce barriers for learners by:

- Providing on-site child-minding, and
- Covering costs for transportation on an as needed basis.

Collecting fees

Providers may charge fees for learning opportunities except for tutoring. However, finances should not be an obstacle to learning and fees must be reduced or eliminated for learners with financial barriers. Fees may cover some or all of the cost of providing a program or even generate revenue above delivery costs. To ensure access to learning for learners with financial barriers, organizations must have an effective policy in place to reduce fees when required. Advertisements for Community Adult Learning Program programming, whether on websites or other forms of media, should clearly state that fees can be waived or reduced for learners demonstrating financial need.

Professional Development Requirements

Grant recipients are expected to support staff, volunteers (those who work with learners as well as board members) and contracted instructors/facilitators/tutors to access professional development. Grant recipients should also promote cross-training and knowledge-sharing within their own organization. Foundational learners often have complex learning needs and may face one or more social or economic challenges, which means they require highly supportive and knowledgeable staff and volunteers who are aware of their needs and are competent and confident in literacy and foundational learning subject matter.

Grant recipients are responsible for staying informed of professional development opportunities supported by Advanced Education. The department encourages grant recipients to access the substantial amount of research and resources available

on best practices in the literacy and foundational learning field, including e-learning workshops, specific to the Community Adult Learning Program, which are located on www.calp.ca.

Required Training

All staff involved in the oversight and delivery of literacy and foundational learning programming must complete the Introduction to Adult Foundational Learning training within the grant term unless they have already completed the training. New staff are encouraged to take the training in their first year of employment.

Grant recipients are required to ensure that contracted instructors, facilitators, tutors, and volunteers who work with adult foundational learners are highly familiar with the central themes of Introduction to Adult Foundational Learning, including adult learning principles and practical application of the Community Adult Learning Program Policy.

Additional professional development requirements exist for individuals involved in the delivery of family literacy programs (see [Section 3 Family Literacy Programs](#)).

Professional Development Surveys

Grant recipients must respond to surveys from Advanced Education and professional development providers. Government uses survey data to evaluate the impact of professional development investments and make improvements to enhance quality and effectiveness.

Strategic Activities for Grant Recipients

Organizational Planning

Grant recipients engage in continuous strategic planning to deliver programs and services that align closely with the program focus on literacy and foundational learning, and to respond to learning needs and gaps in the community. Strategic planning includes exploring strengths, weaknesses, opportunities, and challenges and helps organizations define success, chart the path forward, and identify required resources, such as human resources and training. Organizational planning also includes succession planning, ensuring all staff have suitable training and knowledge of organizational operations, and identifying mechanisms for sharing staff learnings, including those from professional development.

Engaging Community

Grant recipients lead community-based initiatives to raise awareness of their programs and services and build relationships with community partners, including their local comprehensive community college. In doing so, grant recipients can leverage local resources, attract volunteers, and solicit financial contributions.

Mapping Community

Grant recipients are aware of the services and supports learners need and where/how these needs can be met. Through community mapping and building strong connections to other learning and service providers, including their local comprehensive community college, grant recipients create seamless pathways for learners and promote the concept that 'any door is the right door.' It is only within a well-connected network that learners can find their way to the services and supports they need, whether through direct programming at funded organizations or indirectly through coordinated knowledgeable referrals.

Program Needs Assessment

Grant recipients develop and plan their programming based on needs assessments. Needs assessments determine unmet learning needs in the community. To ensure the appropriate allocation of resources and supports, grant recipients assess the needs of their communities on a regular basis and make strategic decisions based on knowledge gained from needs assessments, including greater awareness of social and economic barriers that may prevent adults from participating in foundational learning. Needs assessments may be formal or informal and should consider information from other sources, such as needs assessments completed by other organizations, statistical data, and demographic information. Needs assessments should also be informed by mapping and engaging with the community.

Planning with Learners

Grant recipients work with adult foundational learners to identify their learning goals, assess their skills and abilities, and develop a strategy to meet their learning goals. Grant recipients have a responsibility to understand why a learner might go to them for learning and what supports they may need to be successful. Grant recipients must develop intake processes that help set goals and/or create learning plans for individual learners. Grant recipients should be aware of the wide range of reasons that may motivate someone to return to learning, including their desire to go to college, become an apprentice, get a job, seek a promotion, support their children's education, become more independent, and/or adapt to changes in their lives.

Classification: Public

Safe and Welcoming Space

Many adult foundational learners may not have had positive experiences in the traditional educational system. By creating a safe and welcoming learning environment, grant recipients enable adult learners to explore their unique learning needs without fear of shame or judgment. Grant recipients play a vital role in providing learners with access to the information, services, and learning opportunities they need to be successful.

Knowles' Adult Learning Principles

In order to maximize the impacts of the Community Adult Learning Program on the lives of learners at the foundational level, grant recipients should recognize the use of the Knowles' Adult Learning Principles as best practice in the design and delivery of Community Adult Learning Programs.

Reducing Financial Barriers

Adult foundational learners may face a broad range of economic and/or social challenges that act as barriers to learning. However, when external supports are available to help alleviate barriers, many adult learners show the resilience and persistence necessary to pursue their learning goals. To promote a learner's success, the grant proceeds may be used when a learner faces a financial barrier to reduce/waive fees, provide on-site child-minding, and/or provide travel.

Relevant Programming

When learning opportunities are relevant to the needs, goals, and motivations of the learner, adults are more likely to be engaged in their learning and achieve their goals. To be relevant, funded programs should offer learner-centered programming that considers any number of factors, including the cultural, social, economic, and/or historical context of the learner.

Learner Support Services

Grant recipients provide Learner Support Services to assist individuals to transition to programs and services that will help them to meet their learning goals. Learner Support Services are a range of activities that grant recipients coordinate to support the learning and/or life journey of adult learners. They are opportunities for organizations to build relationships with learners, which may increase their confidence to participate in further learning. These services are particularly important for foundational learners that face social and/or economic barriers. Learner support services may include, but are not limited to, the following:

- Providing access to information about post-secondary and other learning opportunities, including costs and funding options.

- Coaching and mentoring on how to access and use information and resources.

- Providing space and creating a safe and welcoming environment for learners to be connected to community supports and services.

- Assistance with forms and/or providing access to, and assistance with, basic technology.

- Helping newcomers to Alberta with knowledgeable referrals to citizenship and immigration services and supporting their independence and self-advocacy skills.

- Providing knowledgeable referrals to services and supports within the community, such as career counseling/employment services, child-minding, transportation, and other government programs and agencies.

- Exam invigilation.

- Assistance with job searches and/or resume support.

- Supporting learning offered by a partner through activities such as onsite support, access to technology or classroom space, administration and/or other support.

While learner support services are important, the use of the grant proceeds must clearly prioritize required programming.

