

**Increasing Learner
Access through System
Alignment:
Final Report of the
Community Adult
Learning Task Team**

January 2010

Increasing Learner Access through System Alignment: Final Report of the Community Adult Learning Task Team

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January 18, 2010

Ms. Annette Trimbee
Deputy Minister
Advanced Education & Technology

Dear Ms. Trimbee:

In January 2009, you asked for the formation of a multi-stakeholder working group to make recommendations on ways to better align the publicly-funded post-secondary system and the community adult learning system. Specifically, the Community Adult Learning Task Team was mandated to make recommendations on:

- Operating guidelines for the stewardship role of Comprehensive Community Institutions (CCIs)
- Operating guidelines for CCI Regional Access Advisory Councils (RAACs)
- Facilitation of Community Adult Learning Councils and community literacy organizations engagement in CCI access planning processes
- Further development of the concept of Community Adult Learning Centres

As directed, the Community Adult Learning Task Team, comprised of five representatives from Comprehensive Community Institutions, five members of community adult learning and literacy organizations, and three representatives of Alberta Advanced Education and Technology, met throughout 2009. We have built on the direction set by the Roles and Mandates Policy Framework, Building Vibrant Learning Communities, the recommendations of the 2007 Community Adult Learning Working Group, and experiences with the first year of the Access Planning Framework.

The Task Team distributed a draft report and sought input from our colleagues with Comprehensive Community Institutions and community adult learning and literacy organizations. We are pleased to provide you with our final report, *Increasing Learner Access through System Alignment*. We are confident that the report implements the directions from the Roles and Mandates Policy Framework while respecting the need for flexibility across the service regions and communities across Alberta.

In addition to recommended operating guidelines and further development on the concept of Community Adult Learning Centres, the report includes a comprehensive set of overarching core values and operating principles. These values and principles are intended to guide the future development of positive and effective relationships between Comprehensive Community Institutions and community adult learning providers.

Ms. Annette Trimbee
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The report also includes some short and longer term strategies to support full implementation of an aligned adult learning system that delivers the full spectrum of learning opportunities – from foundational through to post-secondary. We understand that implementing many of these strategies will require financial and human resources.

Given the current fiscal challenges facing government, post-secondary institutions, and non-profit community organizations, many strategies will not be able to be implemented until additional resources are available. However, the Task Team has identified a number of strategies that can be incorporated through standard business operations. The Task Team has also recommended strategies that involve further consideration and discussions, and which may occur over the shorter-term.

We would like to express our appreciation for the opportunity to bring together representatives of Comprehensive Community Institutions, community adult learning partners and the ministry. The Community Adult Learning Task Team provided an important forum for dialogue and discussion, which resulted in stronger relationships and common understanding of key issues. We strongly believe that enhancing relationships among all sectors of the adult learning system is key to ensuring greater access to learning opportunities for adult Albertans.

We hope this report meets with your expectations.

Yours sincerely,
Community Adult Learning Task Team:

Jann Beeston, Hanna and District Association for Lifelong Learning
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Jane Brenner, Taber and District Community Adult Learning Association
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1 Introduction

The *Roles and Mandates Policy Framework for Alberta's Publicly-Funded Post-secondary Institutions*, released in November 2007, identified new directions for Alberta's advanced education and community adult learning systems. In particular, *Roles and Mandates* calls for enhanced alignment among the two systems to strengthen foundational learning, increase learner transitions and increase access to the full spectrum of learning. In November and December of 2007, a multi-stakeholder Community Adult Learning Working Group developed a comprehensive set of recommendations on furthering the overarching direction set by the Roles and Mandates Policy Framework. In 2008, Alberta Advanced Education and Technology (AET) released the *Building Vibrant Learning Communities* report, which included a framework and set of actions to strengthen foundational and community-based learning in Alberta. In May 2008, AET released the first *Alberta Access Planning Framework* under which Comprehensive Community Institutions (CCIs) developed their first Institutional Access Plans (IAPs). The 2009 Alberta Access Planning Framework was released in June of this year.

