

Measurement and Evaluation Table (MET) 2019/20: INSTRUCTIONS

CATEGORY	
Courses or learning activities must be listed as one of the following categories: Adult Literacy (AL), English Language Learning (ELL), Basic Digital Skills (BDS), Numeracy, (NUM), Foundational Life Skills (FLS), Community Capacity Building (CCB)	
MODES OF DELIVERY	
Learning Activity	
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.	
Course	
Courses are instructor-led educational experiences that focus on addressing participants' learning goals through relevant, structured curriculum. Courses are designed in such a way that the content of individual sessions builds on the content of previous sessions to support learners to achieve the learning goals of the course, increasing the importance of a learner attending each session.	
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-centred and learner-driven, and is a two-way learning experience based on mutual respect from which the tutor and the adult learner(s) benefit.	
Family Literacy	
Family Literacy as a mode of delivery creates opportunities for adults to increase their confidence and begin to develop an identity of themselves as learners. To be offered within a Literacy and Foundational Learning category, family literacy programs must clearly focus on the development of adult foundational skills. Family Literacy promotes the value and benefits of literacy, and provides parents with 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.	
REPORTING	
Proposal: Fill in Organization Name, Category, Course Name, and all projected information within category tabs. You will use the same form for your final report so make sure to save a copy.	
Final Report: Fill in the Indicators and the actuals information within the category tabs and complete Demographics form.	
* Indicators Based on the 2018 CALP Logic Model	
1.2a	Skills Use: # of learners who reported using foundational skills in their everyday lives as a result of the program
1.2b	Learner Progress: # of learners who reported making progress towards, or meeting their learning goal as a result of the program
1.2c	Increased Confidence: # of learners who demonstrated increased self-confidence as a result of the program
2.2a	Program Relevance: # of learners who felt that the program was relevant to their needs and goals
2.2b	Welcoming Space: # of learners who felt that the program provided a safe and welcoming space
2.2c	Reduced Barriers: # of learners who had a barrier reduced through ECALA funding
3.2c	Referring Organizations: # of different organizations who referred learners to your organization
3.2b	In-Kind Contributions: Please refer to the Financial Template document to fulfill the in-kind reporting requirement

Please refer to the CALP Granting Council Data Collection Guide for more information.