

CALP Data Collection Guide  
Outcomes-based Measurement and Evaluation / Learner Demographics

February 2019



## A Message from the Granting Councils

Thank you for partnering with a Granting Council to serve adult learners through your foundational learning program. You are part of the provincial Community Adult Learning Program (CALP) with your grant. Together we work towards the CALP vision:

Changing lives through adult foundational learning in connected communities.

We are pleased to support your learning opportunity using the funding that we apply for and receive annually from Alberta Advanced Education.

CALP, or Community Adult Learning Programs, in the Granting Council system refers to the embedded programs we fund within your organization. Throughout the Guide, you will see the words **CALP** and **CALP funded program** used interchangeably.

The purposes of this guide are to:

- Share the CALP Logic Model
- Clarify the outcome measures to ensure we are counting the same information
- Share tips, strategies, and examples of how other organizations have effectively collected this information

Gathering this information will help Advanced Education to roll up the data accurately and evaluate the provincial Community Adult Learning Program.

We know that you have other funders and evaluation requirements. You have developed tools and processes which help you measure and evaluate your programs on an ongoing basis. This Guide is not meant to replace your current evaluation processes, but rather to explain what data to gather for the CALP funded programs.

## GRANTING COUNCIL CONTACT INFORMATION

### Edmonton Community Adult Learning Association (ECALA)

Email: [info@ecala.org](mailto:info@ecala.org)

Web: [www.ecala.org](http://www.ecala.org)

### Lifelong Learning Council of Red Deer

Email: [info@learningrd.ca](mailto:info@learningrd.ca)

Web: [www.learningrd.ca](http://www.learningrd.ca)

### Calgary Learns

Email: [info@calgarylearns.com](mailto:info@calgarylearns.com)

Web: [www.calgarylearns.com](http://www.calgarylearns.com)

## A Message from the Province

### Context

#### WHY A LOGIC MODEL?

Alberta Advanced Education and its partners in the Community Adult Learning Program (CALP) co-created the CALP Logic Model and Outcomes-based Measurement and Evaluation framework in order to demonstrate to Albertans the real impact of CALP grant dollars across the province. We want to be able to quantify the excellent work you do with foundational learners and be able to answer the question, with hard numbers: what difference is government's investment in CALP making for Albertans?

#### PROBLEM

CALP addresses a social and economic problem: 1 in 5 Albertans face daily literacy and numeracy challenges. These individuals struggle to perform basic tasks like reading a medicine label, balancing a chequebook, or filling out a job application. Adult foundational learners often face personal, cultural, social, or economic challenges in their everyday lives that create barriers to their participation in learning. These learners are often hard to reach and engage in learning, and are easy to lose.

#### CONSEQUENCES OF THE PROBLEM

Adults with limited foundational skills are more likely to live in poverty, experience social isolation, and health problems, among other consequences. They often struggle to support their children's learning, which then perpetuates a cycle of disadvantage.

#### ACTIVITIES

CALP funded organizations are involved in many activities that seek to address the problems that result when Albertans lack literacy and other foundational skills: planning and delivering relevant learner-centered foundational programs; providing support services to learners; enhancing access to learning; working with learners to plan their learning journey; conducting needs assessments; evaluating the impact of their programs and services to inform future planning; and connecting with their communities.