The Community Adult Learning Task Team was established in January 2009 to build on the direction set by the Roles and Mandates Policy Framework, *Building Vibrant Learning Communities*, the recommendations of the Community Adult Learning Working Group, and experiences with the first year of the Access Planning Framework. The Task Team was comprised of five representatives from Comprehensive Community Institutions, five members of community adult learning and literacy organizations, and three representatives of Alberta Advanced Education and Technology. As a multi-stakeholder group the Task Team presented an opportunity for government, CCI and community adult learning partners to discuss and develop operating principles and guidelines.

The Task Team was mandated to develop recommendations on:

- Operating guidelines for the stewardship role of Comprehensive Community Institutions (CCIs)
- Operating guidelines for CCI Regional Access Advisory Councils (RAACs)
- Facilitation of Community Adult Learning Councils and community literacy organizations engagement in CCI access planning processes
- Further development of the concept of Community Adult Learning Centres

At the outset, the Task Team recognized that these four mandated topics are inter-related in many significant ways. Although considered separately, the recommendations in this report demonstrate the overlap and intersection among the four areas. The Task Team also recognized that government, CCIs and community learning partners have distinct and separate roles and responsibilities in the alignment process. At the same time, we share a collective role for ensuring the learning system as a whole is increasing access to learning and meeting the learning needs of Albertans.

Although direction was also given to develop transition plans for increasing the integration of Consortia with CCIs, this work is currently being undertaken by a separate group. This report does not include recommendations regarding Community Consortia.

The Task Team held six meetings between February and November 2009. In addition, four small groups, which were established for each of the key topic areas, met several times during this period to discuss and deliberate on the concepts and proposed guidelines. A draft report was developed and was sent out for input from community adult learning providers and CCIs.

The following recommendations identify principles, guidelines and actions to achieve greater alignment between the community adult learning and post-secondary systems. They have been designed based on adequate financial supports available to support their implementation. Task Team members feel strongly that resource issues will influence implementation of any of the following recommendations, as well as corresponding policy changes and new initiatives. Our capacity to realize the vision of responding to the learning needs of Albertans and Alberta communities is reliant upon a number of factors, including reasonable funding supports, strong relationships and collaboration.

2 Vision for Aligned Post-secondary and Community Adult Learning

The Roles and Mandates Policy Framework sets out key outcomes and priority directions related to community adult learning. The ultimate vision is for an aligned learning system that supports adult Albertans to reach their potential through access to foundational learning and transitioning to post-secondary education, as well as responds to labour market needs.

A collaborative and aligned learning system is better positioned to assist Albertans to achieve their education, employment, and personal goals; become more productive citizens; and contribute to the development of a knowledge-driven future. Over the longer term, these outcomes will be achieved when:

- more adult Albertans have literacy skills at or above level three and obtain the equivalency of a high school diploma;
- more adult Albertans with strong foundational skills transition into a post-secondary program of study;
- more adult Albertans have access to and participate in post-secondary education and lifelong learning;
- adult Albertans in communities have greater access to post-secondary learning opportunities through technology, e-learning, and alternative delivery;
- community and post-secondary adult learning providers establish trusting relationships that contribute to effective and successful partnerships;
- post-secondary and community adult learning systems are better aligned and work collaboratively towards identifying and responding to regional learning needs; and
- there is enhanced alignment of Alberta government programs and policies that support adult learners and learning opportunities.

3 Definitions

Informal learning: Informal learning refers to learning resulting from daily work-related, family or leisure activities.

Nonformal learning: Nonformal learning refers to organized, structured learning that may take place both within and outside educational institutions, and may include adult literacy, life skills, work skills and other programming that does not usually lead to qualification or a certificate.

Formal learning: Formal learning refers to learning through a program of instruction and is generally recognized by a qualification, certification, or post-secondary credential.

Foundational learning: Foundational learning refers to the full array of learning required to bring individuals up to the equivalent of a high school graduate. Foundational learning includes literacy, English language learning, academic upgrading and preparation, high school equivalency, skills development, and employment preparation. Foundational learning is a required programming area of Community Adult Learning Councils, with funding also provided to community adult literacy and family literacy organizations. All Comprehensive Community Institutions provide a level of foundational learning; usually adult basic upgrading, high school equivalency, English language training, and skills development.

Lifelong learning: Lifelong learning involves the pursuit of knowledge for either personal or professional reasons. The concept of lifelong learning recognizes that learning is not confined to the classroom and is not limited to only children and youth. Learning takes place throughout life and in a range of situations.

