

CALP Data Collection Guide

Outcomes-based Measurement and Evaluation / Learner Demographics

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.

Collecting and Reporting Immediate Outcomes Data

Each of the three Outcomes at the immediate level of the CALP logic model are intended to reflect the work CALPs do to identify adult foundational learning needs, both at an individualized level with each learner, as well as at a broader community level.

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

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

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

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

Immediate Outcome	CALP Activities	Application Question(s)	Things to think about
2.1: CALPs know the learning needs of their communities.	Program Needs Assessment: CALP providers develop and plan programming based on needs assessments that determine unmet learning needs and gaps in the community.	How will your organization assess adult learning needs in your community?	<ul style="list-style-type: none"> • 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"> ○ Direct requests (i.e. at community events, via social media, etc.) ○ Surveys and questionnaires ○ Informal assessment (i.e. interagency meetings, board discussions, etc.) ○ Research and data analysis (i.e. Statistics Canada data, local and federal census data) ○ Community forum / community dialogue event ○ Needs assessment results from other sources (i.e. CCI needs assessment)

			<ul style="list-style-type: none"> • How will you identify gaps that fall within the CALP Guidelines' mandate to fill? • What other kinds of needs assessment or data collection will help you with your planning?
	<p>Learner Support Services: CALP providers offer support services to learners.</p>	<p>Grant funds can be used to provide Learner Support Services to assist individuals to transition to programs and services that will help them to meet their learning goals. Does your organization plan to provide Learner Support Services? If yes, please indicate the types of Learner Support Services that will be provided.</p>	<ul style="list-style-type: none"> • You can select from a list of some of the most common kinds of Learner Support Services when you complete this section of the CALP Grant application. For example: <ul style="list-style-type: none"> ○ Access to a safe and welcoming learning environment ○ Mentorship to adult learners ○ Access to, and assistance with, basic technology ○ Job search and/or resume support ○ Information about post-secondary learning ○ Assistance with forms ○ Information on other learning opportunities ○ Assistance and referrals to newcomers ○ Access to, and/or assistance with learning opportunities offered by a partner organization ○ Referrals to community supports and services ○ Exam invigilation • Are there other Learner Support Services that you plan to provide?
	<p>Program Evaluation: CALP organizations evaluate the impact of their programs and services to inform future planning.</p>	<p>How does your organization plan to collect and use outcomes-based measures and data over the grant term?</p>	<ul style="list-style-type: none"> • What procedures and processes do you have in place to collect data, for example if you have multiple instructors/facilitators? • What do you hope to learn from the data you collect? • How will you use the data to inform you program planning?
	<p>Organizational Planning: CALP organizations are expected to engage in strategic planning in order to deliver programs and services</p>	<p>Describe your organization's plan to continue to align with the CALP mandate for Literacy and Foundational Learning. Include a detailed list of</p>	<ul style="list-style-type: none"> • 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?

	<p>that align closely with the CALP mandate for Literacy and Foundational Learning.</p>	<p>initiatives with expected timelines for completion.</p> <p>Note: this Application question relates to Immediate Outcomes 2.1 and 3.1, so is repeated below.</p>	<ul style="list-style-type: none"> • How are you maintaining or building partnerships to support the delivery of literacy and foundational learning? • Are there any plans to make your space more accessible and inviting/welcoming? • How will your organization continue to attract and meet the needs of learners who face social or economic barriers (for complete definition, see page 13 of CALP Guidelines)? • Do you have any plans to leverage local in-kind or financial contributions, including volunteer tutor recruitment? • 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 Culture of Collaboration Community Dialogue?
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ULTIMATE OUTCOME 3: ADULT LEARNERS BENEFIT FROM CALPs THAT ARE WELL CONNECTED IN THEIR COMMUNITY.

