Q: What are the critical things that will be considered in the application review?

A: Applicants must ensure the application is completed in full prior to submission. Applicants must review the guidelines, teleconference questions and answers thoroughly and carefully, including any links to resources, policies, the [Income and Employment Act and Regulations](#).

Program Components/Delivery/Outcomes

Q: Are any specific groups identified for the Integrated Foundational Pathways (IFP) program to target? For example, Albertans with limited language and academic skills?

A: Yes. The IFP program is designed for foundational learners. Targeted learners for IFP programs are adult Albertans who are over the age of 18, faced with barriers, and require supportive non-traditional pathways to further education, training, and/or employment. The Programs for highly educated foreign-trained workers will not be considered.

Q: What is the difference between Essential skills and Academic components? What is the percentage split, if any?

A: Details on the components are requirements are provided on page 3 of the posted IFP guidelines.

Q: Is training on computer essentials eligible in Component 2 – Academic Component?

A: No. Computer essentials are part of the Essential Skills component.

Q: Is there a curriculum/checklist of required outcomes for the adult basic education grade 7-9 levels?

A: A checklist is not provided. The curriculum and additional information is located on the [Alberta Education](#) website.

Q: Is it possible to have an individualized program with an individualized learning plan based on a learner's personal skill need?

A: Ideally, the program design should have cohorts start and finish together. If a learner only requires one component, such as academics, then the learner should be encouraged to attend a pure Academic Upgrading program. The training provider is responsible to ensure the learner is suitable for the IFP program.

Q: Who is responsible for referring participants to approved IFP programs?

A: Marketing and recruitment for the program will be the responsibility of the training provider.

Q: Do we need to be designated as an ESL school to offer the ESL element of the IFP program components?

A: No. However, it is the responsibility of the training provider to ensure the ESL instructors are qualified to teach the component.

Q: If a learner has only completed grade 8, but can pass the training providers program entrance exam, can the learner still take the training?

A: Training Providers have the responsibility for selecting and accepting learners to the program. The program application will need to outline the selection process and requirements for the program including pre-requisites and/or entrance exam.

Q: Can a training provider still accept a learner if they have experience/training with a course being proposed, i.e. computer training?

A: Training Providers have the responsibility for selecting and accepting learners for the program. Considering the current unemployment rate and economic situation in Alberta, it is be expected that learners selected be suitable for the program.

Q: Is improved academic skills a consideration of success?

A: No. The proposed program must include all required components and support learners in the development of skills for further education, training and/or employment.

Q: If the General Educational Development (GED) test was a part of the academic plan, but the learner was unable to pass the test, can they continue and complete the other portions of the program?

A: The program design would need to outline the options and intent of the program. GED achievement may be an output of the program but cannot be the main essential skill and/or academic component of the program.

Q: Will there be a requirement for a minimum Canadian Language Benchmark (CLB) level in the English as a Second Language (ESL) Component of a program?

A: There is no requirement for a minimum CLB level for the ESL component of a program. If ESL is a component, a pre-requisite can be required by the program along with rationale to support the minimum CLB.

Q: Do Components 1 (Essential Skills), 2 (Academic Components), and 3 (Applied Skill Development) need to be offered sequentially or may the components be concurrent during program delivery?

A: Your application should clearly describe how the components are met, either sequentially or concurrently, and how they add up to meet the policy requirements of the IFP program.

Q: In Component 3 – Applied Skills Development, is work experience placement included as part of the definition of "on the job"?

A: Yes. "On the job" means hands-on training with an employer, physically doing the job.

Q: Is it a requirement that programs include work experience?

A: No.

Q: Based on similar approved and funded programs by Advanced Education, what is the average length of programs that include Components 1, 2, and 3?

A: IFP programs must be a minimum of 12 weeks in length to a maximum of 52 weeks. In addition, there must be at least 20 hours of instruction per week.

Q: Is studying for and writing a trades entrance exam eligible under Component 2 – Academic Components?

A: No, the academic component cannot focus on preparing for the writing of an exam; however, writing exam such as GED, trades Entrance or Test of English as a Foreign Language (TOEFL) are potential outputs of an IFP program.

It is critical that the applicant provides a full and clear description of the various components/courses in their program design.

Q: Based on similar approved and funded programs by Advanced Education what are the average and median tuition costs of programs that include Components 1, 2, and 3 as outlined in the IFP application guidelines.