Community adult learning system: Alberta's community adult learning system is comprised of Community Adult Learning Councils, mandated by Alberta Advanced Education & Technology to address nonformal and foundational learning needs for adults in communities across Alberta, and not-for-profit learning organizations that provide adult and family literacy programming including the Voluntary Tutor Adult Literacy Program.

Comprehensive Community Institution (CCI): Colleges that are focused on learners interested in preparatory, career, and academic programming. They provide a broad range of programming that may include foundational learning, academic upgrading, apprenticeship, certificates, and diplomas, university transfer programs, applied degrees, and baccalaureate degrees primarily in collaboration with a degree-granting institution.

Learner support services: A range of supports and services for learners, such as access to technology, educational planning, or guidance or mentoring, that enable learning to occur.

Institutional Access Plans (IAP): The *Roles and Mandates Policy Framework* requires publicly-funded post-secondary institutions to produce annual IAPs that identify ways institutions will further the directions outlined in the provincial Alberta Access Plan. Institutional Access Plans for CCIs will be aligned with geographic service regions and will be developed in conjunction with advanced education system partners including community learning organizations.

4 Values and Principles

Although the Task Team was asked to consider four separate topics, it was recognized the topics intersect in many ways. The Task Team identified core values and principles that serve as the foundation for alignment of the post-secondary and community learning systems. It is recognized that no single organization or institution can provide the full array of learner supports, services, and programming. Only through collaboration and partnerships will learners in Alberta have access to community-based programs and services that meet their learning needs.

The principles and values identified here are intended to assist CCIs and Community Adult Learning Councils to develop Memorandum of Understanding or Letters of Agreement.

CORE VALUES

The Community Adult Learning Task Team agrees that the following core values are shared across the post-secondary and community adult learning systems:

- **Community Capacity:** Community-based support services, infrastructure and resources are instrumental in building community capacity, building a quality experience for learners, increasing access for under-represented populations, and encouraging residents to continue to live in and contribute to their community.
- **Value for all learning:** All learning, including informal, non-formal, and formal, has value for individual Albertans, families, communities, and employers. The development of knowledge, skills and attitudes throughout the life span in a variety of settings is valued for their contribution towards citizenship, employment, personal development and physical well-being.
- **Funding for learning is an investment:** Investments in learning are made by individuals, communities, employers, and government. These investments yield far-reaching public and private benefits, including enhanced economic performance for regions, employment earnings and outcomes for individuals, a healthier society, lower crime rates, and enhanced citizenship. Through learning, individuals are able to experience personal growth, better contribute to their families and communities, and fully realize their individual potential.
- **Accountability:** Community learning organizations, Comprehensive Community Institutions, and government are accountable to Albertans for ensuring access to the full spectrum of quality learning opportunities, as well as services in support of learning. All are accountable for ensuring sustainable and effective use of public resources.

PRINCIPLES OF COLLABORATION

The following Principles of Collaboration provide a framework for CCIs and community adult learning organizations to develop operating guidelines for community-based access planning, program design and delivery, and learner supports and services. These Principles also serve as a framework to guide collaboration across the many areas where CCIs and community learning partners share a complementary role, or where conflict may occur.

- **Learner-centred:** Programs, policies, and services should be developed and delivered through a key focus on meeting the needs of adult learners. The principle of learner and client choice is respected.
- **Equitable Access:** All Albertans should have equitable access to quality learning opportunities and services across the full spectrum of learning in or close to their communities.
- **Respect:** CCIs and community adult learning providers demonstrate respect for the role, organizational autonomy, and accountability of various partners and stakeholders. While roles and responsibilities are often distinct and separate, there are areas where there is a collective responsibility for achieving outcomes. The principle of demonstrating respect forms the basis for collaboration in areas of complementary programming and service delivery.
- **Positive Relationships:** The development and maintenance of positive working relationships, based on trust and respect among learning providers and stakeholders, is required to effectively achieve community and post-secondary learning goals.

