



CASE STUDY – Reducing Barriers

Name	Kim
Age	28
Gender	Female
Job	Mom, New to community
Tell Me About The Learner	<ul style="list-style-type: none"> • She is new to your community and lives in one of the small towns about 20 minutes away. • Her husband works a lot of hours at the plant • She wants to feel more connected in the community and make new friends • She graduated high school, but hasn't been involved in any organized learning opportunities since then
Signs Up For	Community Kitchen
Coordinator / Program Support / Front Line	<ul style="list-style-type: none"> • Transportation is an issue for Kim as she doesn't always have enough money to pay for gas, so you let her know that you can provide her with a gas card to help her get to town • Kim doesn't have family to help with childcare, so you let her know that the community kitchen program is run using family literacy as the mode of delivery and she is welcome to bring her toddler. You explain that there will be activities that families can do together, and there will be childcare for the times when the adults are practicing their new skills. • You ask Kim what skills she wants to learn, and explain that the community kitchen can help her with her math.



Instructor / Tutor / Facilitator	<ul style="list-style-type: none"> • The facilitator creates a warm and welcoming environment for all the families in the program. • The facilitator sees that Kim is eager to connect with people, but is quite shy, so she partners Kim with another mom who is friendly and gentle.
Where The Learner Starts Out	<ul style="list-style-type: none"> • She is nervous and shy because she doesn't know anyone. • She feels more comfortable talking about food and cooking, but is less confident when talking about adjusting or adapting recipes.
During the program	<ul style="list-style-type: none"> • Kim asks if there are any other programs she can do where childcare is provided • You tell her about the Book Club you run, where a group of adults chooses a book to read together. Then they meet to discuss the book, and sometimes they do writing assignments too.
Next Steps	<ul style="list-style-type: none"> • Kim decides to join the Book Club, and even brings a neighbour in with her when she comes • Kim also mentions that she enjoyed the community kitchen, but she would like to keep working on her math outside of cooking, so you set her up with a retired teacher who lives in her town and is a volunteer tutor.
Measurable Outcomes	<ul style="list-style-type: none"> • Kim learns how to change a recipe to feed a larger or smaller group. (Skills use) • She hears another participant talk about doubling dinner recipes and freezing the extra portions to save time later. She is determined to try this for herself. (Self-confidence) • She says that even though she felt shy and nervous at first, the CALP staff and the community kitchen facilitator really helped her feel more comfortable (Welcoming space) • Kim faced some challenges that made it harder to participate in programs, but the CALP helped her with transportation and child care (Reduced barriers)



What Evaluations Tells Us	<ul style="list-style-type: none">• On her evaluation form, Kim reports that she is more confident to use her math skills when she sits down to do the budget with her husband• The facilitator reports that Kim's confidence and progress towards her learning goals have both increased, based on their weekly check-in conversation at the beginning of the sessions.• Note – If you use evaluation forms, they should be as confidential as possible (You could use an envelope that participants put their evaluation in and then it's sealed and returned to you).
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