#### CALP VISION: CHANGING LIVES THROUGH ADULT FOUNDATIONAL LEARNING IN CONNECTED COMMUNITIES

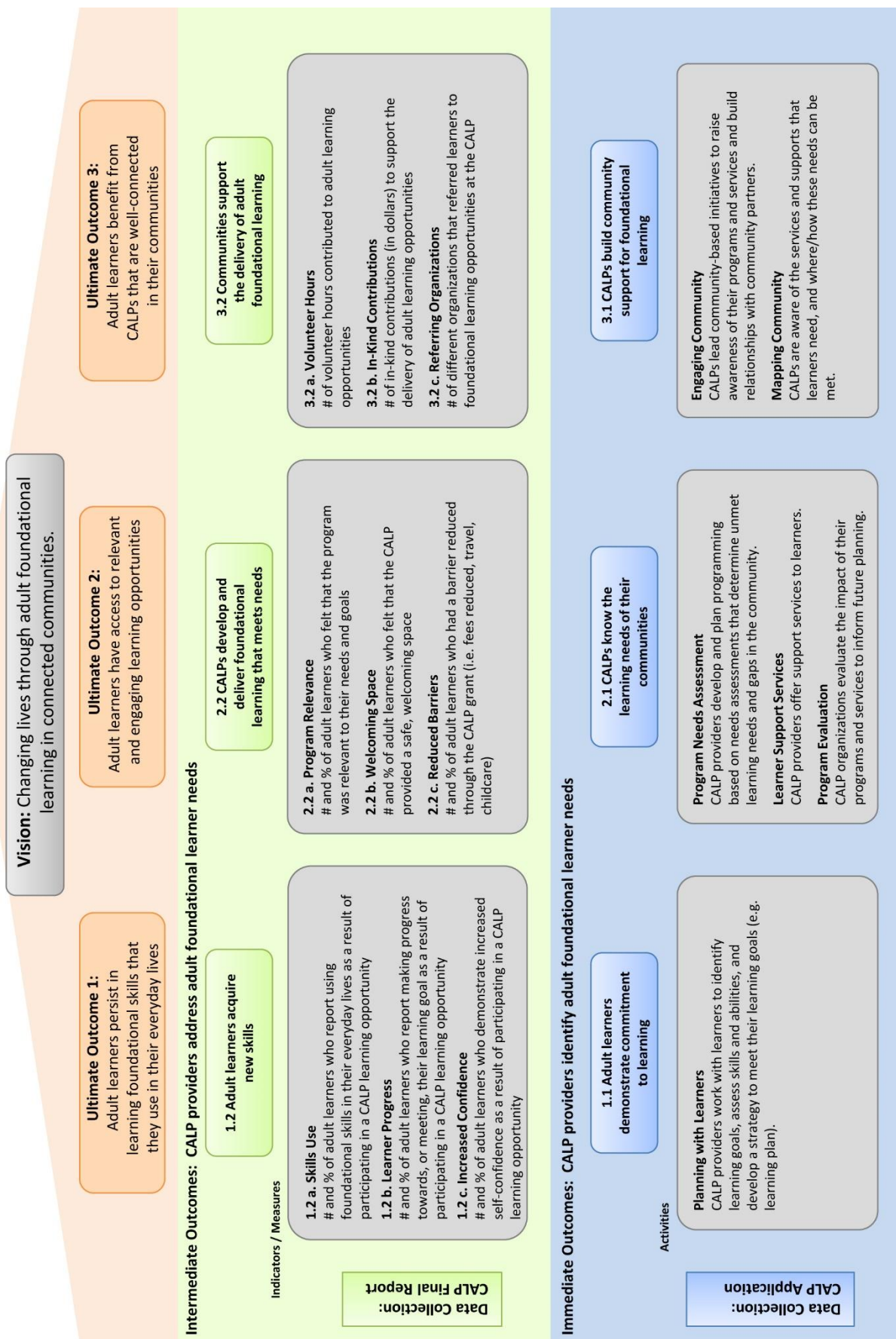
Because of the activities that CALPs are involved in to support foundational learning, a learner's life path is forever changed when they walk through the door. By working up the courage to go to a CALP, and by (even slightly) improving their confidence and skills, the learner has begun an independent journey that will enhance numerous life outcomes. CALP is the start of that journey.

#### CALP LOGIC MODEL: OUTCOMES MEASUREMENT AND EVALUATION FRAMEWORK

When reading the Logic Model on the next page, note that you already describe the Immediate Outcomes (bottom of the chart) in your Grant Applications. This Guide focuses on the Intermediate Outcomes first, as you need to track these outcomes for your Final Report to your Granting Council.

# Community Adult Learning Program (CALP) Logic Model and Outcomes Measurement and Evaluation Framework

Updated: March 28, 2018



## Collecting and Reporting Demographic Data

The Final Report asks you to report certain demographic information about your learners, as outlined below.

### FOR WHICH LEARNERS MUST I COLLECT DEMOGRAPHIC INFORMATION?

Only adults who participate in the required programming areas for Literacy and Foundational Learning, as outlined below.

