ECALA Spring 2020 Community Conversation

May 29, 2020

AndersonDraper Consulting Inc.

Greetings from ECALA's Executive Director

ECALA

Alberta Government

Facilitators

Brief intro: Michelle & Sean

Sean to provide a brief overview of how to use Zoom for this session

Learning Objectives:

Building on the ECALA 2019 Needs Assessment findings and the Outcomes-based Measurement and Evaluation for the Community Adult Learning Program e-learning module, at the upcoming professional development opportunity, participants will…

Explore what evaluation looks like in learner-centred programming.

Identify ways that foster a culture of evaluation within organizations.

Describe how logic models and theories of change are used in program planning, monitoring, and evaluation.

Create a learner profile and share examples of how the profile can be used in needs assessments and other evaluation practices.

Outline

9:30 Introductions & Learning Objectives

An Evaluation Culture & Learner Centred Programming

Theory of Change

Logic Models

Break -10:40

Types of Change

Learner Profiles

11:40 Next steps, feedback and any questions

Learner-Centred

Share pre-survey results

Hear from participants

What does evaluation look like in a learner-centred program?

What does evaluation look like in a learner-centred program?

Five dimensions:

- **the balance of power**, with students involved in course decisions, including selection of content and assessment;

- **content** focused on the development of learning skills, used to develop curiosity and foster motivation, build on existing learning;

- the role of the teacher as **facilitator;**

- **clear responsibility** for learning placed upon students; and

- both summative and formative **assessment**.

- Lemos, A. R., Sandars, J. E., Alves, P., & Costa, M. J. (2014). The evaluation of student -centredness of teaching and learning: a new mixed-methods approach. *International journal of medical education*, *5*, 157–164. https://doi.org/10.5116/ijme.53cb.8f87

Creating an Evaluative Culture

"Where evidence—empirical information—on performance is valued, sought out, and seen as essential to good management" (Mayne, J. 2010).

- A learning focus
- Commitment by leadership
- Capacity building opportunities
- Organizational supports

Theory of Change

Can provide a powerful learning lens

Helps organizations show what they are doing and why.

Contributes to a common understanding, clarity and effectiveness

Can strengthen partnerships, organizational development and communication.

Theory of Change

- Is a description of the changes we would expect to observe as a result of our programs in the short and long term. In other words, it's our very own conditional (if, then) statement.

THEORY OF CHANGE

The theory of change underpinning this collaborative project was: If children or youth in care or involved in government supports are connected to specifically selected, trained and supported mentors, they will engage in a developmental mentoring relationship and are more likely to successfully transition to adulthood.