Program Evaluation

By collecting outcomes data according to the logic model, grant recipients evaluate the impact of their required programming and services, which helps inform their future planning. Data from grant recipients across the province also helps Advanced Education demonstrate the broad benefits of community-based adult foundational learning.

Facilitating Formal Learning

Grant recipients work with post-secondary institutions, particularly comprehensive community colleges, and other providers to enhance access to formal learning opportunities, such as academic upgrading, certificate programs and other post-secondary learning opportunities. This may include collaborations, as defined in Appendix 8.1: Program Definitions

Classification: Public

3.1 Literacy and Foundational Learning

Literacy, numeracy, the ability to engage in learning, the ability to use basic digital technology, and proficiency in the English language are core skills Albertans need to participate actively in society, pursue further learning, and be successful in work. For this reason, the Community Adult Learning Program is focused on ensuring adult foundational learners in all funded communities can access learning opportunities and supports in these areas.

In addition to the requirements outlined in Section 3, the following requirements apply to the delivery of learning opportunities in the literacy and foundational learning programming area. All learning opportunities, services, and supports must be approved through the Community Adult Learning Program grant application process.

Categories

Within this programming area, based on the level of need in the community, grant recipients must provide learning opportunities to support the development of at least one of the following categories:

- Adult literacy
- Numeracy
- Skills for learning
- Basic digital skills
- English language learning

These learning opportunities must be available locally, whether in-person or using technology. Organizations must deliver these learning opportunities directly or collaboratively with other providers in the community (see Appendix 8.1: Program Definitions). The Community Adult Learning Program grant must be prioritized towards responding to learning needs that are not already met by other learning providers in the community.

Organizations have the flexibility to choose the modes of delivery that will best meet the needs of the community as outlined in Section 3.3. Organizations are encouraged to use innovative and creative approaches.

Foundational Learners

The Community Adult Learning Program is intended primarily to address the foundational literacy and learning needs of adults in Alberta. The Community Adult Learning Program Policy refers to these Albertans as *foundational learners*, defined below.

Definition and Context
A foundational learner is an adult who chooses to engage in foundational learning opportunities such as literacy, numeracy, skills for learning, basic digital skills, and/or English language learning to address knowledge and skills gaps. Foundational learners often experience economic and/or social challenges or barriers that may interfere with their learning – challenges that cannot be separated from the learning journey itself. Grant recipients must familiarize themselves with the nature of these challenges, discussed below.

> Adult foundational learners often do not see themselves as learners. They often experience a chronically disrupted learning journey, and as a result, these individuals may not have a strong learning identity and/or the belief and confidence needed to engage and remain in learning.

> A number of factors may underline the self-perception of adult foundational learners, including undiagnosed or unaddressed learning difficulties, diagnosed learning disabilities, developmental disabilities, cognitive delays, trauma or violence, post-traumatic stress disorder, health/mental health issues, addictions, and/or previous negative experiences in formal education.

> Adult foundational learners may feel challenged advocating for themselves and/or their families or finding the information and services they need to support their own learning.

> These individuals often experience systemic marginalization and stigmatization and may be fearful of further stigmatization. They may also experience a sense of failure associated with education and learning.

Low foundational skill levels often have a close connection with low income and poverty. Foundational learners may experience food insecurity, lack of transportation, lack of childcare, and lack of access to stable housing. National and international research has shown that there is a strong correlation between low literacy and the experience of poverty, and that improvement in literacy and other foundational skills closely correlate to increased economic and social opportunities.

Adult Literacy

Definition and Primary Intended Learning Objectives
Adult Literacy is defined as the ability of adults to identify, understand, interpret, create, communicate, and use printed and written materials associated within varying contexts. The primary intended learning objective of this category should be the development of reading and writing skills. Learning opportunities in literacy may support the development of several skills from Canada's Skills for Success Framework defined below:

- Reading includes understanding materials written in sentences or paragraphs, graphs, charts, and/or tables.

- Writing includes communicating by arranging words, numbers, and symbols on paper or a computer screen.

In addition, literacy may include communication, collaboration, creativity, problem-solving, and adaptability.

This category should not include learning opportunities for English language learners; these should be offered in the English Language Learning category below.

Adult Literacy Learners
Adult literacy learners are fluent in either official language and, generally, were born and raised in Canada. They may be employed, whether or not they have a high school education. Adult literacy learners are looking for a way to improve their lives; however, they may not necessarily recognize the skills required to do so. They may have several well-developed skills for success. For example, they may have excellent verbal or non-verbal communication skills. However, they may need to improve their reading and/or writing.

Numeracy

Definition and Primary Intended Learning Objectives
Numeracy is defined the ability to use, apply, interpret, and communicate mathematical information and ideas. The primary intended learning objective of learning opportunities in this category should be using numbers and thinking in quantitative terms to complete tasks. Learning opportunities in numeracy may support the development of several skills from the Canada's Skills for Success Framework—primarily numeracy but may include problem-solving and adaptability.

Skills for Learning

Definition and Primary Intended Learning Objectives
The Skills for Learning category is defined as learning opportunities that support the development of the fundamental skills and habits of learning that support foundational learners to build confidence, develop an identity as a learner, advocate for themselves, and engage in foundational and other learning. While it may involve practicing a range of foundational skills, the primary intended learning objective of learning opportunities in the skills for learning category is to help learners build the following skills and habits needed to set and achieve their learning goals, be successful in further learning, and increase confidence in their ability to be a more self-directed, independent learner.

Recognizing oneself as a learner, by supporting the learner to:

- Trust that they contribute valuable knowledge and skills, which are essential to their learning.

- Link new learning to prior knowledge, skills, and/or real-world context to make learning relevant.

Taking risks in learning, by supporting the learner to:

- Take learning risks and practice bravery without fear of shame or judgment.

- Build new knowledge and skill development in support of their goals.

- Recognize that all adults have different learning styles and needs, and that, with greater understanding of these, learning is increasingly possible.

Classification: Public

Actively engaging in the act of learning, by supporting the learner to:

- Trust that the more actively they participate in their own learning journey, the more likely they are to achieve their learning goals.
- Set clear learning goals and have the confidence to take increasing responsibility for, and control over, those goals.
- Strengthen their ability to make informed decisions in learning.

Developing learning strategies, by supporting the learner to:

- Adopt practical strategies to achieve their goals, including increased organization at home or work, time management, and enhanced memory skills.
- Become more confident in their ability to assess their own learning progress, including having the knowledge, skills, and tools to support self-checking for accuracy when completing a task.
- Transfer problem-solving strategies between learning and daily life.
- Embrace challenges and persevere through setbacks in learning.

Building collaboration skills in learning, by supporting the learner to:

- Engage effectively and work with others in a learning setting and apply those skills elsewhere.
- Develop and nurture positive relationships and a sense of belonging in a learning community.

Strengthening communication skills in learning, by supporting the learner to:

- Enhance their non-verbal and oral communication skills in a learning setting to support the application of those skills in meeting the demands of their day-to-day tasks and responsibilities.