#### Required Programming - Literacy and Foundational Learning (LFL)

- Adult Literacy
- Tutoring in Literacy and Foundational Learning (LFL)
- English Language Learning (ELL)
- Tutoring in English Language Learning (ELL)
- Numeracy
- Basic Digital Skills
- Foundational Life Skills

#### Supplemental Programming – Community Capacity Building (CCB)

In addition to providing programming the Required Programming area above, organizations may also provide learning opportunities that 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, such as General Equivalency Diploma (GED)
- Support local or Indigenous languages/culture
- Promote parenting skills
- Address mental health issues
- Support workplace readiness and safety, including computer software and application skill development
- Prevent substance abuse
- Prevent and support victims of violence and abuse

### WHICH DEMOGRAPHIC DATA MUST I COLLECT?

- Learner gender
- Learner age group
- Previous schooling
- Learner Profile (First Nation/Metis/Inuit, Permanent/Temporary Residents/Refugees)

### THINGS TO REMEMBER: DEMOGRAPHICS VS. OUTCOMES DATA

If a learner participates in learning opportunities in more than one category of Literacy and Foundational Learning (see the table above), their **demographic data** will be reported only ONE time. Learner demographics are a count of your 'unique' learners.

In the case of outcomes data/evaluation, **outcomes data** will be reported for each learning opportunity in which the learner participated. If a learner participates in more than one learning opportunity, regardless of the category of Literacy and Foundational Learning, outcomes measures for that learner will be reported MORE THAN ONE time.

## Collecting and Reporting Intermediate Outcomes Data

There are **ten** measures required to report on the intermediate outcomes of the Community Adult Learning Program's renewed Logic Model and Outcomes-based Measurement Evaluation Framework. The measures that capture how CALP funded program providers address adult foundational learner needs. This data will give us information about the indicators that are part of the Final Report, one of which is the denominator for all other measures, the number of adult learners evaluated in required programming.

This Guide provides you with a description of each measure, how it relates to the outcomes identified in the Logic Model, examples of the measure, and some suggested strategies for data collection.

### FOR WHICH LEARNERS MUST I COLLECT EVALUATION DATA?

Only collect evaluation data for adult learners who participate in Required and Supplemental Programming (see page 4), and with whom your CALP funded program has an **ongoing relationship**. Ongoing relationship means that the learner attended the learning opportunity for multiple sessions over a number of weeks. Learner attendance over multiple weeks does NOT need to be consecutive weeks.

Remember that if a learner participates in more than one learning opportunity, outcomes data for that learner should be collected and reported for each individual learning opportunity in which they participated.

### WHICH LEARNERS ARE NOT INCLUDED IN THE EVALUATION DATA FOR THE FINAL REPORT?

- Learners who register in Learning Activities (e.g. drop-in or one-time workshops) and with whom your organization does NOT have an ongoing relationship are not counted in the outcomes data. **Note:** The number of learners who participated in this category will need to be included in the total number of learners in the programming area section of your final report.

## OUTCOMES TO TRACK

The following pages contain information about the **ten** measures that are required to report on the intermediate outcomes of the Community Adult Learning Program's renewed Logic Model and Outcomes-based Measurement Evaluation Framework.

Some of these measures (3.2 a, 3.2 b, and 3.2 c) reflect outputs AND serve as indicators of outcomes at the same time. Program staff should also compare outcomes measures to prior years to inform changes to the program over time, or to examine their data collection tools.

This Guide only references the measures that Advanced Education requires as part of its accountability reporting. However, there may be other measures or data that your organization or Granting Council wishes to collect as part of its program evaluation and planning such as the total number of participants in each course or learning activity. Program staff should use all of their evaluation data to inform future programming decisions or data collection strategies.

Demographic and outcomes data is used by the Granting Council and Advanced Education to educate and inform the public, as well as stakeholders, about the level of effectiveness of CALP programming locally and provincially.

### # of Learners Evaluated

Measure	Who to Include	Examples	Who Not to Include
<b># of Learners Evaluated</b>  This measure is used as a denominator for calculating other indicators. <b>This number must match the total # of learners evaluated for each LFL category.</b>	Learners who are registered in a learning opportunity in the required programming area (i.e. Literacy and Foundational Learning), and who have an <b>ongoing</b> relationship with your program.	Learners who are registered in courses or Family Literacy programs in any category of Literacy and Foundational Learning, and participate in multiple sessions over a number of weeks, <b>should be included.</b>  Learners who regularly participate in less formal Literacy and Foundational Learning opportunities, such as tutoring, conversation cafes or learning activities, and who attend multiple sessions over a number of weeks, <b>should be included.</b>	Learners who are registered in a "one time" Information Session or Learning Activity, and do not have an ongoing relationship with your program.