- **Effective Collaboration:** Effective collaboration among system partners fosters a holistic and supportive environment for learners. Collaboration is intended to leverage resources and capacity across a broad range of system partners that results in enhanced efficiency and better outcomes for learners.
- **Purposeful Communication:** Positive relationships and effective collaboration rely on meaningful communications among learning partners. Sharing information and knowledge is key to ensuring strong access planning processes as well as providing quality programs and learner services. All learning partners should engage in open communication within the parameters of respect for organizational autonomy and legal confines.

5 Recommendations

5.1 Stewardship Role of CCIs

1. **Definition:** CCI regional stewardship is defined as leadership and collaboration with community adult learning providers and other stakeholders for the purposes of access planning, facilitating and coordinating foundational and post-secondary learning opportunities, and providing learner supports. As regional stewards, CCIs facilitate:
 - Collecting and sharing information and knowledge
 - Leveraging resources and building collective capacity
 - Determining, prioritizing and facilitating access to the full spectrum of foundational and post-secondary learning opportunities through collaboration with regional learning providers and other post-secondary institutions.

2. **Operating Guidelines:**
 - **Mutually Supportive:** Positive relationships between CCIs and community adult learning providers are leveraged to achieve regional goals for access and participation in adult learning. CCIs hold the stewardship role within geographic service regions, with Community Adult Learning Councils playing a collaborative, contributing, and supportive role.
 - **Value for Learning:** CCIs and community adult learning partners view education as an investment in individual, family, community, and Alberta's economic future. All providers are valued for their current roles, as well as their future potential.
 - **Community and Learner Centered:** CCIs and community adult learning partners work towards equity of access to adult learner services for all Albertans.
 - **Respect:** CCIs and community adult learning providers have both separate and complementary roles and demonstrate respect for organizational autonomy and accountabilities.
 - **Collaboration & Cooperation:**
 - CCIs are expected to engage with a broad range of regional stakeholders for access planning purposes. CCIs are responsible for leading the access planning processes within their region to develop Institutional Access Plans.
 - CCIs are expected to invite all Community Adult Learning Councils and other community adult learning providers to engage in regional access planning activities. It is acknowledged that resources and existing levels of capacity will constrain the extent to which CCIs and community learning partners can collaborate in access planning. However, minimum thresholds that foster engagement and dialogue may be achieved with minimal resources.
 - In the delivery of post-secondary programming, CCIs may directly deliver, or collaborate through brokered or hosted programming with other providers to respond to learning priorities.

- In the delivery of foundational learning, CCIs and community adult learning partners are expected to collaborate, leverage the capacity of various providers, and respect organizational autonomy while not duplicating programming and services.
- CCIs should respect niche areas where community learning partners have well-established and effective programming.
- In areas of complementary programming, the principle of learner and client choice will be respected. Resolution of competition issues will occur at the regional and community level.

5.2 Regional Access Planning Processes

1. **Definition:** Regional access planning is a process that involves gathering, compiling and sharing data and information on regional learning needs. It results in identification of gaps, as well as commonly identified goals and priorities for program delivery, learning pathways, and learner supports and services. Access planning processes:
 - a. support CCIs in developing their IAPs;
 - b. contribute to business/program plans required of Community Adult Learning Councils and literacy programs; and
 - c. contribute to government policy and program development.
2. **Operating Guidelines:**
 - **Respect:** In access planning activities, CCIs and community adult learning partners recognize and respect their distinct and complementary roles, their individual information, and their lines of accountability. Partners are expected to share information, data, knowledge and perspectives within legal parameters.
 - **Regional Diversity:** CCIs and community adult learning providers are expected to reflect the diversity in their distinct service areas in developing and utilizing access planning processes. Regions may have different learner partners, community stakeholders and learning needs. Urban and rural regions will differ in terms of relationships among Community Adult Learning Councils, other community learning providers and CCI's.
 - **Flexibility:** Since regional access planning is process-oriented, rather than structural, CCIs and Community Adult Learning Councils have a high degree of flexibility in determining individual and collective processes. Access planning is recognized as an iterative and evolving process. Urban-based CCIs will require flexible processes to respond to both urban and rural needs in their service regions.
 - **Standardized Processes:** A high degree of flexibility must be balanced with a level of standardization across the province for access planning processes used and information collected. There is a role for government in ensuring minimum standards are respected and operationalized by CCIs and Community Adult Learning Councils across the province.
 - **Standardized Quality Information:** CCIs and community learning partners should have access to consistent and standardized information, such as what is included in the Alberta Access Plan and regional profiles. Information must be useful, relevant, and accurate.
 - **Inclusive:** Processes should be inclusive of a broad range of learning and community partners and support sharing knowledge, information, and best practices.