Immediate Outcome	CALP Activities	Application Question(s)	Things to think about
<p>3.1: CALPs build community support for foundational learning</p>	<p>Engaging Community CALPs lead community-based initiatives to raise awareness of their programs and services and build relationships with community partners.</p>	<p>Describe how your organization raises awareness of the importance of foundational learning, and the availability of foundational learning programs and services at your organization?</p>	<ul style="list-style-type: none"> • How will you promote your programs in your community? • How can you support your partners to better understand what your CALP does, and who you serve? • How will you identify and leverage new or existing partnerships to benefit adult learners?
	<p>Mapping Community CALPs are aware of the services and supports that learners need, and where/how these needs can be met.</p>	<p>Describe how your organization learns about the services and supports that are available to learners in your community and where/how these needs can be met.</p>	<ul style="list-style-type: none"> • Do you have a strategy for mapping available resources, services and supports that are available to learners in your community? • How will you connect learners to other services and supports they may need?

	<p>Organizational Planning: CALP organizations 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.</p>	<p>Describe your organization's plan to continue to align with the CALP mandate for Literacy and Foundational Learning. Include a detailed list of initiatives with expected timelines for completion.</p> <p>Note: this Application question relates to Immediate Outcomes 2.1 and 3.1, so is repeated above.</p>	<ul style="list-style-type: none"> • 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? • How are you maintaining or building partnerships to support the delivery of literacy and foundational learning? • Are there any plans to make your space more accessible and inviting/welcoming? • How will your organization continue to attract and meet the needs of learners who face social or economic barriers (for complete definition, see page 13 of CALP Guidelines)? • Do you have any plans to leverage local in-kind or financial contributions, including volunteer tutor recruitment? • 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 Culture of Collaboration Community Dialogue?
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Collecting and Reporting Demographic Data

The CALP 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 categories of CALP's required programming area, Literacy and Foundational Learning, as outlined below.

CALP Required Programming (Literacy and Foundational Learning):

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

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 information will be reported only ONE time. Learner demographics are a count of your 'unique' learners.

However, 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. In the case of outcomes data/evaluation, outcomes measures for will be reported for each learning opportunity in which the learner participated.

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, measures that capture how CALP 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 benchmark for all other measures, the number of adult participants 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 for adults who participate in CALP Required Programming (see table below), and with whom your CALP has an **ongoing relationship**. Ongoing relationship means that participants attended a learning opportunity for multiple sessions over a number of weeks. Learner attendance over multiple weeks does NOT need to be consecutive weeks.

CALP Required Programming (Literacy and Foundational Learning):

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

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 “one-time” information sessions or learning activities, with whom your organization does NOT have an ongoing relationship. Note that these learners are still counted in the programming tables of the Final Report, where you report on the number and types of learning opportunities, and the number of adult learners who participated.
- Learners who take part in non-required programming areas, including Community Capacity Building, or who access Learner Support Services.

Outcomes Measures

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.

Participants

Measure	Who to Include	Who Not to Include	Examples
<p># Participants</p> <p>This measure is used as a benchmark for calculating other indicators. This number must correlate to the # of Learners Evaluated in Section D- Programming Areas.</p>	<p>Learners who are registered in a learning opportunity in the required programming area (i.e. Literacy and Foundational Learning), and who have an ongoing relationship with your organization.</p>	<p>Learners who are registered in a learning opportunity in a non-required programming area (Community Capacity Building)</p> <p>Learners who are registered in a “one time” Information Session or Learning Activity, and do not have an ongoing relationship with your organization.</p>	<p>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, should be included.</p> <p>Learners who regularly participate in less formal Literacy and Foundational Learning opportunities, such as drop-in tutoring or conversation cafes, and who attend multiple sessions over a number of weeks, should be included.</p>

