

# Are we there yet?

## Agency Achievement and Assessment Tools

October 6, 2009 (revised)

Prepared for Literacy Network Northeast

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Effectiveness Measure	Min. Provincial Standard	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
		BP Target	Achieved	BP Target	Achieved	BP Target	Achieved	BP Target	Achieved	BP Target	Achieved
Total Exits: #											
Status at exit: Employed #											
Status at exit: Employed %	70%										
Status at exit: Ed/training %											
Status at exit: Ed/training #											
Status at exit: not currently employed #											
Status at exit: not currently employed %											
Status at exit: Lost contact #											
Status at exit: Lost contact %	12%										
Program Goal Attained: #											
Program Goal Attained: %											

Customer Service Measure	Min. Provincial Standard	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
		Mid-Year		Mid-Year		Mid-Year		Mid-Year		Mid-Year	
		Year – End		Year – End		Year – End		Year – End		Year – End	
		BP Target %	Achieved %	BP Target %	Achieved %	BP Target %	Achieved %	BP Target %	Achieved %	BP Target %	Achieved %
Overall Satisfaction rate	85%										
Learners Satisfaction rate											
Learner Satisfaction Survey Completion Rate											
Learner Completion Target % of total exits											

Efficiency Measure	Min. Provincial Standard	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
		BP Target	Achieved	BP Target	Achieved	BP Target	Achieved	BP Target	Achieved	BP Target	Achieved
Contact Hours											
Learners											
Cost per contact hour											

## Combined Year-to-Year Comparison Chart for IMS Stats

Use this chart to track trends year-to-year. For example, are you seeing increases or decreases in overall learner numbers or gender? Are you seeing changes in training goals or learner levels? Are your follow-up stats improving?

	2006-07	2007-08	2008-09	2009-10
<b>Total # of learners</b>				
<b><i>Learner Age</i></b>				
16-18				
19-24				
25-44				
45-64				
65+				
<b><i>Learners by Literacy Level</i></b>				
LBS 1				
LBS 2				
LBS 3				
LBS 4				
LBS 5				

	2006-07	2007-08	2008-09	2009-10
"A" (Unassessed)				
OBS IV				
<b><i>Gender</i></b>				
Male				
Female				
<b><i>Training Goals</i></b>				
Employment				
Training and Education				
Independence				
<b><i>Source of Income</i></b>				
OW				
ODSP				
WSIB				
EI				
Employed				

	2006-07	2007-08	2008-09	2009-10
Other				
<b>Total Number of Exits</b>				
<b><i>Status at Exit</i></b>				
Employed (OW on entry)				
Employed (EI on entry)				
Employed				
<b>Total Employed</b>				
Training/Education				
Other LBS Training				
Not currently employed				
Volunteer work				
<b><i>Reason for Leaving</i></b>				
Attained LBS Goal				
Left after assessment				
Agency initiated				
Learner initiated				

	2006-07	2007-08	2008-09	2009-10
<b><i>Follow-up stats</i></b>				
<b>3 month</b>				
Employed (OW on entry)				
Employed (EI on entry)				
Employed				
<b>Total Employed</b>				
Training/Education				
Other LBS Training				
Not currently employed				
Volunteer Work				
Lost Contact				
<b>Total followed up at 3 months</b>				
<b>6 month</b>				
Employed (OW on entry)				
Employed (EI on entry)				



	2006-07	2007-08	2008-09	2009-10
Employed				
<b>Total Employed</b>				
Training/Education				
Other LBS Training				
Not currently employed				
Volunteer Work				
Lost Contact				
<b>Total followed up at 6 months</b>				
<b><i>Contact Hours</i></b>				
<b>Training Delivered</b>				
LBS 1				
LBS 2				
LBS 3				
LBS 4				
LBS 5				

	2006-07	2007-08	2008-09	2009-10
"A"				
<b>Total LBS</b>				
Total OBS IV				
<b>Total Training</b>				
<b>Other Services</b>				
Information & Referral				
Follow-up				
<b>Total Other Services</b>				
<i>Training Delivered by Number of Learner</i>				
LBS 1				
LBS 2				
LBS 3				
LBS 4				
LBS 5				
"A"				
<b>Total LBS</b>				