- **Efficient and Value-Added:** Access planning processes should leverage relationships, existing processes and structures and not contribute to unnecessary additional administrative burden. CCI should maximize existing regional organizations and processes established for communication and feedback.

5.3 Regional Access Advisory Councils (RAACs)

1. **Definition:** Regional Access Advisory Councils are advisory bodies that provide perspectives and advice on regional learning needs to assist CCIs in developing the IAPs. RAACs are established by and accountable to CCIs for the purposes of developing the *Community-based Learning Access and Service Goals* section of the IAP.

2. Operating Guidelines:

- **Accountability:** CCIs are accountable to the Ministry for identifying, implementing and supporting RAAC structures and processes. CCIs should identify the structure and processes for RAACs in the IAP. RAACs are ultimately accountable to the Board of Governors of individual CCIs, although reporting structures may vary.
- **Flexibility:** CCIs have a degree of flexibility in implementing RAACs to respond to regional diversity. The total number of RAAC members may vary depending on population size served, and scope and capacity of regional stakeholders. Processes for reviewing information and providing advice to CCIs may vary to meet unique regional needs. Structure and processes may also differ for urban CCIs versus rural CCIs.
- **Membership:** While CCIs have authority to determine and appoint membership, the *Roles and Mandates Policy Framework* sets out broad membership categories that CCIs are expected to include. These broad membership categories include community adult learning and literacy providers, school districts, employers and industry, and Aboriginal representation.
- **Value-added:** CCIs should have the ability to build upon any existing structures that link the institution to regional learning partners and other stakeholders. However, RAACs should not replace program advisory committees.
- **Evidence-based Advice:** To provide substantive advice on regional learning gaps and needs, RAACs should have access to regional data and relevant institutional information.
- **Responsiveness:** CCIs should demonstrate responsiveness to RAAC advice and input on regional access issues in the development of IAPs. At a minimum, RAACs should meet at critical points in the planning and IAP development process.
- **Engaging Communities:** The nature of RAACs includes strengthening linkages and enhancing collaboration across a diverse range of regional stakeholders. RAAC members should demonstrate a broad understanding and interest in adult learning and literacy. Strengthening linkages and relationships require personal interaction, however technology may be used to facilitate

communication and ease travel barriers. While CCI may build upon existing relationships, networks and structures, RAACs are an opportunity to create new relationships.

5.4 Further Development of the Concept of Community Adult Learning Centres

1. **Definition:** Community Adult Learning Centres (working title) are access points providing personalized services for adult learners. Centres facilitate access to information, services and supports, and the full spectrum of foundational and post-secondary learning opportunities. They are “doors” to services. Depending upon the existing services and programs in a community, the Centre’s role will be to coordinate, facilitate and/or deliver programs and services.
2. **Operating Guidelines:**
 - **Community and Organizational Capacity:** Given the scope of resources required to fully implement the concept, it is recognized that implementing the Community Adult Learning Centre model may be a longer-term objective, particularly in regions where organizations and communities lack capacity. Since Centres are intended to ensure equitable access, there is a need to ensure sufficient community capacity is built to respond to existing gaps.
 - **Identification:** An existing Community Adult Learning Council, CCI campus/learning centre, Alberta North CAP site, Community Engagement Centre, or existing Consortia site could become a Community Adult Learning Centre. The determination is not based on governance model, status or structure, but rather the capacity of an organization to fulfill the mandate and provide the identified core services. Centre identification should address both gaps and duplication in programs and services.
 - **Community Engagement:** Centres should be identified and established in areas where communities have a level of willingness and engagement. The identification of a Centre could emerge through access planning process.
 - **Standardized Services:** Community Adult Learning Centres perform a consistent set of core functions and deliver a level of consistent services to learners across Alberta (see table below). While it is not feasible for all communities to have a Centre, all Albertans should have reasonable access to a Centre.
 - **Visible Presence:** To ensure a visible presence across Alberta, province-wide branding is required for Centres. While there is no requirement for existing organizations to eliminate their current name, provisions must be made to accommodate the Centre brand. Centre branding usage must meet established requirements and criteria.
 - **Learner Connections:** The key role of the Centre model is to connect adult Albertans to the full spectrum of learning opportunities, as well as learning services and supports. To fulfill this function, Centres are learner-focused, offering personalized services to meet individual learner needs.
 - **Community Connections:** In fulfilling its role in connecting learners, Centres leverage existing community services and supports, in particular, human service agencies that assist learners in overcoming other challenges that present barriers to learning. In leveraging existing services, Centres minimize duplication and collaborate with a full range of community and government