Learning opportunities in the skills for learning category may support the development of several skills for success from the Canada's Skills for Success Framework—primarily collaboration, communication, problem-solving, creativity, and adaptability.

Basic Digital Skills

Definition and Primary Intended Learning Objectives
Basic digital skills are defined as the ability of individuals to understand and use digital systems, tools, applications, and networks in order to access and manage information and thrive in learning, the workplace, and daily life. The primary intended learning objective of this category is the application and understanding of key concepts across a range of contexts, situations, and digital platforms including hardware, software, navigation, settings, safety, and connectivity.

Learning opportunities in the basic digital skills category may support the development of several skills for success from the Canada's Skills for Success Framework—primarily digital skills but may include reading, writing, communication, collaboration, problem-solving, and adaptability.

English Language Learning

Definition and Primary Intended Learning Objectives
English language learning is defined as the study and practice of the English language by individuals whose first language is other than English and who are unable to communicate fluently or learn effectively in English. The primary intended learning objective in this category should be to help learners gain proficiency in speaking, listening, reading, and writing in English. This category corresponds to the following skills for success from the Canada's Skills for Success Framework— primarily reading, writing and communication but may include collaboration, creativity, problem-solving, and adaptability.

English Language Learners
English language learners are a diverse group who may or may not be born in Canada, and whose first language is not English. They could be a Canadian citizen or permanent resident, an Indigenous person, a refugee or immigrant at any stage of adjustment into Canadian society, or a temporary resident (whether a visitor to Canada, an international student, or a temporary foreign worker). They may also be of any economic or social background. For example, they could be a foreign-trained professional or a low-skilled labourer. An English language learner could have any level of formal education (or no formal education) and be at any foundational level of English language learning.

Classification: Public

English Language Literacy Learners

English language literacy learners, sometimes referred to as ESL literacy learners, are individuals who have varying abilities to speak or understand spoken English and who are acquiring basic literacy skills, often for the first time, in any language due to limited or interrupted formal education. These individuals often have little to no education or literacy skills in their first language(s) and need to learn literacy skills in English. English language literacy learning is a continuum and English language literacy learners require learning contexts that are tailored to their specific learning needs.

3.2 Community Capacity Building

The Community Adult Learning Program recognizes that successful learning outcomes are intertwined with the ability of communities to support the development of the individual, the family, and the broader community itself. Grant recipients are well positioned to build vibrant learning communities in which individuals, families and communities can thrive and reach their full potential. For this reason, in addition to offering learning opportunities in the literacy and foundational learning programming area, grant recipients may also offer learning opportunities in community capacity building.

Community capacity building programming may build on the literacy and foundational skills a learner is trying to achieve, or has achieved, and is an opportunity to attract learners who may not yet recognize the need to improve their literacy and foundational skills. Learners in this supplemental programming area do not have to be current or former participants in required programming to participate.

In addition to the requirements outlined in Section 3, the following requirements apply to the delivery of learning opportunities to support community capacity building. All programs and services must be approved through the Community Adult Learning Program grant application process.

Delivery of Community Capacity Building

Learning opportunities offered in the community capacity building programming area support the development of the individual, the family, and/or the community. Examples include learning opportunities that:

- Support the achievement of a high school equivalency credential (i.e., Canadian Adult Education Credential).

- Raise awareness on undiagnosed or unaddressed learning difficulties, diagnosed learning disabilities, developmental disabilities, and/or cognitive delays and the subsequent impact on engaging in learning and accessing services and resources.

- Raise awareness about mental health issues.

- Raise awareness of the prevention of, and support for, victims of violence and abuse.

- Raise awareness of the prevention of substance abuse.

- Support Indigenous, French, or local languages/cultures.

- Promote inclusion and acceptance of individuals and groups within the community.

- Promote parenting skills.

- Support workplace readiness and safety, including computer software and application skill development.

Grant recipients must collect fees from participants in community capacity building programming wherever possible. Unless the learner has a financial barrier, these learning opportunities must be cost recovery or revenue generating. Recipients are encouraged to partner with other agencies in the community to deliver these learning opportunities.

Relationship to Literacy and Foundational Learning

Community capacity building is offered primarily as an opportunity to bridge learners into literacy and foundational learning. Staff, contracted instructors/facilitators, and/or tutors should make a concerted effort to identify any foundational learning skill gaps of learners participating in community capacity building and encourage their transition to literacy and foundational learning. Individuals involved in the delivery of community capacity building should regularly inform learners, during each learning opportunity, of available literacy and foundational learning programming.

Classification: Public

3.3 Modes of Delivery

Modes of delivery are the ways in which required or supplemental programming may be delivered towards the achievement of learning objectives. Programming may be delivered through one or more of the following modes of delivery:

- Tutoring,
- Courses,
- Family literacy programs, and/or
- Learning activities.

Grant recipients should choose modes of delivery that will most effectively address the learning needs of their learners and communities, with careful consideration given to the benefits, intensity, duration, and professional development requirements of a particular mode, as outlined below. Research suggests that adults who have specific objectives for their learning and the ability to monitor and measure their own progress are more likely to persist in learning. Therefore, grant recipients should also consider that, for all modes of delivery, assessment—at the beginning, during, and at the end of a learning opportunity—is a best practice in the field of literacy and foundational learning.

Tutoring

Definition and Benefits
Tutoring facilitates an adult's learning through specialized, additional, or basic instruction, either individually or in a small group. Tutoring may be delivered by paid staff or volunteers; in both cases, on-going Professional Development is recommended for tutors. The practice of tutoring is learner-centered and learner-driven and is a two-way learning experience based on mutual respect from which the tutor and the adult learner(s) benefit. Through tutoring, adult learners develop an identity of themselves as learners and build confidence in themselves so that they can learn independently and make progress towards their learning goals.

The tutoring mode of delivery may be beneficial or appropriate in a number of contexts, including when grant recipients:

- Want to support reluctant or marginalized learners who are uneasy about returning to learning and need to build confidence in order to continue and persevere in learning;
- Want to offer a 'just-in-time,' flexible, and self-directed approach that meets learners where they are at;
- Are serving learners with complex learning needs that require consistent and sustained instruction;
- Want to build and sustain their capacity to offer a broader range of foundational learning options;
- Want to scaffold learners into a future learning opportunity or support learners to be successful in a group learning opportunity;
- Are located in small communities and work with a small number of learners with a wide range of needs who cannot be easily grouped together into learning opportunities using other modes of delivery; and/or
- Have limited grant dollars to spend on hiring instructors for program delivery.

Coaching and Modeling
Tutors who work with adult learners must be intentional about integrating strengths-based coaching and modeling strategies and activities based on adult learning principles in which learning is relevant, practical, respectful, self-directed, builds on the learner's knowledge and experience, and is oriented towards the learner's goals. Literacy and foundational learners, in particular, can begin to advocate for their own learning through effective coaching and modeling.