Intermediate Outcome 1.2: Adult learners acquire new skills

Measure	Rationale and Assumptions	Description / Explanation	Examples	Collection Strategies
<p>1.2 a Skills Use</p> <p># and % of adult learners who report using foundational skills in their everyday lives as a result of participating in a CALP learning opportunity.</p>	<p>Assessing skills proficiency is not always feasible or appropriate in a CALP 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.</p>	<p>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.</p> <p>To count, the learners must:</p> <ul style="list-style-type: none"> 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 	<p>A young man is registered in a weekly computer basics drop-in class. After several weeks, he tells you that he has been accessing the computer at the library to check his email. This is a change in behavior and the learner should be counted.</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 on her phone during her ride to work. This learner is using her new skills outside of the tutoring program and should be counted.</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 should be counted.</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 should not be counted.</p>	<p>Informal Q and A: 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>Learning Plan and Self-Reflection: 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>Course evaluations or exit interviews: 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	Rationale and Assumptions	Description / Explanation	Examples	Collection Strategies
<p>1.2 b Learner Progress</p> <p># and % of adult learners who report making progress towards, or meeting, their learning goal as a result of participating in a CALP learning opportunity.</p>	<p>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.</p> <p>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.</p>	<p>This measure will reflect the number of learners who are achieving meaningful progress towards their learning goals.</p> <p>There is no relationship to the number of sessions a learner attended or to completion of the learning opportunity.</p>	<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 should be counted 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 should be counted, 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 should not be counted.</p>	<p>Learner Reflections and Self-Assessment: 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 As 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?" Describe your greatest accomplishment(s) in the program.</p>

Intermediate Outcome 1.2: Adult learners acquire new skills

Measure	Rationale and Assumptions	Description / Explanation	Examples	Collection Strategies
<p>1.2 c Increased Confidence</p> <p># and % of adult learners who demonstrate increased self-confidence as a result of participating in a CALP learning opportunity.</p>	<p>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.</p>	<p>This learner measure is tracking how many learners feel more confident after participating in a foundational learning opportunity with your organization.</p>	<p>A woman who is new to the community 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 should be counted 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 should be counted 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 should be counted.</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 should not be counted.</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>Observation checklists, Anecdotal report forms, etc.: 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>Learner self-assessment: 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	Rationale and Assumptions	Description / Explanation	Examples	Collection Strategies
<p>2.2 a Program Relevance</p> <p># and % of adult learners who felt that the program was relevant to their needs and goals.</p>	<p>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.</p>	<p>This measure will help identify if the programs your CALP provides are relevant to the needs and goals of learners.</p> <p>This data should be collected directly from learners.</p>	<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 should be counted.</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 should not be counted</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	Rationale and Assumptions	Description / Explanation	Examples	Collection Strategies
<p data-bbox="107 245 258 354">2.2 b Welcoming Space</p> <p data-bbox="107 394 321 570"># and % of adult learners who feel that the CALP provided a safe, welcoming space.</p>	<p data-bbox="354 245 644 841">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, CALPs provide a space where adult learners can explore their unique learning needs, without fear of shame, stigma or judgement.</p>	<p data-bbox="665 245 993 342">This measure is intended to tell us how learners feel about your CALP.</p> <p data-bbox="665 386 968 769">The term “safe, welcoming space” refers not only to physical location, but also to the atmosphere learners experience in your programs. Is the CALP creating an atmosphere that is comfortable, supportive, nonjudgmental, etc.?</p> <p data-bbox="665 813 940 911">This data should be collected directly from learners.</p>	<p data-bbox="1014 245 1661 451">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 should count this learner.</p> <p data-bbox="1014 495 1661 732">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 should count this learner.</p> <p data-bbox="1014 776 1661 948">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 should be counted.</p> <p data-bbox="1014 992 1661 1229">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. You take his concerns into consideration, and should not count this learner.</p>	<p data-bbox="1692 245 1961 375">You can collect this information as part of your program evaluation.</p> <p data-bbox="1692 418 1961 699">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 data-bbox="1692 743 1871 808">You might ask questions like:</p> <p data-bbox="1692 852 1961 950">Do you feel comfortable when you come to this program?</p> <p data-bbox="1692 993 1961 1058">Do you feel supported here?</p>