agencies. While adult learning is the key function of a Centre, they contribute to community development and building community capacity.

- **Strong Learning Foundations:** Centres have a strong focus on strengthening the foundational learning and skills of Albertans. Centres may leverage their own organizational capacity to directly deliver foundational learning or collaborate with other providers to facilitate access to foundational learning opportunities.
- **Learner Transitions:** Centres have a strong focus on transitioning learners along the nonformal learning path and ultimately into formal post-secondary learning. A key component of learner transitions is raising awareness of the benefits and opportunities of foundational and post-secondary education.
- **Facilitating Access to Lifelong Learning:** Centres are expected to collaborate with post-secondary and community providers to facilitate access to the full spectrum of learning opportunities, including professional and career development.
- **Innovation and Excellence:** Centres foster innovation and excellence for adult learning. Centres will leverage technology and alternative delivery to increase access to learning opportunities and services.

POTENTIAL PARTNERS FOR COLLABORATION

FCSS	Human Service Agencies
Libraries	Government of Canada
Government of Alberta – across ministries	Municipalities
Post-secondary institutions – either individually or collaboratively such as the Rural Education Network established in response to the Rural Development Strategy	Economic Development Agencies
Non-profit/Voluntary Sector	Any other community-based champion who is involved in community needs identification and development of responsive services
Career and Employment Services	Business and Industry
Community Futures	Business Link
Friendship Centres	Local Health Region
Industry	Alberta’s Rural Development Fund
Literacy Programs	Chamber of Commerce

CORE FUNCTIONS AND SERVICES:

Core Function	Outcome/Description
Regional/Local Presence	<ul style="list-style-type: none"> • Albertans are aware of the role of Centres and the services and supports they provide • Centres are “doors” to services • Centres have consistent brands and perform common functions and standardized core supports
Coordinated and collaborative	<ul style="list-style-type: none"> • Centres collaborate and coordinate with a variety of learning providers and community agencies to meet learner, community and regional needs • Centres establish successful partnerships that foster collaboration and coordination across the full spectrum of learning • Flexible mechanisms and partnerships address unique regional characteristics and meet regional and local needs • Centres have a role in connecting learners to other required services, such as child care and transportation
Raising Awareness	<ul style="list-style-type: none"> • Centres work collaboratively to promote learning • Centres have a strong role in raising awareness of learning benefits and opportunities • Centres provide learner access to broad range of supports and services such as mentoring, guidance, counseling, funding options • Centres have a role in connecting to and/or providing learners with access to career planning • Centres provide learner access to a broad range of information, including information on course and delivery methods
Facilitated Access to Learning	<ul style="list-style-type: none"> • Centres are gateways into the learning system • Learners have access to elearning and distance delivery programs through adequate technology (computers, internet, SuperNet, videoconferencing) as well as staff and technology support)Centres have a role in facilitating and/or delivering foundational and ESL training, adult and family literacy, post-secondary credit programs, training, and skills development • Centres provide learning and support for professional development for the non-profit/voluntary sector
Support for Learner Transitions	<ul style="list-style-type: none"> • Structures pathways transition learners from non-formal and foundational learning to formal learning • Benchmarks, common standards for assessments, and adult learning credentials are developed to facilitate transitions • Centres provide learners to access to prior learning mechanisms, such as learning portfolios • Better collection and use of strategic information support learner access and transitions

6 Proposed Next Steps

Priorities for 2010

1. Develop a communications strategy to enhance awareness of direction and expectations.	Department
2. Develop processes for CCIs and community adult learning providers to share needs assessments and IAPs.	CCIs and Community Adult Learning Providers
3. Develop standardized planning processes to enhance data collection, and information sharing on needs across the community and post-secondary systems.	ALL
4. Strengthen community adult learning provider planning processes.	Department and Community Adult Learning Providers