Intensity and Duration
As a mode of delivery, tutoring has the potential to support learners to make progress towards learning outcomes and lasting changes in an adult learner's life, when it is of sufficient intensity in terms of hours and of sufficient duration in terms of length.

Professional Development
Grant recipients are expected to ensure that all staff and tutors have the ongoing professional development they need to build a quality tutoring program. In keeping with Section 3, all staff responsible for coordinating a tutor program must complete Introduction to Adult Foundational Learning within the grant term, preferably prior to program start.

Classification: Public

Tutors are eligible, but not required, to participate in Introduction to Adult Foundational Learning. However, grant recipients are required to ensure that tutors are highly familiar with the central themes of Introduction to Adult Foundational Learning, including adult learning principles and application of the Community Adult Learning Program Guidelines in a practical context.

Grant recipients should promote cross-training and knowledge-sharing within their own organization and should provide professional development opportunities that prepare tutors to support the complex needs of learners, including identifying and addressing meaningful learning goals and monitoring progress based on those goals. Advanced Education encourages grant recipients to access the substantial amount of research and resources available on best practices in the tutoring field, including e-learning workshops, specific to the Community Adult Learning Program located at www.calp.ca.

Courses

Definition and Benefits
Courses are instructor-led educational experiences that focus on addressing participants' learning goals through relevant, structured curriculum. The content of each individual session builds on the content of each previous session to ensure learners make steady progress towards the learning goals of the course, increasing the importance of a learner attending each session. Course instructors measure learner skill development by assessing the extent to which learners meet the goals of the course.

This mode of delivery may be beneficial or appropriate in a number of contexts, including when grant recipients:

- Have a cohort of learners with similar learning needs;

- Have the staff capacity to deliver educational experiences that focus on addressing participants' learning goals through relevant, structured curriculum; and/or

- Have access to instructors who are well-versed in serving foundational learners in a group setting, and who can measure the skill development of learners in relation to the course goals.

Coaching and Modeling
Instructors that work with adult learners must be intentional about integrating coaching and modeling strategies and activities based on adult learning principles in which learning is relevant, practical, respectful, self-directed, strengths-based, builds on the learner's knowledge and experience, and is oriented towards the learner's goals. Literacy and foundational learners can begin to advocate for their own learning through effective coaching and modeling.

Intensity and Duration
As a mode of delivery, courses have the potential to support learners to make progress towards learning outcomes and lasting changes in an adult learner when they are of sufficient intensity in terms of hours and of sufficient duration in terms of length. For this reason, courses may not be offered on a drop-in basis and should involve a pre-arranged time for instruction.

Professional Development
In keeping with Section 3, all staff responsible for the direct delivery of a course must complete Introduction to Adult Foundational Learning within the grant term, preferably prior to program start.

Contracted course instructors and facilitators are eligible, but not required, to complete Introduction to Adult Foundational Learning. However, grant recipients are required to ensure that contracted instructors/facilitators are highly familiar with the central themes of Introduction to Adult Foundational Learning, including adult learning principles and application of the Community Adult Learning Program Policy in a practical context.

Grant recipients should promote cross-training and knowledge-sharing within their own organization, and should encourage staff and volunteers to access the substantial amount of research and resources available on best practices on the delivery of Literacy and Foundational Learning, including e-learning workshops, specific to the Community Adult Learning Program located at www.calp.ca.

Family Literacy Programs

Definition and Benefits
Community Adult Learning Program-funded family literacy programs prioritize the delivery of intentional activities that build adults' skills and promote the values and benefits of literacy for the entire family. In Required Programming, family literacy programs provide adult learners with opportunities to increase their own literacy and foundational skills that also strengthen daily literacy activities for all family members.

Classification: Public

This mode of delivery may be beneficial or appropriate for adult foundational learners when grant recipients:

- Recognize that some adult learners are more likely to attend programming for the sake of their children – preparing them to attend kindergarten, helping them with their homework, and supporting them to improve social skills and self-esteem – and leveraging that opportunity to focus on the adult's foundational learning needs;

- Understand that adults tend to persist longer in family literacy programs than in other programs, and therefore have more opportunities to learn;

- Recognize the opportunity to transition adult learners into literacy and foundational learning opportunities offered through another mode of delivery;

- Want to help adults to build confidence, their ability to advocate for themselves and their families, and build their identity as a learner while practicing and/or developing skills in a safe and welcoming environment; and/or

- Recognize that the family literacy programs mode of delivery is an effective approach to identifying adults' skills gaps and to facilitate their participation in planned adult foundational learning experiences.

Responsive Learning Opportunities
Learning opportunities offered through the family literacy programs mode of delivery, including those based on a pre-designed model, must respond and be adaptive, to the needs and goals of adult learner participants. This statement is particularly true for literacy and foundational learning programs. See Section 3: Program Requirements for more information on planning with learners. Programs cannot be designed around the purchase and passive distribution of children's books or resources and materials.

Intensity and Duration
As a mode of delivery, family literacy programs must be designed to encourage the participation of adult learners through attendance at multiple sessions over a number of weeks. By building an adult learner's confidence, fostering a more positive outlook on learning, helping adults see their potential as learners, and practicing a range of foundational and other skills, family literacy programs have the potential to break the cycle of low literacy and foundational skills. However, this potential is possible only when programs are of sufficient intensity in terms of hours and of sufficient duration in terms of length of the program in order to make lasting changes in a family and see progress towards learning outcomes.

One-time drop-in events can be used as strategies for participant recruitment, advertising, or awareness-raising, but participant numbers for these events should not be included in final reporting.

Coaching and Modeling
For family literacy programs focused on building adult skills in one or more of the literacy and foundational learning categories, facilitators must also be intentional about coaching and modeling strategies and activities based on adult learning principles in which learning is relevant, practical, respectful, self-directed, strengths-based, builds on the learner's knowledge and experience, and is oriented towards the learner's goals. As one component of a program, the family literacy programs mode of delivery may spend time on actively coaching and modeling strategies and activities to parents to support the literacy needs of the family.

Professional Development

Community Adult Learning Program Essentials for Family Literacy Programs
In addition to the professional development requirements outlined in Section 3, particularly the completion of Introduction to Adult Foundational Learning, all staff responsible for the oversight and direct delivery of family literacy programs, including contracted facilitators and instructors and volunteers, must have completed Community Adult Learning Program Essentials for Family Literacy Programs within the grant term, preferably prior to the start of the program. Grant recipients are required to ensure that contracted instructors, facilitators, and volunteers who deliver family literacy programs have either completed Introduction to Adult Foundational Learning or are highly familiar with the central themes of Introduction to Adult Foundational Learning, including adult learning principles and practical application of the Community Adult Learning Program Policy.

Grant recipients that use family literacy programs as a mode of delivery should base those programs on the promising practices of the family literacy field. Advanced Education encourages grant recipients to access the substantial amount of research and resources available on promising practices on the delivery of Literacy and Foundational Learning, including family literacy programs, much of it located at www.calp.ca.