ECALA's Theory of Change

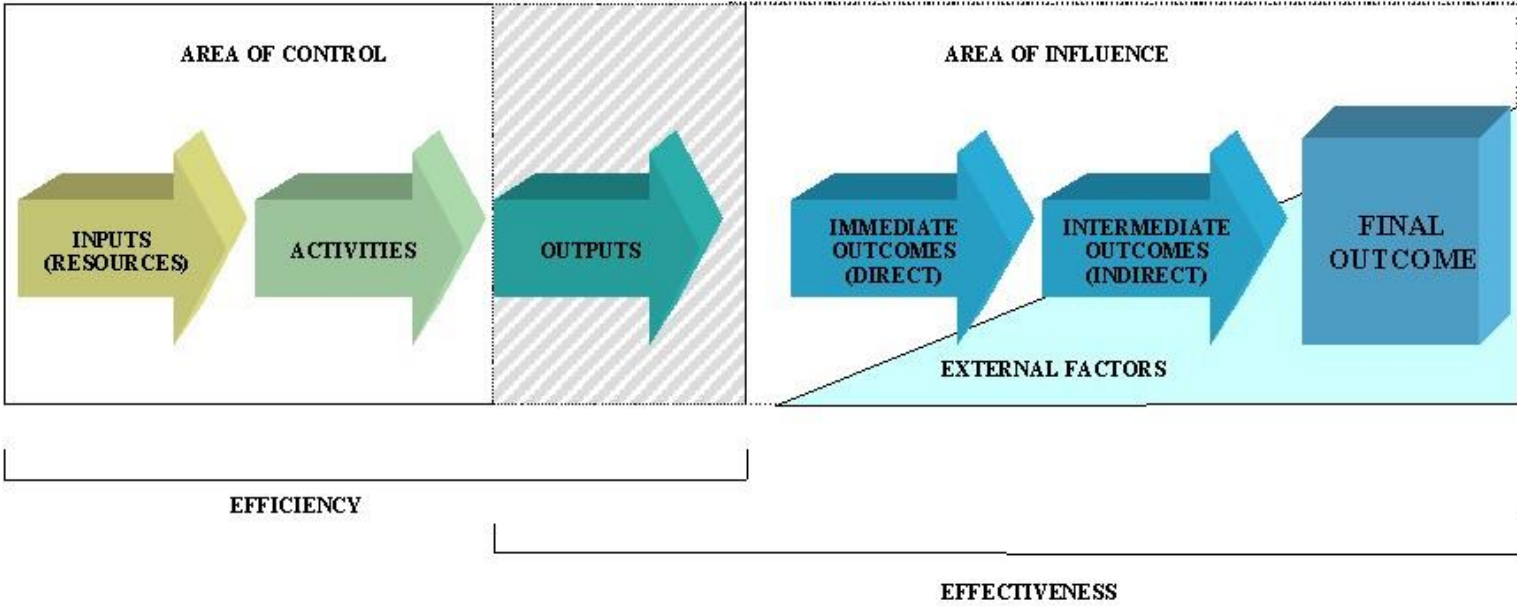- If ECALA does **X...** then **Y** will change because....

Logic Models

Logic model is a visual representation of relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.

Purpose:

- Identifies linkages between activities and achievement of outcomes – If, then relationship

- Serves as a "road map" showing the chain of results

- "Tests" the logic: did this activity produce the desired result

- Provides a fundamental backdrop on which the performance measurement plan and evaluation plans are based

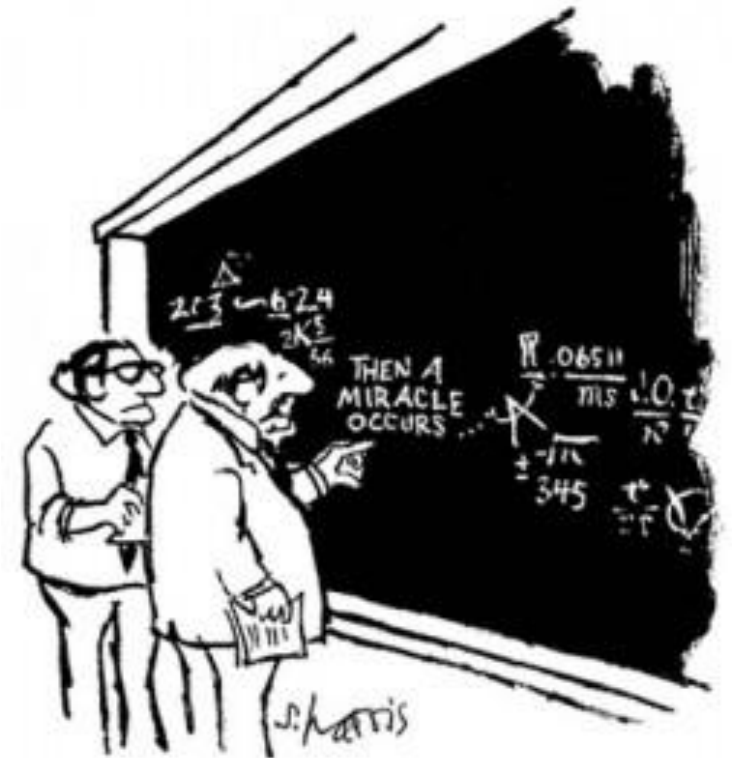- More specific and detailed than the theory of change