PROPOSED ACTION	TIMELINES	RESPONSIBILITY
Shorter-Term Actions (1-3 years)		
1. Communications	Spring 2010	Department
a) Develop a detailed communications strategy for learning stakeholders to enhance awareness of the direction and initiatives for post-secondary and community adult learning system alignment.		
b) Explore the potential for a meeting or conference with key post-secondary partners (e-Campus Alberta, Alberta North, Rural Development Fund, etc.) as well as relevant government departments (AE&I) to ensure effective communication and information-sharing on the direction of post-secondary and community adult learning system alignment.	2010	ALL

PROPOSED ACTION	TIMELINES	RESPONSIBILITY
<p>2. Regional Stewardship</p> <p>a) Develop mechanisms for CCIs to share best practices on stewardships and collaboration with community adult learning partners.</p>	<p>2010 Ongoing</p>	<p>ALL</p>
<p>b) Further develop the concept of regional stewardship for Edmonton and Calgary to recognize the context of these two cities and the different role/responsibilities of their Community Adult Learning Councils.</p>	<p>2010</p>	<p>Calgary, Edmonton CCIs and Community Adult Learning Providers with Department</p>
<p>c) Facilitate regional meetings between CCIs and community adult learning providers to build relationships and partnerships</p>	<p>2010 Ongoing</p>	<p>CCIs and Community Adult Learning Providers</p>
<p>d) Develop Memorandum of Understanding or Letters of Agreement between CCIs and CALCs, as well as other community learning partners, which outline the nature of the relationship and ensure common understanding of shared principles, goals and conflict resolution processes.</p>	<p>2010 Ongoing</p>	<p>CCIs and Community Adult Learning Providers</p>
<p>3. Access Planning Framework and Processes</p> <p>a) Distribute the Alberta Access Plan to both the post-secondary and community adult learning systems and provide support to the community learning system on its use.</p>	<p>Immediate Ongoing</p>	<p>Department</p>
<p>b) Ensure regional data on the Campus Alberta Information System is inclusive of adult foundational learning data including literacy and adult high school equivalency.</p>	<p>2010 – 2011</p>	<p>Department</p>
<p>c) Ensure regional profile data through the Campus Alberta Information System is accessible to CALCs as well as CCIs.</p>	<p>2010</p>	<p>Department</p>
<p>d) Develop standardized planning processes, including standard templates, to enhance data collection, and information sharing on needs and trends across the community and post-secondary systems.</p>	<p>Ongoing</p>	<p>ALL</p>

PROPOSED ACTION	TIMELINES	RESPONSIBILITY
e) Strengthen community adult learning provider planning processes by developing reference tools, standardizing needs assessments and business planning, and supporting professional development.	2010-2012	Department and Community Adult Learning Providers
f) Explore opportunities for professional development for community adult learning providers to the build organizational capacity necessary to participate in alignment strategies.	2010-2012	Department and Community Adult Learning Providers
4. Community Adult Learning Centres a) Further develop the concept of Community Adult Learning Centres for Edmonton and Calgary to recognize the context of these two cities and the different role/responsibilities of their Community Adult Learning Councils.	2010	Calgary, Edmonton CCIs and Community Adult Learning Providers with Department
5. Public Infrastructure a) In conjunction with the appropriate ministries, explore the development of an inter-ministry agreement on the affordable use of public facilities and resources for community adult learning stakeholders.	2010 -- 2012	Department
b) Align and coordinate access and alignment strategies with initiatives such as eCampus Alberta and Alberta Rural Development Network	2010-11	Department, eCampus Alberta, ARDN

Longer -Term Actions (Beyond 3 years)

1. Enhance financial supports to CCIs and community adult learning providers to increase the system's capacity to strengthen foundational learning, increase learner transitions and increase access to the full spectrum of learning opportunities.	Department
2. Develop an implementation plan for Community Adult Learning Centres for both urban and rural settings.	Department in consultation with CCIs and Community Adult Learning providers
3. Explore the use of the Alberta Student Number (ASN) or other mechanism to track learner transitions from community adult learning to post-secondary education.	ALL