Classification: Public

Learning Activities

Definition and Benefits

Learning activities are instructor-led learning opportunities that are scheduled with set times for learners to improve their skills or knowledge on a particular topic through a participatory or hands-on approach. Unlike courses, learning activities generally do not involve a highly structured curriculum, and, because the content of individual sessions may or may not build on the content of previous sessions, learner success does not require attending every session. Instead, each session of a learning activity is designed to respond to the specific needs of learners in the room, allowing learners to build on the skills they bring with them.

The learning activity mode of delivery may be beneficial or appropriate when grant recipients:

- Want to provide learners with flexibility to accommodate their busy lives and recognize that learners in their communities may be unable to attend on a consistent basis;

- Want their learning opportunities to be responsive to the needs of learners in the room rather than focus on a more rigid curriculum; and/or

- Have a cohort of learners interested in the content area.

Coaching and Modeling

Instructors that work with adult learners must be intentional about integrating coaching and modeling strategies and activities based on adult learning principles in which learning is relevant, practical, respectful, self-directed, strengths-based, builds on the learner's knowledge and experience, and is oriented towards the learner's goals. Literacy and foundational learners, in particular, can begin to advocate for their own learning through effective coaching and modeling.

Intensity and Duration

As a mode of delivery, learning activities have the potential to support learners to make progress towards learning outcomes and lasting changes in an adult learner when they are of sufficient intensity in terms of hours and of sufficient duration in terms of length.

Professional Development

In keeping with Section 3, all staff responsible for the oversight and direct delivery of a learning activity must complete Introduction to Adult Foundational Learning within the grant term, preferably prior to program start.

Contracted learning activity instructors and facilitators are eligible, but not required, to complete Introduction to Adult Foundational Learning. However, grant recipients are required to ensure that contracted instructors/facilitators are highly familiar with the central themes of Introduction to Adult Foundational Learning, including adult learning principles and the practical application of the Community Adult Learning Program Policy.

Grant recipients should promote cross-training and knowledge-sharing within their own organization, and should encourage staff and volunteers to access the substantial amount of research and resources available on best practices on the delivery of Literacy and Foundational Learning, including e-learning workshops specific to the Community Adult Learning Program located at www.calp.ca.

Classification: Public

4. Legal and Operational Requirements

4.1 Grant Agreement

Service organizations that receive a grant through the Community Adult Learning Program are required to sign a grant agreement with the department. The grant agreement establishes the obligations of grant recipients with respect to use of, and accounting for, Community Adult Learning Program grant funding. Three important obligations are listed below, which are fully articulated in the grant agreement. Eligible service organizations must:

a. Develop and submit grant applications, annual, and final reports, including financial statements, in a format specified by Advanced Education and adhere to the Community Adult Learning Program Policy. See Section 4.2c for specific requirements on the submission of financial statements.

b. Ensure that a valid police information check, criminal record check, vulnerable sector check, or other such security screening protocol will be completed for any individuals who work with, or have the potential to have unsupervised access to, vulnerable persons at any time during the grant term.

c. Insure the operations of the organization under a contract of general liability insurance, in an amount of not less than $2,000,000 inclusive per occurrence. Operations must be insured against bodily injury, personal injury, and property damage, including loss of use. In cases where the service organization is not a legal entity, this requirement is the responsibility of the Legal Host.

If, at any time, a discrepancy is found to exist between the Community Adult Learning Program Policy and the grant agreement, the grant agreement shall govern the legal responsibilities of the grant recipient. Grant recipients are responsible for carefully reviewing the grant agreement once it is received, for signing and returning it to the department, and for ensuring that all decision-making body members and staff have regular access to the agreement.

4.2 Service Organizations

Grant recipients must:

a. Be a legal entity incorporated for a minimum of two years under one of the following Alberta statutes:

    i. the *Societies Act*;

    ii. part 9 of the *Companies Act*;

    iii. the *Libraries Act;*

    iv. the *Post-secondary Learning Act.*

    In cases where the service organization is not a legal entity, a legal host approved by the department may receive the grant on behalf of the service organization.

b. Operate as an effective service organization with sound practices in governance, and in the planning and management of programs, finances, and personnel.

    i. The board of directors or decision-making body must have a minimum of five members, or the minimum required by the Act under which the organization is incorporated.

c. Submit financial statements when applying for grant funding, as follows:

    i. Service organizations receiving a Community Adult Learning Program grant less than $200,000 (excluding post-secondary institutions incorporated under the *Post-secondary Learning Act*) must submit a financial statement approved by the decision-making body (including a statement of financial position and a statement of operations) that reflects the fiscal year of the organization as stated in the organization's bylaws.

Classification: Public

       ii.   Service organizations receiving a Community Adult Learning Program grant of $200,000 or more must submit an audited financial statement that reflects the fiscal year of the organization as stated in the organization's bylaws.

d. Act as the legal employer of individuals hired to administer the Community Adult Learning Program. In cases where the service organization is not a legal entity, this requirement is the responsibility of the legal host.

e. Act as the financial administrator for the Community Adult Learning Program grant. In cases where the service organization is not a legal entity, this requirement is the responsibility of the legal host.

f. Oversee and direct learning opportunities enabled by the Community Adult Learning Program grant.

g. Ensure the learning opportunities, supports, and services supported by the Community Adult Learning Program meet needs, benefit learners, and are provided in a cost-effective manner to maximize the use of public funds and are provided in cooperation with other related service organizations in the community.

h. Ensure criteria and processes are in place for reducing the social and economic barriers facing learners.

i. Determine bylaws, structure, and decision-making processes, develop and adhere to operational policies and procedures, including conflict of interest policy, and examine and vote on matters in accordance with the written policies and procedures.

j. Hold regular meetings and maintain a record of minutes documenting key decisions on employees and volunteers, program, and funding allocations.

k. Keep the department informed of changes to the current board/decision-making body membership and signing authorities.

l. Ensure the department has current copies of the organization's bylaws, and financial and personnel policies and procedures.

m. Ensure that annual returns are filed in accordance with the applicable Act under which under they are incorporated. In cases where the service organization is not a legal entity, this requirement is the responsibility of the legal host.

4.3 Legal Hosts

In cases where a legal host receives the Community Adult Learning Program grant on behalf of a service organization, the legal host must:

a. Create a decision-making body consisting of at least five individuals from within the community, one of which is a representative of the Legal Host, who have a declared interest in adult learning to manage the relationship with the service organization delivering programs. No represented employer or organization can have more than one vote on the decision-making body, including the legal host.

b. Ensure the service organization and decision-making body comply with the legal and operational requirements outlined in Sections 4.1 and 4.2, as applicable.

c. Act as the legal employer of individuals hired to administer the Community Adult Learning Program.

d. Act as the legal financial administrator for the Community Adult Learning Program grant.

e. Ensure the employer, financial, and program responsibilities of both the legal host and the service organization are clearly articulated in written form (e.g., Legal Host Agreement) and submitted to the department.

f. Insure the operations of the service organization under a contract of general liability insurance, in an amount of not less than $2,000,000 inclusive per occurrence. Operations must be insured against bodily injury, personal injury, and property damage, including loss of use.