Results Chain

Taken from: https://www.canada.ca/en/treasury-board-secretariat/services/audit-evaluation/centre-excellence-evaluation/results-based-management-lexicon.html

Linkages

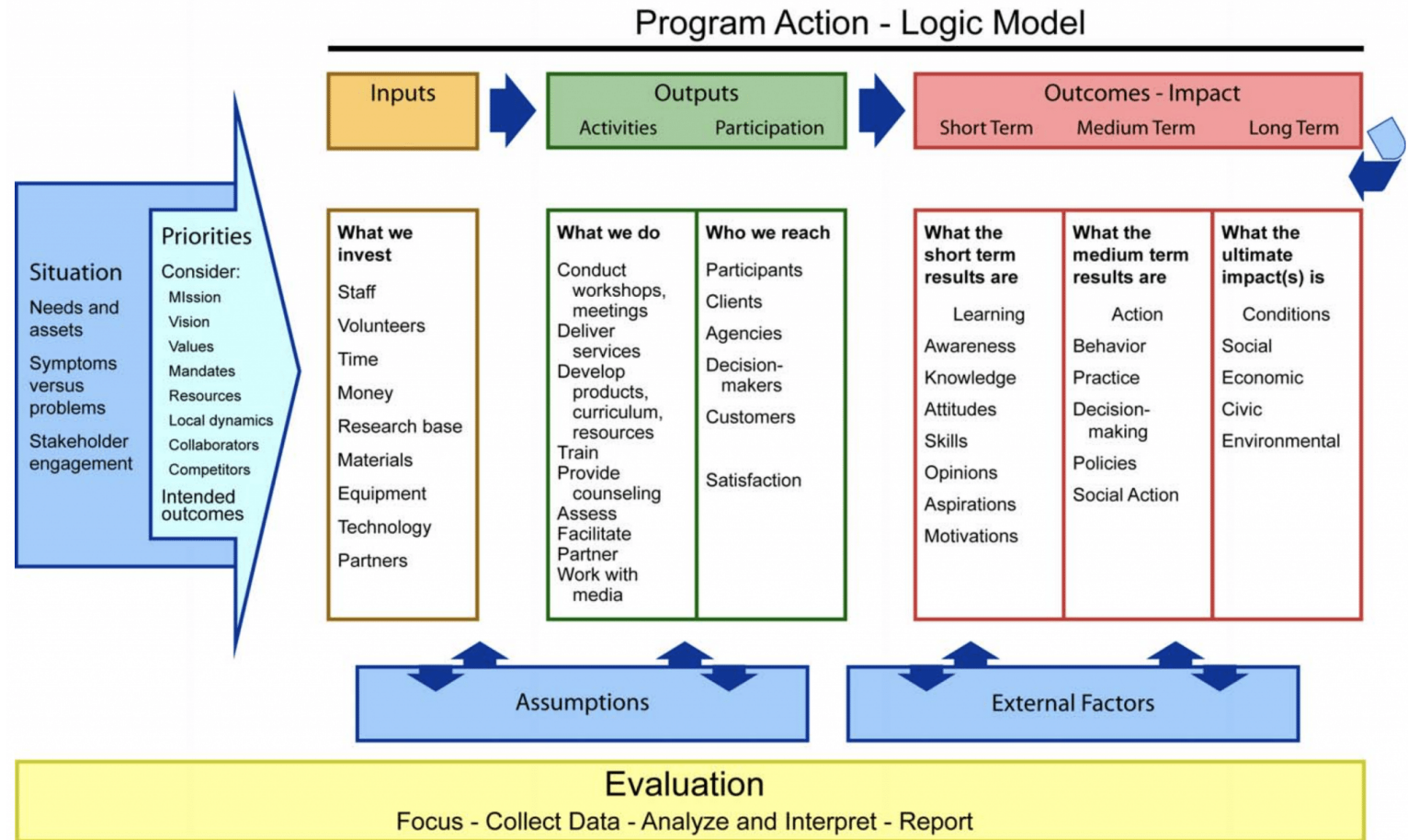Logic models can be a bit fuzzy on the details that link program activities and outcomes