## Intermediate Outcome 1.2: Adult learners acquire new skills

### Measure: 1.2 a Skills Use

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

#### Rationale and Assumptions:

Assessing skills proficiency is not always feasible or appropriate in a CALP funded program. However, we know from research that adult learners who use new skills outside of the learning setting are more likely to increase their proficiency in the skill.

#### Description/Explanation:

This measure will identify how many learners are using the skills they learned by participating in a foundational learning opportunity at your organization in their everyday lives.

To count, the learners must:

- have participated in your learning opportunities within the required programming areas, and
- have reported that they are able to use these skills in their daily lives

Examples	Collection Strategies
<p>A parent in a family literacy program learns how to find community resources on an iPad during the program. She comes back the following week to share how she had registered for another program and walks another parent through how to find that registration online. This is a change in behavior and the learner <b>should be counted</b></p> <p>A learner works one on one with a volunteer tutor toward the long-term goal of improving her everyday literacy. After a few months, she is regularly reading the news outside of the tutoring program and <b>should be counted</b>.</p> <p>A learner works with a small group and a volunteer tutor to improve her numeracy. After a number of weeks learning how to use fractions, percentages and proportions in everyday tasks like coupon shopping, meal planning and recipes the learner shares that she has successfully doubled a recipe for her family of 8. This learner <b>should be counted</b>.</p> <p>A learner comes to two drop-in ESL conversation sessions and then you don't see him again. After only two sessions, you did not get to know him very well and you were not able to observe a change in his skill level. This learner <b>should not be counted</b>.</p>	<p><b>Informal Q and A:</b> Each week, your facilitator may ask each learner if they have had an opportunity to use their new skills since the previous class.</p> <p><b>Learning Plan and Self-Reflection:</b> Work with learners to ensure they are planning to incorporate skills practice into their daily lives; allow time and opportunity for learners to update their learning plan and record their skills use over time.</p> <p><b>Course evaluations or exit interviews:</b> Include questions like, "Have you been able to use your new skills in your everyday life?" or "Where do you use the skills you have learned in this program?"</p>



## Intermediate Outcome 1.2: Adult learners acquire new skills

### Measure: 1.2 b Learner Progress

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

#### Rationale and Assumptions:

Research suggests that adults who have specific objectives for their learning, and who monitor and measure their own progress are more likely to persist in learning.

Learners who can see, feel and/or measure their own progress build their personal identity as a successful learner, and identifying progress is a key motivator for many adult learners.

#### Description/Explanation:

This measure will reflect the number of learners who are achieving meaningful progress towards their learning goals.

Learner progress is not tied to the number of sessions a learner attended or to completion of the learning opportunity.

Examples	Collection Strategies
<p>A learner registers for ESL Level 1 for the specific intention of getting a job. She gets a job half way through the course that prevents her from finishing the course. This learner <b>should be counted</b> because she achieved her goal (even though she didn't finish the course).</p> <p>A learner is working with a tutor to improve his writing skills so he can start a GED-prep class. He does not advance enough to enroll in the GED prep, but he tells you that he feels he is improving. This learner <b>should be counted</b>, as he is reporting that he is making progress, even though he hasn't achieved his goal yet.</p> <p>A learner is interested in improving his reading so he has better job prospects. He is matched one on one with a volunteer tutor. They meet twice to begin a learning plan but the learner abruptly stops attending their weekly sessions. He states he has other pressing issues to deal with, and he no longer has time to meet with his tutor. This learner <b>should not be counted</b>.</p>	<p><b>Learner Reflections and Self-Assessment:</b> You may want to use a form or template that learners can fill out on a regular basis to reflect on and track their own progress. This could be part of their Learning Plan.</p> <p>You can help learners to report on their own progress through conversation, informal Q and A or interviews, either as an ongoing part of the learning opportunity, or as part of the course evaluation.</p> <p>Consider asking questions like "What progress do you feel you have made in your learning?" or "Describe your greatest accomplishment(s) in the program."</p>

## Intermediate Outcome 1.2: Adult learners acquire new skills

### Measure: 1.2 c Increased Confidence

The # and % of adult learners who demonstrate increased self-confidence as a result of participating in a CALP learning opportunity.

