

# 2017-2018 Grant Checklist

This checklist is for reference only and not required as part of the application for funding. This list is used by the Grant Allocation Committee to assess each application.

## Is the program:

- For non-credit learning?
- For barriered learners or volunteers?
- Minimum 6-8 participants?
- Part-time? (part-time is generally max. 20 hours per week, 100 hours per course)
- For Red Deer residents?
- For learners over the age of 18?
- Non-sectarian? (open to all)
- Not general interest? (General interest courses are to be cost recoverable and not eligible for funding)
- Addressing learning needs that are currently not being met in the community because programs are difficult to access or unavailable?
- Following a documented curriculum or course outline?
- Not already fully funded by other federal/provincial sources?
- Tuition charge reflects the course fees or the course is targeted to financially barriered learners?
- Running between July 1st, 2017 - June 30th, 2018.

## Which required programming area does this application fall into?

Funded organizations must provide learning opportunities to support at least one of the following six categories, based on an assessment of need in the community: Adult Literacy, Numeracy, English Language Learning, Basic Computer Skills, Foundational Life Skills, and/or Family Literacy. More detailed descriptions of each category are offered below, along with any additional program requirements.

### Adult Literacy

Adult Literacy is defined in the Community Adult Learning Program Guidelines as the ability of adults to identify, understand, interpret, create, communicate, and use printed and written materials associated with varying contexts. The primary intended outcome should be the development of reading, writing, and/or document use skills up to and including a pre-GED level. Reading, writing, and document use are three of nine Essential Skills from Canada's Essential Skills framework, defined as follows:

- Reading includes understanding materials written in sentences or paragraphs.
- Writing includes communicating by arranging words, numbers and symbols on paper or a computer screen.
- Document Use includes finding, understanding or entering information (e.g. text, symbols, numbers) in various types of documents, such as tables or forms.

### Numeracy

Numeracy is defined in the Community Adult Learning Program Guidelines as the ability to use, apply, interpret, and communicate mathematical information and ideas. Numeracy is one of nine Essential Skills from Canada's Essential Skills framework. To align with that framework, the primary intended outcome

# 2017-2018 Grant Checklist

should be using numbers and thinking in quantitative terms to complete tasks, up to and including a pre-GED level.

## English Language Learning

English Language Learning is defined in the Community Adult Learning Program Guidelines 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 outcome should be to help learners gain proficiency in speaking, reading, writing, and listening in English. These outcomes correlate to the following Essential Skills from Canada's Essential Skills framework: Reading, Document Use, Writing, and Oral Communication.

## Basic Computer Skills

Basic Computer Skills are defined in the Community Adult Learning Program Guidelines as the ability of individuals to appropriately use computers and related technology to find, evaluate, utilize, create, and communicate in order to participate effectively in society. The primary intended outcome is the development of foundational computer skills to support an individual to navigate the basics of a computer, keyboard, operating device, or the internet. This category corresponds to the Essential Skill now called Digital Skills—one of nine Essential Skills from Canada's Essential Skills framework.

## Foundational Life Skills

Foundational Life Skills are defined in the Community Adult Learning Program Guidelines as learning opportunities that facilitate the development of the personal and interpersonal skills required to deal with the demands and challenges of everyday life on an independent basis. These skills may include the following basic components:

- decision-making and problem-solving;
- creative thinking and critical thinking;
- communication and interpersonal skills;
- self-awareness and empathy;
- coping with emotions and stress;
- intercultural competencies.

The primary intended outcome of learning opportunities in Foundational Life Skills is to improve any combination of the above skills to prepare a learner for further learning, employment, and/or participation in society.

## Family Literacy

Family literacy programs promote the value and benefits of literacy, as well as oral language skill development. These programs also provide parents with the skills and strategies to create a literacy-rich environment in the home and use daily activities to strengthen the emergent literacy skills of their children.

# 2017-2018 Grant Checklist

While adults may enter family literacy programs to become more confident in their role as a child's first teacher, these programs also create opportunities for adults to increase their confidence to return to learning and find out about other learning opportunities available in the community. Organizations delivering family literacy programs must be well-connected in their communities to make knowledgeable referrals to other local providers to support adults to transition to further learning, employment or other learning goals.

## 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. Funded organizations are well positioned to help achieve the program's vision of building 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, funded organizations may also offer a range of learning opportunities in Community Capacity Building.

### Eligible Learning Opportunities

Learning opportunities offered in the Community Capacity Building programming area support the development of the individual, the family, and/or the community. Community Capacity Building programming may complement, build upon, or supplement the literacy and foundational skills a learner is trying to achieve, or has achieved, or it may be an opportunity to attract learners who may not recognize or admit the need to improve their literacy and foundational skills. Examples include learning opportunities that:

- support workplace readiness, including the development of computer software skills and application skill development;
- support the achievement of a high school equivalency credential, such as the General Equivalency Diploma (GED);
- support local or indigenous language/culture;
- address mental health issues;
- prevent and support victims of violence and abuse;
- prevent substance abuse;
- promote parenting skills.

Organizations are encouraged to leverage partnerships with other agencies in the community to deliver these learning opportunities, such as other learning and support agencies, business/employers, and others.

### Eligible Learners

All adults 18 years and over who reside in Alberta are eligible to participate in learning opportunities and access services and supports. Priority must be given to permanent residents and Canadian citizens. Youth may be served on an exception basis only, where community need is identified, a more appropriate youth-serving organization is not available, and the funded organization has taken the necessary precautions (e.g., security clearances, consent from legal guardian). Funded organizations may request to serve learners under the age of 18 through the Community Adult

# 2017-2018 Grant Checklist

Learning Program grant application process. Learners do not have to be current or former participants in the Required Programming area, Literacy and Foundational Learning, in order to participate in Community Capacity Building learning opportunities.

## Collecting Fees

For all learning opportunities, learners who can afford to pay must pay fees for learning opportunities. Grant funds can only be used to reduce fees for learners that demonstrate a financial need. Funded organizations must collect fees that cover partial costs, all costs, or generate revenue above delivery costs, for all programs and services with the exception of volunteer tutoring. However, finances should not be a barrier to learning and fees must be reduced or eliminated for learners with financial barriers. To ensure access for learners with a financial barrier, organizations must have an effective policy in place to reduce fees for learners.

**Organizations funded through the Community Adult Learning Program should strive to attract and meet the needs of learners who face social and/or economic barriers, which may include:**

- Low literacy or learning challenges, including a diagnosed or undiagnosed learning disability;
- Cultural or social isolation, including:
  - English language challenges facing newcomers to Alberta
  - Individuals who are marginalized in society;
  - Other barriers to participating in the community;
- Lack of resources or confidence to access information and services to support their own learning, such as:
  - Participating in learning opportunities for a fee;
  - Seeking out information at the library or online;
  - Seeking assistance from other agencies;
- An association of learning with trauma and/or frustration and a possible fear of failure;
- Personal or family challenges, including issues related to:
  - Low income;
  - Housing and/or homelessness;
  - Previous encounters with the justice system;
  - Mental health or addictions;
  - Previous traumatic experiences, such as violence or abuse;
  - Being unable to manage a social context effectively;
  - Being unable to accomplish basic daily tasks;

For further information on the guidelines which inform the granting process, please visit the "[Community Adult Learning Program Guidelines](#)", July 2016.