Image credit: Sidney Harris

Logic Model

PROGRAM DEVELOPMENT
Planning – Implementation – Evaluation

Program Action - Logic Model

Inputs	Outputs		Outcomes - Impact		
	Activities	Participation	Short Term	Medium Term	Long Term

Situation

Needs and assets

Symptoms versus problems

Stakeholder engagement

Priorities

Consider:
MIssion
Vision
Values
Mandates
Resources
Local dynamics
Collaborators
Competitors

Intended outcomes

What we invest

Staff
Volunteers
Time
Money
Research base
Materials
Equipment
Technology
Partners

What we do

Conduct workshops, meetings
Deliver services
Develop products, curriculum, resources
Train
Provide counseling
Assess
Facilitate
Partner
Work with media

Who we reach

Participants
Clients
Agencies
Decision-makers
Customers

Satisfaction

What the short term results are

Learning
Awareness
Knowledge
Attitudes
Skills
Opinions
Aspirations
Motivations

What the medium term results are

Action
Behavior
Practice
Decision-making
Policies
Social Action

What the ultimate impact(s) is

Conditions
Social
Economic
Civic
Environmental

Assumptions

External Factors

Evaluation
Focus - Collect Data - Analyze and Interpret - Report

https://www.agliteracy.org/research/logic.cfm

Logic Model
Based on Imagination Library Reseach Findings and Literature Review

INPUTS	STRATEGIES	SHORT-TERM	INTERMEDIATE	LONG-TERM

Books mailed to home in child's name

Book sharing guides included with books

Target families with children ages birth to five

Caregivers read daily with children

Caregivers read books multiple times

Enhanced home literacy environment
- Earlier onset of caregiver/child book reading
- Increased frequency of caregiver/child book reading
- Increased duration of caregiver/child book reading sessions
- Increased number of picture books in the home

Positive attitudes about reading and motivation to read among caregivers and children
- Increased frequency of child requests for reading
- Increased frequency of child book play

Increased interactions between caregivers and children during book reading
- Increased child responses/contributions during book reading
- Increased reading skill practice

Increased emerging literacy skills
- Concepts about print
- Alphabet knowledge
- Receptive and expressive vocabulary
- Phonological awareness
- Phonological memory

Kindergarten literacy readiness

https://imahttps://imaginationlibrary.com/news-resources/research/ginationlibrary

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

Updated: March 28, 2018

Vision: Changing lives through adult foundational learning in connected communities.

Ultimate Outcome 1:
Adult learners persist in learning foundational skills that they use in their everyday lives

Ultimate Outcome 2:
Adult learners have access to relevant and engaging learning opportunities

Ultimate Outcome 3:
Adult learners benefit from CALPs that are well-connected in their communities

Intermediate Outcomes: CALP providers address adult foundational learner needs

Indicators / Measures

1.2 Adult learners acquire new skills

2.2 CALPs develop and deliver foundational learning that meets needs

3.2 Communities support the delivery of adult foundational learning

Data Collection: CALP Final Report

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

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

1.2 c. Increased Confidence
and % of adult learners who demonstrate increased self-confidence as a result of participating in a CALP learning opportunity

2.2 a. Program Relevance
and % of adult learners who felt that the program was relevant to their needs and goals

2.2 b. Welcoming Space
and % of adult learners who felt that the CALP provided a safe, welcoming space