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

Measure	Rationale and Assumptions	Description / Explanation	Examples	Collection Strategies
<p>2.2 c Reduced Barriers</p> <p># and % of adult learners who had a barrier reduced through the CALP grant (i.e. fees reduced, travel, childcare).</p>	<p>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.</p>	<p>This measure is about using CALP funds directly to reduce certain barriers faced by some adult learners.</p> <p>The CALP grant may be used to reduce barriers in three ways:</p> <ul style="list-style-type: none"> • Reduce/waive fees • Provide childcare • Provide transportation 	<p>Your CALP purchases bus tickets, and provides them to learners so they can get to and from a program. You should count 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 should count 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 should count this learner.</p> <p>You charge the full cost per person to register in a basic computer class. You should not count 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	Rationale and Assumptions	Description / Explanation	Examples	Collection Strategies
<p>3.2 a Volunteer Hours</p> <p># of volunteer hours contributed to adult learning opportunities.</p>	<p>This is an indicator of the community's contribution to an organization's CALP programming.</p> <p>When CALPs are well-connected, valued members of the community, the community is more likely to support the work of your organization.</p>	<p>The measure is tracking how many volunteer hours (unpaid only) were contributed to support the delivery of CALP programs and services.</p>	<p>All volunteer board hours</p> <p>All volunteer tutor hours related to CALP programming should be counted. 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.</p> <p>Volunteer hours for events related to CALP programming should be counted as "other volunteer hours".</p> <p>A volunteer comes in to your CALP once a week to help with answering the phone, or welcoming learners who come in. These hours should be counted as "other volunteer hours".</p>	<p>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.</p> <p>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.</p>

Intermediate Outcome 3.2 Communities support the delivery of adult foundational learning

Measure	Rationale and Assumptions	Description / Explanation	Examples	Collection Strategies
<p>3.2 b In-kind Contributions</p> <p>Total in-kind contributions (in dollars) to support the delivery of adult learning opportunities.</p>	<p>This is an indicator of the community's contribution to the organization and its programs.</p>	<p>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/or services.</p> <p>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.</p>	<p>A local accountant donates their time to do bookkeeping for the organization. The "market value" of the services they provide should be counted.</p> <p>The library provides space for your programs for free. The value of what they would normally rent the space for should be counted</p> <p>A local bakery provides snacks for all your Family Literacy programs. The cost you would have paid to purchase the snacks should be counted.</p> <p>If you receive a general in-kind contribution to your organization that supports CALP-funded programming, as well as other programs you run, you can count a portion of the value of the contribution. Adjust the value of the contribution to reflect how much will support CALP, and how much supports your other operations or programs. The approximate value of the amount directly supporting your CALP programs should be counted.</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	Rationale and Assumptions	Description / Explanation	Examples	Collection Strategies
<p>3.2 c Referring Organizations</p> <p># of different community organizations that refer learners to foundational learning opportunities at the CALP.</p>	<p>When a CALP is well connected in their own community, partner organizations and agencies will have a clear understanding of what you do, and whom you serve.</p> <p>When CALPs engage and educate their partners about foundational learning and foundational learners, partner organizations will make knowledgeable referrals to the CALP to address foundational learning needs.</p>	<p>This is a measure of your community’s connectivity, and trying to get a sense of whether other organizations in your community understand your organization’s role in literacy and foundational learning.</p> <p>Organizations should track the number of different organizations that make referrals to your organization for CALP-funded programs and services.</p> <p>For CALP Reports, organizations do not have to track where the referral comes from, although you may want to collect this information for organizational planning.</p>	<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 should be counted 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 should be counted.</p> <p>A learner is walking by and stops in to ask about your basic computer classes. This learner should not be counted 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 should not be counted, 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 us?” (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 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>

Notes:

- Some of these measures (3.2 a, 3.2 b, and 3.2 c) reflect outputs AND serve as indicators at the same time. Over time, changes (or lack of change) to these numbers, will indicate the level of community investment and support for your organization.
- The measures referenced in this Guide are only the measures that Advanced Education requires as part of its accountability reporting. There may be other measures or data that your organization wishes to collect as part of its program evaluation and planning to inform future decisions.