5. Financial Requirements

Grant recipients must familiarize themselves with the legal financial obligations set out in the grant agreement. Further financial requirements related to eligible and ineligible expenses are listed below and explained in the budget categories of Program Delivery and Administration.

5.1 Eligible Expenses

The grant, as well as interest and any income generated on the grant, can be used for the following:

Program Delivery:

- Expenses related to reducing barriers for learners to access programs and services, such as transportation, and childcare.
- Expenses related to facility rental, advertising, resourcing and supplies, classroom materials and supplies, travel costs for instructors/facilitators/tutors, volunteer recruitment, and recognition.
- Expenses relating to staff salaries, wages, and benefits.

Program Administration:

- Expenses related to training and professional development for staff, the decision-making body, volunteers, and contracted instructors/facilitators/tutors to support the delivery of the program. Examples include training course fees, travel, subsistence, and accommodation.
- Expenses related to the operation of the office such as: rent, office supplies, insurance, internet, utilities, furniture, fixtures, equipment with no permanent connection to the structure of the building. Examples include desks, chairs, computers, electronic equipment, tables, and partitions.
- Expenses related to the distribution of grant dollars to other adult learning organizations. These expenses are applicable only to granting councils.

5.2 Ineligible Expenses

The grant, as well as interest and any income generated on the grant, cannot be used for the following:

- Any costs for learning opportunities outside of the Community Adult Learning Program, including staff time, facility rental, instructor fees, advertising, and materials.
- Learner compensation such as bursaries. Grant proceeds cannot be provided directly to learners.
- Expenses related to advertising programs and services that fall outside of the Community Adult Learning Program. Advertising for programs and services delivered by other organizations, including costs for staff time, printing, and distribution, are also ineligible. This includes advertising within community program brochures.
- Expenses related to the purchase of land or buildings, the construction or renovation of a building, and the purchase of motor vehicles.
- Expenses related to training and professional development opportunities outside of Alberta offered in person, as well as training and professional development opportunities that are unrelated to the Community Adult Learning Program mandate, for staff, the decision-making body, and volunteers.
- Grant dollars cannot be put into an organization's reserve fund.
- Loan fees, debt principal payments, deficit funding, and speculative fundraising ventures.

5.3 Transfer of Funds Between Budget Categories

Up to 15 per cent of the approved budget (expenses) may be transferred between Program Delivery Expenses and Administration Expenses without the Minister's prior written approval. A request (via email) must be submitted to a Community Adult Learning Program Coordinator for approval of any transfers of more than 15 per cent from one budget category to another each year of the three-year grant term. Organizations are expected to report on any variances between the Budget and final Statement of Revenue and Expenses that exceed 15 per cent as part of the final reporting process.

6. Granting Councils

Grant recipients in large urban centres may be eligible to operate as granting councils, entrusted to award and distribute Community Adult Learning Program grants to recipient organizations in their community.

Granting councils help achieve the vision and outcomes of the Community Adult Learning Program in large urban centres by distributing (though a separate grant arrangement) a major portion of their Community Adult Learning Program grant to support foundational learning programming and services at multiple other organizations that meet the needs of adults in their community. Granting councils may also provide special project grants to these other organizations on an ad-hoc basis. In addition, granting councils may use their Community Adult Learning Program grants to support the governance and operations of their own organizations, which involves multiple functions, as outlined below.

Administering Funding

By allocating the majority portion of their Community Adult Learning Program grants to eligible recipient organizations, granting councils support adult foundational learning through programs and services in their cities. This work includes, but is not limited to:

- Having a clear picture of adult foundational learning needs in the communities they serve;
- Implementing effective and accountable practices in funding allocation processes; and
- Monitoring grant recipients to ensure they are meeting expectations in compliance with the Community Adult Learning Program Policy.

Providing Professional Development

Granting councils support staff, instructor/facilitator, and volunteer excellence in recipient organizations by coordinating and delivering professional development opportunities. This work includes but is not limited to:

- Assessing the professional development needs of recipient organization staff and/or volunteers.
- Addressing the professional development needs of recipient organization staff and/or volunteers, as outlined below:
    - Using the expertise of granting council employees and volunteers (included in the Granting Council's Operations Expenses) to support the professional development of recipient organization staff and volunteers;
    - Funding special projects or initiatives that focus on the development and/or delivery of professional development learning opportunities, curriculum, or resources; and/or
    - Coordinating with other provincial professional development providers and within the Regional Support Network to deliver required, relevant, and recommended professional development learning opportunities to recipient organizations.
- Supporting recipient organizations to collect data on outcomes and/or evaluate programming.

Special Projects

Special projects are activities that will enhance the mandate of the Community Adult Learning Program, as well as the development or delivery of professional development opportunities, by third parties, for recipient organizations.

- Funding for special projects can be up to 15 per cent of the funds allocated by Granting Councils to recipient organizations.
- Special projects must be carried out through a grant or contract to a legal entity or individual to provide a deliverable such as instruction, a curriculum, or learning resource.
- Special project grant/contract applications may include food or venue costs.

Collaboration

Granting councils demonstrate leadership by building a culture of collaboration and influencing others in their communities to engage in the field of literacy and foundational learning. By working closely with their recipient organizations and other organizations, granting councils drive the mandate and priorities of the Community Adult Learning Program forward. This work includes, but is not limited to:

- Building awareness of the needs of adult foundational learners in the community; and

- Developing strategies in conjunction with recipient organizations and other partners to increase collaboration that benefits adult foundational learners.

6.1 Granting Requirements

The requirements and expectations outlined in all sections of the Community Adult Learning Program Policy apply to granting councils. Additional granting council requirements are outlined below.

a. If the Granting Council receives $500,000 or more in annual Community Adult Learning Program funding from Advanced Education:

   i. They must allocate a **minimum** of 80 per cent of the annual grant allocated to recipient organizations. No more than 15 per cent can be given to a single recipient organization unless the department gives written approval to exceed this amount.

   ii. Up to 20 per cent of the annual grant may be used for the Granting Council's Operations Expenses, including the costs related to the Granting Council staff and volunteers providing professional development opportunities for recipient organizations.

b. If the Granting Council receives less than $500,000 in annual Community Adult Learning Program funding from Advanced Education:

   i. They must allocate a **minimum** of 60 per cent of the annual grant allocated to recipient organizations. No more than 15 per cent can be given to a single recipient organization unless the department gives written approval to exceed this amount.

   ii. Up to 40 per cent of the annual grant may be used for the Granting Council's Operations Expenses, including the costs related to the Granting Council staff and volunteers providing professional development opportunities for recipient organizations.