#### Rationale and Assumptions:

Self-confidence can be defined as a learner's belief in their abilities to do something in a specific situation. Adult learners often report an increase in confidence as an indicator of success even before they make significant gains in acquiring or building their foundational skills.

Increased self-confidence has been shown to be a strong predictor of many positive outcomes, in learning, health and other areas of life, and is often associated with increased literacy skills.

#### Description/Explanation:

This learner measure is tracking how many learners feel more confident after participating in a foundational learning opportunity with your organization.

Examples	Collection Strategies
<p>A woman who is new to the city joins a Family Literacy program. She is shy and does not participate during the circle time for the first three weeks. On the fourth week, you notice that she is beginning to participate with her child. She has also started having conversations with other parents in the program. You can see how much more confident the woman is in this learning environment. She <b>should be counted</b> for increased confidence.</p> <p>A learner who regularly attends the ESL conversation circle asks for help with basic math. He works as a cashier at the local grocery store. He talks about how hard it is when someone pays in cash and he has to make change for them. After working with his math tutor, he is able to make change more quickly and tells you he can even carry a conversation with the shopper at the same time. This learner <b>should be counted</b> for increasing his confidence in math skills.</p> <p>A successful business owner confides that she cannot read well enough to participate in conversations with her customers about current events. She works one on one with a tutor to read simple news stories. The tutor arrives to their weekly meeting to find the learner talking with the coffee shop barista about current events. The learner is demonstrating increased confidence, and <b>should be counted</b>.</p> <p>A learner in your Conversation Circle attends regularly, but only responds when asked direct questions. You never observe him initiating a conversation. He <b>should not be counted</b>.</p>	<p>You can find this out by observing a change in behavior, by having a conversation with the learner about it, through evaluation forms or through exit interviews.</p> <p><b>Observation checklists, Anecdotal report forms, etc.:</b> You might want to create a checklist or a template that facilitators can use to record the changes in behaviour they observe.</p> <p>You can find some examples of these forms on the CALP Portal by searching for “sample form” or reviewing the “Outcomes-based Measurement and Evaluation for CALP” e-Learning.</p> <p><b>Learner self-assessment:</b> There are also tools you can use with learners, to help them assess their own level of self-confidence and confidence in learning. This may also be incorporated as part of a Learning Plan, or course evaluation. You can learn more in the “Learner Assessment” e-Learning workshop on the CALP Portal.</p>

## Intermediate Outcome 2.2: CALPs develop and deliver foundational learning that meets needs

### Measure: 2.2 a Program Relevance

The # and % of adult learners who felt that the program was relevant to their needs and goals.

#### Rationale and Assumptions:

Adult learning principles tell us that to effectively engage adults as learners, learning opportunities should be relevant, engaging and respectful.

When learning opportunities are relevant to the needs, goals and motivating factors of the learner, they are more likely to continue their learning journey and achieve their goals.

#### Description/Explanation:

This measure will help identify if the programs you provide are relevant to the needs and goals of learners.

This data should be collected directly from learners.

Examples	Collection Strategies
<p>A literacy learner who wants to pass the class 7 driver's exam says that she feels the time she and her tutor spent using the Clear Language Drivers Guide helped her understand the content and improve her reading, and time spent learning the difficult vocabulary in the official driver manual will help her pass her test. This learner <b>should be counted</b>.</p> <p>A learner whose goal is to improve his writing to be better at filling in workplace forms tells you he does not feel that the personal writing activities in the writing circle help him with his goal. This learner <b>should not be counted</b></p>	<p>You can collect this information as part of your program evaluation.</p> <p>You may choose to have learners fill out an evaluation form, or you may choose to do the evaluation as an informal conversation, or a more structured interview.</p> <p>You might ask questions like:</p> <p>Did this program help you move towards or meet your learning goal?</p> <p>Did you learn what you wanted/needed to from this program?</p> <p>Are the skills you learned in this program useful in your everyday life?</p>

## Intermediate Outcome 2.2: CALPs develop and deliver foundational learning that meets needs

### Measure: 2.2 b Welcoming Space

The # and % of adult learners who feel that the CALP provided a safe, welcoming space.

#### Rationale and Assumptions:

It is important to remember that many adult foundational learners may not have had a positive experience in the traditional educational system.

By creating a safe and welcoming learning environment for learners, CALP funded programs provide opportunities where adult learners can explore their unique learning needs, without fear of shame, stigma or judgement. Programs build relationships with learners that foster trust.