A: Applicants are asked to provide the amount of your proposed tuition, mandatory and student association (if applicable) fees per learner.

Q: Can the program be designed with alternate delivery methods (in-person, on-line and/or blended)?

A: The training provider will need to identify a method of delivery and provide a rationale for the choice of that method of training delivery.

Q: Partnerships with other organizations is a question on the application. Are partnerships required?

A: No. However, there is an option to collaborate with another organization in the delivery of portions of the program to achieve intended outcomes.

Q: Is there a preference for weeks or hours to indicate the percentage of program components?

A: Foundational Learning Supports would like weeks and hours provided for the three program components to ensure the policy requirements have been met/exceeded.

Funding

Q: If programs are approved under this call for applications, when will organizations be informed if Advanced Education will allocate funds to the program?

A: Program approval is separate from funding allocations. Allocations for programs are determined through the Ministry's annual allocation process. It is expected that this process will be underway by the end of February for programs to start on or after April 1, 2021.

Q: Are tuition mandatory fees paid directly to the learner or the training provider?

A: Tuition and mandatory fees are paid directly to the training provider. In exceptional cases involving distance delivery, a-synchronous, synchronous or correspondence courses, funding for books and supplies may be paid directly to the training provider. These requests are considered on a case by case basis.

Q: Is there a maximum amount allocated for tuition and mandatory fees?

A: There are no maximum amounts on tuition and fees; however, cost effectiveness of the proposed program will be considered in the program approval evaluation criteria.

Q: Is the full amount of tuition paid to the training provider at the start of the program? How does tuition repayment work for students who withdraw?

A: The schedule for tuition payment(s) have several variables including the learner's Client Funding Type (Employment Insurance or non-Employment Insurance), and the length and dates of the program, to name a few.

When a full-time learner withdraws from a program, tuition repayment calculations are based on the percentage of the program the learner attended.

Q: If a learner is living on Reserve, is the learner able to attend training?

A: Yes, the learner can attend training. As per the learner policy, learner's living on reserve may be eligible for tuition and books. The living allowance is the responsibility of the federal government.

Q: When an application is submitted to the Learner Income Support Office, who is responsible for approving the applications prior to the learner's start date? If so, what is the approval process?

A: Applications are processed based on learner eligibility requirements as outlined in the learner income support policy.

Q: What if a learner obtains employment partway through the program? Is that considered success? What percentage of the program needs to be completed to be considered a success?

A: If a learner leaves a training session prior to completion of all requirements as identified in the program approval, it will be considered a withdrawal.

If a learner secures employment directly related to the training, during the work experience portion of the training for example, they may be considered an early completer. All requirements of the approved program must be completed.

Q: As some organizations currently offer Integrated Training (IT) programs – will the new IFP program replace funding that has been allocated for the approved IT programs?

A: No. Allocations for approved IFP programs will be determined as a part of the Foundational Learning Supports annual allocation process.

Q: Along with funded learners, can the training provider accept fee payers to attend the program?

A: No. Program approval is for income support funded foundational learners.

Q: Is it possible for a learner to enter other government-funded programs after completing an Integrated Foundational Pathway training?

A: The Learner Income Support program has duration maximums for learners. Learners will have varied pathways and are not excluded from participating in other training programs in line with their educational and career goals.

Reporting Program Outcomes

Q: What are the reporting requirements?

A: Reporting requirements are determined through Labour Market Transfer Agreements with the Government of Canada. These are not a part of the application review process. Additional information on reporting expectations will be shared with successful applicants.

Q: How are outcomes determined and monitored?

A: As per policy, the Ministry expects a minimum of 70 per cent of foundational learners to have progressed to further training or employment within 90 days of their completion date.

A third party contractor conducts survey learners at 90 days and one-year to collect outcome data. Informal survey results, periodic evaluations or other government sources (research, audits, and monitoring) may also be used to assess the performance of programs.

Q: Does the training provider need to forecast the percentage of learners who will pursue an educational path vs find employment?

A: This will depend on the program design and the intended outcomes for the specific program. The application must outline the expected outcomes.

Q: Are assessments required in Mobius? Who develops and manages the service plans?

A: No. Advanced Education training providers do not access Mobius. The Learner Income Support Office completes all Mobius entries. Learners submit application forms along with a Training Provider Information form as part of the application process.