2.2 c. Reduced Barriers
and % of adult learners who had a barrier reduced through the CALP grant (i.e. fees reduced, travel, childcare)

3.2 a. Volunteer Hours
# of volunteer hours contributed to adult learning opportunities

3.2 b. In-Kind Contributions
# of in-kind contributions (in dollars) to support the delivery of adult learning opportunities

3.2 c. Referring Organizations
# of different organizations that referred learners to foundational learning opportunities at the CALP

Immediate Outcomes: CALP providers identify adult foundational learner needs

Activities

1.1 Adult learners demonstrate commitment to learning

2.1 CALPs know the learning needs of their communities

3.1 CALPs build community support for foundational learning

Data Collection: CALP Application

Planning with Learners
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).

Program Needs Assessment
CALP providers develop and plan programming based on needs assessments that determine unmet learning needs and gaps in the community.

Learner Support Services
CALP providers offer support services to learners.

Program Evaluation
CALP organizations evaluate the impact of their programs and services to inform future planning.

Engaging Community
CALPs lead community-based initiatives to raise awareness of their programs and services and build relationships with community partners.

Mapping Community
CALPs are aware of the services and supports that learners need, and where/how these needs can be met.

Outcomes Measurement Plan

Expected Outcomes	Indicator	Baseline	Data Source	Collection Method	Responsibility	Timing
Adult learners acquire new skills	#/% who report using foundational skill everyday	Pre-survey (assess existing level of skill use)	Participants	Paper survey	Program Facilitator	At the start of the session & end
Programs know the learning needs of their communities	Needs assessment completed Evidence findings were used in program planning %/# of learners who may benefit from this type of programming	Review of previous needs assessments & literature/data	Participants, program staff, stakeholders Document review	Interviews, focus groups; existing stats on literacy	Program Manager	Before the program is developed, then used to inform future planning

Break Time
(10 minutes)

Types of Change

OUTCOMES: In our context, what are some examples of...

(Use the chat box)

- Change in circumstances
- Change in status
- Change in behaviour
- Change in functioning
- Change in attitude
- Change in knowledge
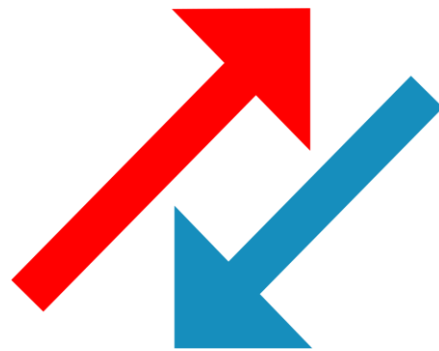- Change in skills
- Maintenance
- Prevention

Direction of Change

- Indication if the change is an increase, decrease, or maintenance

Examples:

alleviated | enlarged | lowered | augmented | expanded | prevented | decreased | extended | shortened | diminished| improved | reduced | eliminated | increased | raised

Learner Goals

Learners will demonstrate life skills that contribute to fulfilling lives and...

- Be able to identify and achieve personal goals.

- Have increased ability to adapt to change.

- Develop enhanced perseverance to overcome adversity.

- Have improved confidence in themselves.

- Expand skills, knowledge, work habits, attitudes and leadership qualities necessary for success in the workplace.

- Augment access to technology to enhance learning.

Tools in our Toolbox

- Theory of Change
- Logic Models
- Learner Profiles

What Is a Learner Profile?