	2006-07	2007-08	2008-09	2009-10
OBS IV				
<b><i>Other Services Delivered by Number of Learners</i></b>				
Information & Referral				
Follow-Up				
<b>Total Other Services</b>				
<b><i>Services Delivered by Volunteers by Hours</i></b>				
Training				
Information & Referral				
Board Administration				
<b><i>Services Delivered by Volunteers by Average Number</i></b>				
Training				
Information & Referral				
Board Administration				



## Gathering Stakeholder Input<sup>1</sup>

### Suggested Questions to Ask Learners<sup>2</sup>

#### *Current Learners*

- Do you know your learning goal? (What is it?)
- Do you have a goal? Do you think you will be able to reach that goal? Do you have a “Plan B”?
- Does your tutor/instructor teach to your learning style?
- Are you involved in choosing your learning material?
- Are you more confident that when you started the program?
- Has your reading (writing, math, etc.) improved since you started the program?
- How do you use your skills outside of class?
- Do you follow your training plan? Explain. (Are you on schedule?)
- Rate your satisfaction with your training plan. (e.g., is it related to your goal?)
- Rate your level of understanding and participation in the development of your training plan.
- What subject areas/resources/books/modules do you like? Which ones don’t you like? (Explain)
- Would you like to see anything done differently at the program?
- If you could recommend one improvement for the program, what would it be?
- Have friends or family members noticed an improvement in your skills and/or confidence? Explain.

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<sup>1</sup> During the September session, we only had time to focus on gathering learner input. For examples of ways to gather other stakeholder input, please see the CIPMS module on CLO’s *Literacy Basics* site ([www.nald.ca/clo](http://www.nald.ca/clo)) or go to CLO’s *The ABCs of CIPMS* at [www.nald.ca/clo/resource/cipms/cipms.pdf](http://www.nald.ca/clo/resource/cipms/cipms.pdf).

<sup>2</sup> Note: The type of information your agency is trying to gather will help determine which questions you ask. For example, are you surveying current learners or past learners? Some questions can be adapted for either situation. Questions could be asked verbally or in writing, individually or as part of a focus group.

- Do you have difficulty attending class on a regular basis? If yes, what factors contribute to this? (Include list of potential factors such as family responsibilities, transportation, health, motivation, finances, employment and other)

### ***Exited Learners***

- Did you achieve what you had hoped to when you started with us?
- Would you recommend this program to someone else?
- Did you receive enough feedback about how you were doing?
- Did you receive enough support while you were in the program?
- Were your daily learning activities related to your training plan? (Explain)
- What do you plan to do in the next year? Do you know how to go about achieving this future goal?
- Did you find the learning environment (noise level, furnishings, light levels, etc.) good for learning? (Explain)
- Did our program meet your learning needs? Explain.
- Do you feel better prepared to achieve your long-term goal? Explain.
- In which area do you feel you learned the most/least?
- How would you rate your level of confidence when you started the program? Now?
- Why didn't you attain your goal?

## Charts from MTCU's Agency Assessment Guide and Tool

	Agency Current Result	Desired Outcome (i.e. Agency Target)	Milestones	Steps in the Action Plan
<b>Strength</b>			• • •	• • •
<b>1<sup>st</sup> Area for Improvement</b>			• • •	• • •

<b>2<sup>nd</sup> Area for Improvement</b>			<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
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	<b>Milestone Target</b>	<b>Current Result on Milestone</b>	<b>% Fulfillment of Milestone (B) ÷ (A)</b>	<b>Cause(s)</b>	<b>Adjusted Action Plan (New milestones as needed)</b>
<b>Strength</b>			%		
<b>1<sup>st</sup> Area for Improvement</b>			%		
<b>2<sup>nd</sup> Area for Improvement</b>			%		

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## CIPMS Evaluation Plan (Developed by Northern Connections Adult Learning Centres) – Response to Stakeholder (Funder) Input

What are we evaluating? (Monitoring “Meets Requirement” Outcome)	What will be the evidence? (Proof)	How will we find it? (Tools)	Who will do the gathering/ evaluation?	When?	Action Required
<b>ADMINISTRATIVE &amp; FINANCIAL ACCOUNTABILITY</b>					
Action items from previous Monitoring Visit adequately addressed within indicated timelines					
Agency delivers activities appropriate for LBS funding.					
Learners meet LBS eligibility requirements.					
Actual # of learners and contact hours represent 100% of Schedule B targets. Any variance below targets is limited to current year and does not represent long-term trend.					
<b>Financial Documentation</b> shows expenses linked to LBS activity. Expenses are consistent with proposed budget. Variances explained. Accounts are kept up to date.					
<b>Financial reports</b> submitted on time and meet MTCU, requirements. <b>Financial reports</b> and data are analysed. This information contributes to program evaluation and business planning.					