c. All Granting Councils must:

   i. Consider applications for funding from legal entities incorporated for a minimum of two years under one of the following Alberta Statutes: the *Societies Act*, part 9 of the *Companies Act*; the *Libraries Act*; or the *Post-secondary Learning Act*.

   ii. Not provide program grants to individuals or for-profit companies.

   iii. Develop and adhere to written policies and procedures consistent with the Community Adult Learning Program Policy and the Ministerial Grants Regulation 215/2022, which guide decision-making in the allocation of grants, and make these policies and procedures available to Advanced Education upon request.

   iv. Ensure all recipient organizations are in compliance and/or in alignment with the requirements outlined in all sections the Community Adult Learning Program Policy, including:

   - Ensuring compliance with the requirements and expectations of Section 2: Program Vision and Section 3: Program Requirements; and

   - Ensuring alignment with the requirements and expectations of Section 4: Legal and Operational Requirements and Section 5: Financial Requirements in granting council policies, procedures, and granting documents.

   v. Ensure all funding decisions are approved by the decision-making body and recorded in minutes and approved by the department prior to being awarded to applicants.

Classification: Public

7. Accountability and Compliance

Albertans expect that the province's advanced learning system demonstrates accountability for the investment of public dollars. As part of Alberta's advanced learning system, Community Adult Learning Program grant recipients demonstrate accountability through compliance with the Community Adult Learning Program Policy.

7.1 Enhanced Monitoring and Reporting

Grant recipients that do not demonstrate compliance with the Community Adult Learning Program Policy will be subject to enhanced monitoring and reporting which will be implemented though an amendment to the grant agreement. Grant recipients who are placed on enhanced monitoring and reporting should become familiar with the following information:

- The grant recipient will receive a list of performance expectations that outline specific areas of improvement, which are required to become compliant with the Community Adult Learning Program Policy.
- The grant recipient will be required to submit a progress report to the department at a specified date to outline progress towards the identified performance expectations.
    - The two steps above will be part of the amended grant agreement.
- A department review panel will be convened to review the progress report to assess the grant recipient's progress towards the identified performance expectations.
- The review panel's assessment of the progress report may lead to one of the following results:
    - Progress towards the identified performance expectations is determined to be sufficient, in which case the grant recipient may continue with the regular grant process.
    - Progress towards the identified performance expectations is determined to be not sufficient, in which case the grant recipient may be eligible to apply for funding through a competitive grant application process called an open competition.
- The review panel will not review progress reports that are submitted late. Late submissions will result in termination of the grant agreement with the grant recipient and initiate an open competition for Community Adult Learning Program funding in the community.

7.2 Open Competitions

Open competitions may occur in the event a grant recipient fails to meet the requirements of enhanced monitoring. They may also take place if Advanced Education deems an area in need of an additional CALP provider. If it is decided that an open competition will be held, service organizations that apply for Community Adult Learning Program funding through a competitive grant application process may wish to become familiar with the following information:

- A review panel with a minimum of three department staff will evaluate Community Adult Learning Program open applications based on the merit of each application, and according to a pre-established rubric.
- To maintain a fair and transparent process, the open competition grant review process is not iterative or interactive, and all decisions of the review panel are final.
- No more than one open competition will be held in a particular community per year, even if the open competition does not result in a successful applicant.
- If a currently funded organization is unsuccessful competing in an open competition, it will not receive Community Adult Learning Program open competition grant funding in the subsequent grant term.
- The review panel will not review open competition applications that are submitted late.

Classification: Public

8. Appendix

8.1 Program Definitions

Adult learning principles

Adult learning principles are the best practices that guide the development and delivery of adult foundational learning opportunities, where learning is relevant, practical, respectful, self-directed, strengths-based, builds on the learner's knowledge and experience, and is oriented towards the learner's goals. For more information, see [Knowles' Principles of Learning](#) in Section 3.

Barriers

Barriers are the social, economic, and/or other challenges that learners face that interfere with their participation in learning. Barriers may be experienced both externally and internally. External barriers include a chronically disrupted learning journey, previous negative experiences with formal education, a lived experience of low income or poverty, experience with trauma or violence, and/or systemic marginalization and stigmatization. Internal barriers include diagnosed or undiagnosed learning difficulties/disabilities, developmental and/or cognitive delays, health/mental health issues, addictions issues, a fear of further stigmatization, and a sense of failure associated with learning.

Any combination of the above challenges is likely to influence a learner's self-perception, which may significantly impact learning. Adult foundational learners often lack a strong learning identity, belief in their ability to learn successfully, and the confidence needed to engage in learning. These individuals may also feel challenged on how to self-advocate and/or find the information and services they need to support their own learning. For further context, see the definition of foundational learner.

Basic digital skills

The ability of individuals to understand and use digital systems, tools, applications, and networks in order to access and manage information and thrive in learning, the workplace, and daily life. For more information, see [Basic Digital Skills](#) in Section 3.1.

Coaching and modeling

Coaching is the process of teaching a new skill and encouraging participants as they learn and practice that skill. Modeling is a teaching technique that encompasses the principle 'do as I do.'

Collaboration

A collaboration is a mutually beneficial relationship between a grant recipient and one or more organizations to support learning opportunities and activities related to the mandate of the Community Adult Learning Program. A collaboration includes one or more of the following attributes:

- A formal commitment to work collaboratively, although the formality may vary.
- A set of joint activities, priorities, commitments, roles, and responsibilities.
- Financial or in-kind contributions to the learning opportunity.
- Mutual respect and trust.
- The sharing of intellectual or physical resources.
- A common goal to serve adult learners, particularly those with foundational learning needs, and a commitment to meeting program outcomes.

Comprehensive community college

A public post-secondary institution responsible for stewarding adult learning opportunities within a defined region of Alberta. Comprehensive community colleges are responsible for understanding their geographic service regions to enhance strategic planning, identify and achieve goals, and meet regional learner and economic demand. This work is accomplished through greater system collaboration and alignment with community adult learning.

Cost-recovery

Cost-recovery means ensuring the organization recovers the full costs of delivering a program or service, including all direct and indirect costs.

Classification: Public

Course

Courses are instructor-led educational experiences that focus on addressing participants' learning goals through relevant, structured curriculum. The content of each individual session builds on the content of each previous session to ensure learners make steady progress towards the learning goals of the course. Therefore, it is important that learners attend each session. Course instructors measure learner skill development by assessing the extent to which learners meet the goals of the course. For more information, see Courses in Section 3.3.

Decision-making body

This may be a board of directors, council, or the committee managing the relationship between an organization and their legal host.

English language learner

English language learners are a diverse group who may or may not be born in Canada, and whose first language is not English. They could be a Canadian citizen or permanent resident, an Indigenous person, a refugee or immigrant at any stage of adjustment into Canadian society, or a temporary resident, whether a visitor to Canada, an international student, or a temporary foreign worker. They may also be of any economic or social background. For example, they could be a foreign-trained professional or a low-skilled labourer. An English language learner could have any level of formal education (or no formal education) and be at any foundational level of English language learning.