- Helps categorize different types of learners
- Demonstrate pathways, barriers, needs, wants, reasons for learning
- Can show benefits and identify intended outcomes

A Blended Approach

Ultimate Outcomes

Learners' are equipped to become creators — not just consumers — of technology

Intermediate Outcomes

Learners' continue to apply, develop and grow their tech/coding skills

Learners' confidence is actionable: engage + share tech/coding with others

Learners' felt confidence engaging with tech/coding increases

Learners' share what they built and share their experiences

Immediate Outcomes

Learners' tech/coding skills improve

Learners' build something

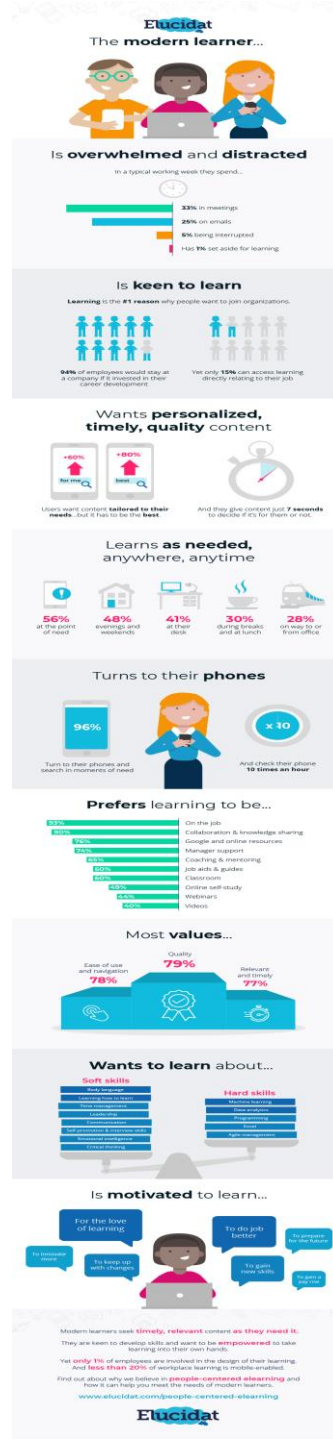Learners' perceive tech/coding as applicable in their life, education, career

Activities

In-Person Learning	Project-based Learning	Social & Collaborative Approach to Learning

Meet the modern learner

https://www.elucidat.com/blog/modern-learner-profile-infographic/

Profile

Sarah ; *mother of two*

"I can get everywhere for a good price and don't have to struggle or worry about what is more important: food, rent, etc."

BARRIERS

- Cost associated with supporting a family
- The transit system can sometimes feel unsafe for family
- Feeling like other transit users see her family as an inconvenience

NEEDS

- A program that can support not only the individual but their family as well

DESTINATIONS

- Recreational & Family Activities
- Grocery and Shopping

POSITIVE IMPACT

Having the Ride Transit Pass gives Sarah the peace-of-mind of knowing **she can afford a reliable way to go places**. It **encourages and motivates** her to sign up for classes and programs. Rather than waiting around for a ride, or spending money on a cab, she can go forth and have a productive day or spend quality time with her friends and family, which **improves her mental wellbeing**.

EXPERIENCE EXPECTATIONS

Sarah **needs an efficient way to apply** her family members to the Ride Transit program, but the required **documents are often difficult to acquire**, depending on complicated family situations.
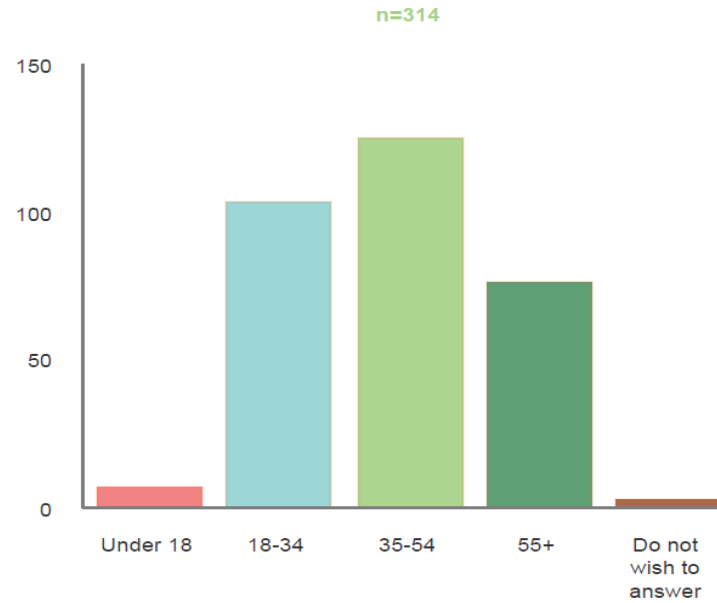
DEMOGRAPHICS