#### Description/Explanation:

This measure is intended to tell us how learners feel about your CALP funded program.

The term “safe, welcoming space” refers not only to physical location, but also to the atmosphere learners experience in your programs. Is the CALP funded program creating an atmosphere that is comfortable, supportive, nonjudgmental, etc.?

This data should be collected directly from learners.

Examples	Collection Strategies
<p>A learner who self-identifies as Indigenous regularly comes to your organization for an Adult Literacy course and mentioned in her evaluation form how appreciative she was of the Medicine Wheel in the classroom, and that this contributed to her feeling welcome at your CALP. You <b>should count</b> this learner.</p> <p>When referring a learner to your organization, a partner community organization informs you that the learner has social anxiety. You decide to enroll her in a small group tutoring learning opportunity. During a casual conversation, she informs you that she enjoys coming in to learn because she feels safe here. You <b>should count</b> this learner.</p> <p>You notice an adult learner spending time outside of programs in your space – reading, grabbing a coffee and chatting with your staff. He says the staff always make him feel at home when he comes in. This learner <b>should be counted</b>.</p> <p>You notice that, for the last two years, a learner attends only the first two or three classes of the program in which he is registered. You find out that, while he has learning goals he wants to reach, he feels uncomfortable coming into the CALP funded program. You take his concerns into consideration, and <b>should not count</b> this learner.</p>	<p>You can collect this information as part of your program evaluation.</p> <p>You may choose to have learners fill out an evaluation form, or you may choose to do the evaluation as an informal conversation, or a more structured interview.</p> <p>You might ask questions like:</p> <p>Do you feel comfortable when you come to this program?</p> <p>Do you feel supported here?</p>

## Intermediate Outcome 2.2: CALPs develop and deliver foundational learning that meets needs

### Measure: 2.2 c Reduced Barriers

The # and % of adult learners who had a barrier reduced through the CALP grant (i.e. fees reduced, travel, childcare).

#### Rationale and Assumptions:

Adult foundational learners may face a broad range of barriers to learning. However, where external supports are available to help alleviate one or more barriers, many adult learners show the resilience and persistence to overcome other barriers to pursue their learning goals.

#### Description/Explanation:

This measure is about using funds directly to reduce certain barriers faced by some adult learners.

The grant may be used to reduce barriers in three ways:

- Reduce/waive fees
- Provide childcare
- Provide transportation

Example	Collection Strategies
<p>Your program purchases bus tickets, and provides them to learners so they can get to and from a program. You <b>should count</b> the learners to whom you gave the tickets.</p> <p>You provide a gas card to a learner to cover gas expenses for them to attend your program sessions. You <b>should count</b> this learner.</p> <p>You charged \$10.00 per person to register in a class. One learner indicates that the \$10.00 registration fee might be a bit too high for her, so you waive the fee for her. You <b>should count</b> this learner.</p> <p>You charge the full cost per person to register in a basic computer class. You <b>should not count</b> the learners in this course, as you are not directly reducing or waiving fees for learners with barriers.</p>	<p>You may ask about certain barriers as part of the registration or intake process. For example, you may ask a learner if they will need childcare.</p> <p>You might want to include somewhere in your private records (i.e. NOT on forms that other people may be handling) a place to note how you have used the grant to reduce barriers for your learners.</p>

## Intermediate Outcome 3.2 Communities support the delivery of adult foundational learning

### Measure: 3.2 a Volunteer Hours

The # of volunteer hours contributed to adult learning opportunities.

#### Rationale and Assumptions:

This is an indicator of the community's contribution to a CALP funded program.

When programs are well-connected, valued members of the community, the community is more likely to support the work of your program.

#### Description/Explanation:

The measure is tracking how many volunteer hours (unpaid only) were contributed to support the delivery of CALP funded programs.

Examples	Collection Strategies
All volunteer tutor hours related to CALP funded programming <b>should be counted</b> . For example, hours spent working directly with learners, as well as hours spent on prep and travel for tutoring sessions, should be counted as "tutor" hours.	You may ask your volunteers to submit a report to you, with their total hours. You might contact them by phone or email, quarterly for a report.
Volunteer hours for events related to CALP funded programming <b>should be counted</b> as "other volunteer hours".	You can also set up a Google Form or other free "survey" instrument, and provide your volunteers with a link to log their hours. This will create a single spreadsheet for you that will make it easier to roll up all the hours for your final report.
A volunteer comes in to your CALP funded program once a week to help with answering the phone, or welcoming learners who come in. These hours <b>should be counted</b> as "other volunteer hours".	