English language learning

The study and practice of the English language by individuals whose first language is other than English and who are unable to communicate fluently in English. English language learning helps them gain proficiency in speaking, reading, writing, and listening in English. For more information, see English Language Learning in Section 3.1.

English language literacy learner

English language literacy learners, sometimes referred to as ESL or English as and Additional Language literacy learners, are individuals who have varying abilities to speak or understand spoken English, and who are acquiring basic literacy skills, often for the first time, in any language due to limited or interrupted formal education. These individuals often have little to no education or literacy skills in their first language(s) and need to learn literacy skills in English. English language literacy learning is a continuum, and English language literacy learners require learning that is tailored to their specific learning needs. For more information, see English Language Learning in Section 3.1.

Family literacy programs

Family literacy programs funded by the Community Adult Learning Program prioritize the delivery of intentional activities that build adults' skills and promote the values and benefits of literacy for the entire family. In required programming, family literacy programs provide adult learners with opportunities to increase their own literacy and foundational skills that also enhance daily literacy practices for all family members. For more information, see Family Literacy Programs in Section 3.1.

Formal learning

Learning that is acquired in an educational institution, is delivered through an organized and structured curriculum, is assessed by a qualified instructor, and recognized with grades and parchment (e.g., degrees, diplomas, certificates).

Foundational learner

A foundational learner is an adult who chooses to engage in foundational learning opportunities such as literacy, numeracy, skills for learning, basic digital skills, and/or English language learning to address knowledge and skills gaps. Foundational learners often experience economic, social, and/or other challenges or barriers that may interfere with their learning—challenges that cannot be separated from the learning journey itself. Grant recipients must familiarize themselves with the nature of these challenges, discussed in Section 3.1: Literacy and Foundational Learning.

Classification: Public

Foundational learning

Learning opportunities that support the development of literacy, numeracy, skills for learning, basic digital skills, and/or proficiency in the English language. Foundational learning opportunities help individuals to pursue further learning, have satisfying and meaningful employment, and fully participate in society. While the Community Adult Learning Program Policy do not identify or mandate a specific "cut-off level" for foundational learning, in general terms, it can be thought of as up to and including approximately Grade 9 levels in the formal kindergarten to grade 12 system, or, in the case of literacy and numeracy, up to and including Program for the International Assessment of Adult Competencies (PIAAC) level 2.

Knowledgeable referral

A referral is the process of sending an individual to another person or place for help, information, or advice. Knowledgeable referrals are those that are made with confidence that the person or place to which an individual is referred is appropriate, and that the individual will be able to access the help, information, or advice required.

Learning activities

Learning activities are instructor-led learning opportunities that are scheduled with set times for learners to improve their skills or knowledge on a particular topic through a participatory or hands-on approach. Unlike courses, learning activities generally do not involve a highly structured curriculum, and, because the content of individual sessions may or may not build on the content of previous sessions, learner success does not require attending every session. Instead, each session of a learning activity is designed to respond to the specific needs of learners in the room, allowing learners to build on the skills they bring with them. For more information, see Learning Activities in Section 3.1.

Learner pathways

The chosen routes that learners take through a range of learning opportunities, including nonformal community-based learning, nonformal and formal post-secondary learning, transfer credit, and workplace training. Learner pathways are used to describe the learning options available to different learners.

Learner support services

The range of activities or services that grant recipients coordinate to support the learning and/or life journey of adult learners. They are opportunities for organizations to build relationships with learners, which may increase their confidence to participate in further learning. For more information, see Section 3: Program Requirements.

Legal host

An entity approved by Advanced Education to act as the legal administrator for a service organization and receive a Community Adult Learning Program grant on behalf of the service organization.

Literacy

The ability to identify, understand, interpret, create, communicate, compute, and use printed and written materials associated within varying contexts. For more information, see Adult Literacy in Section 3.1.

Modes of delivery

The ways in which programming may be delivered to achieve learning objectives. The four modes of delivery include tutoring, courses, family literacy programs, and learning activities. For more information, see Section 3.3: Modes of Delivery.

Nonformal learning

Learning that is acquired outside of the formal education system. These learning experiences are led by a facilitator, have identified learning goals, and tend to be flexible and voluntary with few if any prerequisites.

Numeracy

The ability to use, apply, interpret, and communicate mathematical information and ideas. For more information, see Numeracy in Section 3.1.

Classification: Public

Regional stewardship

Refers to government's expectation that comprehensive community colleges engage in institutional leadership and collaboration with adult learning providers and other stakeholders for the purposes of increasing learner access through needs assessment, facilitating and coordinating foundational and post-secondary learning opportunities, as well as providing learner support services. Regional stewardship includes facilitating the collection and sharing of information and knowledge, leveraging resources, and building collective capacity, while determining, prioritizing, and enabling educational access to the full spectrum of learning opportunities available to learners in Alberta.

Regional Support Network

Professional development support network overseen by the Community Learning Network. It is composed of five Regional Support Staff, each assigned to a geographical area, who work with other Community Learning Network staff to ensure the training, networking, and professional development needs of Community Adult Learning Program providers are met.

Scaffolding

Scaffolding is a key element in the delivery of effective adult learning. It refers to processes by which the instructor, together with the learner, systematically identifies, reinforces, and builds upon the learner's existing skills and knowledge as they learn new skills and knowledge. Like the scaffolding placed around a single-story bungalow during a renovation to add a second story, the scaffolding placed around a learner is temporary and adjustable. As the learner becomes more confident and independent in their learning, the instructor and learner can begin to remove/adjust the scaffolding together.

Service organization

A service organization is an entity that delivers the approved activities that are set out in the Community Adult Learning Program Policy and grant agreement. In most cases, the service organization is the grant recipient. Exceptions exist, however, when the legal host is the grant recipient. For further information, see the definition of legal host.

Skills for learning

Learning opportunities that support the development of the fundamental skills and habits of learning that support foundational learners to build confidence, develop an identity as a learner, advocate for themselves, and engage in foundational and other learning. For more information, see Skills for Learning in Section 3.1

Tutoring

Tutoring is generally a volunteer-based practice in which a tutor facilitates an adult's learning through specialized, additional, or basic instruction, either individually or in a small group. The practice of tutoring is learner-centered and learner-driven and is a two-way learning experience based on mutual respect from which the tutor and the adult learner(s) benefit. For more information, see Section 3.1

Vulnerable persons

A vulnerable person is an individual who, because of age (under 18 or over 65), a disability (physical or mental), or other circumstances, whether temporary or permanent, is in a position of dependency on others, and/or is otherwise at greater risk than the general population of being harmed by a person in a position of trust or authority towards them.[2]

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[2] *Volunteer Screening Program,* Volunteer Alberta, 2024.

Classification: Public