



SAMPLE General Application Resource Guide

This document is designed to help you understand the typical questions included in a Calgary Learns application. It explains why each question is asked and provides guidance on how to structure your responses effectively.

Calgary Learns applications are reviewed by external assessors who may not be familiar with your program. We recommend providing clear, concise answers that give reviewers the information they need to make informed grant recommendations.

Question	What the Review Team is looking for...
Please share your organization’s mission statement. How does the program you are applying for fit within strategic priorities and the context of your current offerings?	How adult foundational learning fits within your organization's overall mandate.
Describe the specific learning need this program will address. (50 words maximum)	A clear understanding of the learning gap that this program is attempting to address and why this program is needed.
Provide current evidence to support the need you have described. Be sure to provide context for the community of Calgary as a whole, as well as more immediate statistics such as your organization’s program data and evaluation. (200 words maximum)	An understanding of how you determined this to be a need and the evidence you gathered.
What other organizations in Calgary are delivering programs that address the needs identified above? Why is your program also needed? What makes your program delivery and organization unique? (200 words maximum)	A snapshot of the program landscape and, if there are other programs addressing the need, why learners would choose your program.
Provide a concise summary of the proposed program in plain language. i.e. explain what will happen and how. (100 words maximum)	Your program is accurately addressing the need you identified.
Please list the 3 to 5 primary learning objectives specific to the program. These should directly relate to the need described. (e.g.) Learners will recognize themselves as capable of learning	Learner-focused objectives that echo the stated need for the program and are reasonable to achieve in the proposed time frame.
How does the program recruit adults who are learning at the foundational level? If your budget includes requested funds for marketing, please share how your marketing budget will support recruitment. Please list any organizational partners that consistently refer learners into your program.	<p>Recruitment strategies that are relevant to your potential adult learners.</p> <p>Relationships within your organization and partners that support referrals</p> <p>A clear understanding of the marketing expense line in your budget, if relevant.</p>
Describe your intake/registration process and how you determine that participants meet the Calgary Learns criteria of financially barriered adults learning at the foundational level.	A clear understanding of the kinds of conversations and/or forms you use to gather this information
Does your program serve Indigenous Learners? If yes,	If your program serves Indigenous Learners, an

<ul style="list-style-type: none"> • Do you provide Indigenous Awareness Training to your staff? • How do you support Indigenous learners' specific needs? How do you adapt or revise curriculum, resources and seek culturally relevant support? 	<p>understanding of how you address Indigenous learners specific learning needs within your program delivery.</p>
<p>How do you ensure that learners' individual learning needs and goals are identified and addressed throughout the program?</p>	<p>An understanding of how you engage with learners to ensure their expectations are being met and that they find the material relevant to their needs and goals.</p>
<p>Share your understanding of the elements of adult foundational learning and how the delivery of your program reflects this understanding (e.g. adult learning principles, learning activities, materials)</p>	<p>Evidence that the program is being delivered to meet the needs of adults learning at the foundational level.</p>
<p>Where will the program(s) be held? Please include the location(s) and address(es). If your program will be delivered remotely, please comment on how the technology needs of participants will be managed, and why you have chosen this delivery method over an in person offering?</p>	<p>The location and mode of delivery is intentionally chosen and how it positively contributes to the recruitment of adult learners and their ability to have a positive learning experience</p>
<p>List the program staff and volunteer positions that are actively involved in the management and delivery of the program and who will be directly funded through a Calgary Learns grant. Please list the key responsibilities, appropriate education/training and relevant adult learning experience. Note: Program facilitators in ELL programs must have TESL certification or the equivalent. This table should correspond directly to the HR Table on the Budget Form.</p>	<p>Evidence that the instructors/facilitators are trained and qualified to support the unique and often complex needs of adults learning at the foundational level.</p> <p>Note: In this question, please only list those staff members who will be directly funded through a Calgary Learns Grant.</p>
<p>Program Delivery</p>	<p>A realistic frequency, duration and length of your proposed program to meet your learning objectives.</p> <p>Instructors/facilitators having adequate time to prepare and adjust curriculum based on learner needs/feedback</p> <p>A class size that allows for meaningful support for individual learners.</p>

<p>Based on the program objectives listed, please share your approach to program evaluation. What will be your key indicators for each objective? How will you measure/note progress with learners?</p>	<p>Evaluation methods for your learning objectives are consistent with learner-centred practice and foundational level learning.</p> <p>Note: OMEs might be included as some of the indicators but encourage you to also include the other indicators that your program evaluation may use to support the evaluation of your learning objectives.</p>
<p>How will your program’s evaluation data be used by your organization?</p>	<p>Understanding of how your evaluation data supports the ongoing delivery of your program and possibly supports adults learning at the foundational level within your organization.</p>
<p>Calgary Learns grant-funded programs strengthen pathways for learners through knowledgeable referrals to new programs or opportunities. Share some of examples from your program including previous program referrals and/or partnerships with other departments/organizations.</p>	<p>Understanding of the “next steps” for your learners.</p>
<p>If the staff coordination hours in your budget are in excess of .5 hrs per hour of delivery and are not covered by another funding source, please provide a description of the staff coordination activities and how they directly relate to the delivery of your proposed program.</p>	<p>A clear case for why extra coordination time is required as Calgary Learns grants support the delivery of a program.</p> <p>Note - Your administrative allowance in the budget can be used to support staff time not directly related to the delivery of your program.</p>
<p>What are the key successes and challenges of this program in the current and previous funding years?</p>	<p>Highlights of your program’s delivery.</p>
<p>What program modifications have been made, or will be made, in response to successes, challenges, learner feedback or other factors?</p>	<p>Understanding of changes being made to programs.</p>
<p>The Budget</p> <p>When filling in your program budget, here are a few things to keep in mind:</p>	

1. Ensure all expense items are specific to program delivery.
2. Include a description of the expense line item when prompted.
3. If you are adding a marketing budget line item, the associated activities will require an explanation.
4. Calgary Learns offers free Professional Development related to foundational learning for all grant supported organizations. As of 2025-2026 Professional Development expenses including attending the CALP or ATESL conferences will not be an allowable program expense.
5. Ensure the HR listed under # of hours Facilitators/Tutors directly instruct learners, and the # of Prep Time hours corresponds with what you have listed in your delivery tables within the application or on your multi-delivery form.
6. Coordination hours refers to the # of hours that are not related to instruction/prep but are related to managing the program. **Please note** – if your coordination hours are greater than .5 for every hour of delivery you will need to provide an explanation.
7. Look for any error/exception messages and address them prior to submitting.

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