## Intermediate Outcome 3.2 Communities support the delivery of adult foundational learning

### Measure: 3.2 b In-kind Contributions

The total in-kind contributions (in dollars) to support the delivery of adult learning opportunities.

#### Rationale and Assumptions:

This is an indicator of the community's contribution to the CALP funded programs.

#### Description/Explanation:

The measure is tracking the approximate total in-kind contributions of time, services or products (in dollars) contributed from external organizations to the delivery of CALP funded programs and projects.

This measure does NOT include contributions from your own organization. These are reported separately in the financial reporting section of the Final Report, as either Organization Contributions or Cash Contributions.

Examples	Collection Strategies
<p>A local accountant donates their time to do bookkeeping for the program. The "market value" of the services they provide <b>should be counted</b>.</p> <p>The library provides space for your program for free. The value of what they would normally rent the space for <b>should be counted</b></p> <p>A local bakery provides snacks for all your Family Literacy programs. The cost you would have paid to purchase the snacks <b>should be counted</b>.</p> <p>When external organizations donate time, services or products to your whole organization, and your CALP funded program gets a portion of it, estimate the value of the overall in-kind contribution and assign the proportionate value that your CALP funded program receives. This approximate value <b>should be counted</b>.</p>	<p>Download the "In-Kind Donation Tip Sheet" from the CALP Portal resources for tips on how to calculate the value of donations.</p> <p>You may maintain a list of donors and donations throughout the year, and the approximate value of the donations.</p>

## Intermediate Outcome 3.2 Communities support the delivery of adult foundational learning

### Measure: 3.2 c Referring Organizations

The # of different community organizations that refer learners to foundational learning opportunities at the CALP.

#### Rationale and Assumptions:

When a CALP funded program is well connected in their community, partner organizations and agencies will have a clear understanding of what you do, and whom you serve.

When CALP funded programs engage and educate their partners about foundational learning and foundational learners, partner organizations will make knowledgeable referrals to the program to address foundational learning needs.

#### Description/Explanation:

This is a measure of your connectivity to community, and trying to get a sense of whether other organizations in your community understand your program's role in literacy and foundational learning.

You should track the number of different organizations that make referrals to your CALP funded programs

For Final Reports, programs do not have to track where the referral comes from, although you may want to collect this information for program planning.

Examples	Collection Strategies
<p>An individual is referred to you by the local food bank for a numeracy program. This demonstrates the community knows that you are a provider of foundational learning. The food bank <b>should be counted</b> as a Referring Partner, even if the learner does not register for a program.</p> <p>A parent attends your Family Literacy program and mentions that they heard about your program from a library staff member. The library <b>should be counted</b>.</p> <p>A learner is walking by and stops in to ask about your basic computer classes. This learner <b>should not be counted</b> because he was not referred by another organization.</p> <p>A learner is referred to you for one-on-one ELL tutoring from another person in your organization. This learner <b>should not be counted</b>, as they were referred within your own organization.</p>	<p>As part of intake or registration, you might ask learners "How did you hear about our program?" (Learners may tell you that they saw your poster, or heard an ad on the radio, which would not count as a referral. However, they may tell you that someone at the food bank suggested they check out your programs, which would count as a Referring Organization.)</p> <p>You may have agreements with other organizations to share information. In this instance, they may tell you directly when they have made a referral, so you can support their client.</p>



## Immediate Outcomes

Each of the three Outcomes at the immediate level of the CALP logic model are intended to reflect the work CALP funded programs do to identify adult foundational learning needs, both at an individualized level with each learner, as well as at a broader community level. Granting Councils themselves also have strategies for 3.1 Engaging and Mapping Community.

You describe how you plan to achieve these outcomes as part of the Grant Application process. You are not required to report on immediate level outcomes in the Final Report.