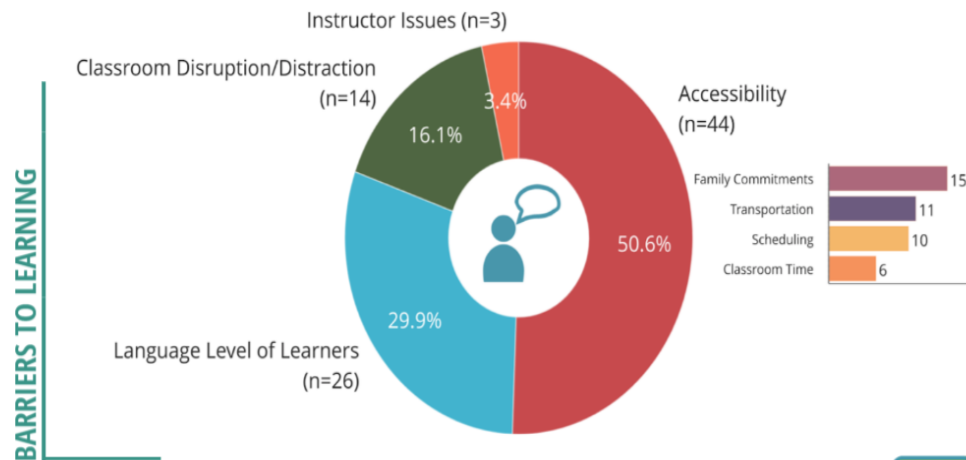|		
Employed Full-time	Employed Part-time	**Unemployed**
Gets support from an agency	**Receives Income Support**	Independant
English is first language	Has difficulty communicating	English is 2nd Language
Cares for self	Cares for one other	**Cares for multiple others**
Person living with physical disability	**Some physical challenges with getting around (with stroller)**	No physical health barriers

BEHAVIOUR

Navigates transit system independently	**Relies on help from friends or family to go places**	**Relies on ETS bus drivers to help navigate**
Informed via smartphone	**Informed via word of mouth**	**Informed via ads**

City of Edmonton, Ride Transit Evaluation

Categories of Learners

How old are you?
n=314

LEARNER FOCUS GROUPS

BARRIERS TO LEARNING

Instructor Issues (n=3)
Classroom Disruption/Distraction (n=14)
16.1%
3.4%

Accessibility (n=44)
50.6%

Family Commitments — 15
Transportation — 11
Scheduling — 10
Classroom Time — 6

29.9%
Language Level of Learners (n=26)

Categories of Learners

Applicability

- Can you see creating / using learner profiles?

- What different pathways exist for different profiles?

Resources

CALP Portal: https://calp.ca/

Canadian Evaluation Society: https://evaluationcanada.ca/

Better Evaluation: https://www.betterevaluation.org/

W.K. Kellogg Foundation Logic Model Development Guide: https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide

Summary & Feedback

- Thinking back to our outcomes and your goals for this session, let's discuss how we did.

- What did you like?

- What did you wish we did more of?

- What would you like to see for next time?

Next Steps

- June 19th, 2020 session: focus on data collection, with an overview of survey design, focus group facilitation and interview guide development.

- September 23rd, 2020 session: focus on continuous improvement, report writing, sharing findings & knowledge mobilization.

- ECALA Outcome Measurement and Evaluation Workshop which will guide you in completing ECALA's mandatory evaluation requirements https://www.ecala.org/programs/events-calendar/