### ULTIMATE OUTCOME 1: ADULT LEARNERS PERSIST IN LEARNING FOUNDATIONAL SKILLS THAT THEY USE IN THEIR EVERYDAY LIVES

Immediate Outcome	Program Activities	Things to think about
<b>1.1:</b> Adult learners demonstrate commitment to learning	<b>Planning with Learners:</b> 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).	<ul style="list-style-type: none"> <li>• What is your intake process for foundational learners?</li> <li>• How do you identify what supports a learner may need?</li> <li>• How will you prepare instructors and facilitators to support learners to set meaningful learning goals and monitor their own progress towards them?</li> <li>• How will you find out what learners' goals are and why they have come to your CALP funded program?</li> </ul>

### ULTIMATE OUTCOME 2: ADULT LEARNERS HAVE ACCESS TO RELEVANT AND ENGAGING LEARNING OPPORTUNITIES

Immediate Outcome	Program Activities	Things to think about
<b>2.1:</b> CALPs know the learning needs of their communities.	<b>Program Needs Assessment:</b> CALP providers develop and plan programming based on needs assessments that determine unmet learning needs and gaps in the community.	<ul style="list-style-type: none"> <li>• You can select from a list of some of the most common ways to conduct needs assessments. For example: <ul style="list-style-type: none"> <li>○ Direct requests (i.e. at community events, via social media, etc.)</li> <li>○ Surveys and questionnaires</li> <li>○ Informal assessment (i.e. interagency meetings, committee meetings, etc.)</li> <li>○ Research and data analysis (i.e. Statistics Canada data, local and federal census data)</li> <li>○ Community forum / community dialogue event</li> <li>○ Needs assessment results from other sources (i.e. Comprehensive Community Institutions' needs assessment)</li> </ul> </li> <li>• How will you identify gaps that fall within the CALP Guidelines' mandate to fill?</li> <li>• What other kinds of needs assessment or data collection will help you with your planning?</li> </ul>
	<b>Program Evaluation:</b> CALP funded programs evaluate the impact of their programs and services to inform future planning.	<ul style="list-style-type: none"> <li>• What procedures and processes do you have in place to collect data, especially if you have multiple instructors/facilitators?</li> <li>• What do you hope to learn from the data you collect?</li> <li>• How will you use the data to inform your program planning?</li> </ul>

Immediate Outcome	Program Activities	Things to think about
<b>2.1:</b> CALPs know the learning needs of their communities.	<b>Program Planning:</b> CALP funded programs are expected to engage in strategic planning in order to deliver programs and services that align closely with the CALP mandate for Literacy and Foundational Learning.	<ul style="list-style-type: none"> <li>• Are there any innovations you plan to make to existing programs or do you plan to offer any new programs in the Literacy and Foundational Learning programming area?</li> <li>• How are you maintaining or building partnerships to support the delivery of literacy and foundational learning?</li> <li>• Are there any plans to make your space more accessible and inviting/welcoming?</li> <li>• How will your organization continue to attract and meet the needs of learners who face social or economic barriers?</li> <li>• Do you have any plans to leverage local in-kind or financial contributions, including volunteer tutor recruitment?</li> <li>• Could you expand on how your organization plans to assess needs or analyze gaps in foundational learning in the communities you serve, including plans to hold a community dialogue?</li> </ul>

**ULTIMATE OUTCOME 3: ADULT LEARNERS BENEFIT FROM CALPs THAT ARE WELL-CONNECTED IN THEIR COMMUNITIES.**

Immediate Outcome	Program Activities	Things to think about
<b>3.1:</b> CALPs build community support for foundational learning	<b>Engaging Community</b> CALPs lead community-based initiatives to raise awareness of their programs and services and build relationships with community partners.	<ul style="list-style-type: none"> <li>• How will you promote your programs in your community?</li> <li>• How can you support your partners to better understand what your CALP funded program does, and who you serve?</li> <li>• How will you identify and leverage new or existing partnerships to benefit adult learners?</li> </ul> <p>Some examples:</p> <ul style="list-style-type: none"> <li>• Sitting on Boards of learning organizations</li> <li>• Interagency meetings with other connected coalitions, such as poverty reduction strategies, early years' coalitions, urban Indigenous initiatives, various City departments</li> <li>• Family &amp; Child Support Services meetings</li> <li>• Voluntary service chambers or chambers of commerce</li> </ul>
	<b>Mapping Community</b> CALPs are aware of the services and supports that learners need, and where/how these needs can be met.	<ul style="list-style-type: none"> <li>• Do you have a strategy for mapping available resources, services and supports that are available to learners in your community?</li> <li>• How will you connect learners to other services and supports they may need?</li> </ul>