<b>What are we evaluating?</b> <b>(Monitoring “Meets Requirement” Outcome)</b>	<b>What will be the evidence?</b> <b>(Proof)</b>	<b>How will we find it?</b> <b>(Tools)</b>	<b>Who will do the gathering/evaluation?</b>	<b>When?</b>	<b>Action Required</b>
<p><b>Training Support</b> is distributed and documented according to written policy that meets LBS Guidelines.</p> <p><b>Training Support</b> to OW clients is tracked separately.</p>					
<p><b>Monthly IMS transmissions are done on schedule, with up to date, accurate data.</b></p> <p><b>Paper files verify all IMS data.</b></p> <p><b>IMS mandatory fields and agency site profile</b> are entered and up to date.</p> <p>Latest version of IMS or patch is installed</p> <p>Backup procedures for data are in place</p>					
<p><b>Learner documentation</b> contains required elements; profile, assessment information, training plan, demonstrations.</p> <p>Information is current.</p>					
<p><b>Program policies &amp; procedures</b> are written, current and reflect LBS Guidelines.</p>					

<b>What are we evaluating?</b> <b>(Monitoring “Meets Requirement” Outcome)</b>	<b>What will be the evidence?</b> <b>(Proof)</b>	<b>How will we find it?</b> <b>(Tools)</b>	<b>Who will do the gathering/evaluation?</b>	<b>When?</b>	<b>Action Required</b>
<p><b>Program Evaluation</b> strategies in place. Agency can demonstrate improvements in services to learners or program accountability as a result. Evaluation activities target priorities identified by MTCU staff, learners, and agency personnel.</p> <p>Data related to learners Status at Exit is analysed and used for program improvement.</p>					
<p>Backup (information) for Agency 2006-2007 Field Support Investment matches Section 2 of Agency 2007-2008 Business Plan.</p>					
<p>Employment Ontario signs are displayed according to Ministry standards.</p>					
<b>PROGRAM DELIVERY</b>					
<b>ASSESSMENT</b>					
<p><b>Assessment process</b> includes initial, ongoing and exit assessments as well as goal setting..</p>					
<p><b>Overall literacy level is determined</b> within 20 contact hours of entry into program.</p>					
<p><b>Staff have received training</b> in use of assessment tools and interpretation of results.</p>					

<b>What are we evaluating? (Monitoring “Meets Requirement” Outcome)</b>	<b>What will be the evidence? (Proof)</b>	<b>How will we find it? (Tools)</b>	<b>Who will do the gathering/ evaluation?</b>	<b>When?</b>	<b>Action Required</b>
<b>Agency has validated assessment tools through common assessment process.</b>					
Demonstrations for assessment purposes are being used.					
Demonstrations show learner progress.					
Strategies are in place to help <b>learners understand the assessment process.</b>					
<b>TRAINING PLANS</b>					
<b>Training plans are completed for all learners within 4 weeks</b> of start date and are revised at appropriate intervals.					
Learners indicate that they understand their training plans.					
Training Plans contain all key elements.					
<b>TRAINING DELIVERY</b>					
<b>Agency provides learning activities appropriate to adult learners</b> and that accommodate various learning styles.					
There is a direct link between assessments, training plans and training delivery.					
<b>Training links directly to learner goals.</b>					

<b>What are we evaluating? (Monitoring “Meets Requirement” Outcome)</b>	<b>What will be the evidence? (Proof)</b>	<b>How will we find it? (Tools)</b>	<b>Who will do the gathering/ evaluation?</b>	<b>When?</b>	<b>Action Required</b>
Training activities show a balance of core and individual learning activities					
Learners have access to computers. Computer-based activities, such as AlphaRoute, enhance learning opportunities and contribute to learners’ attaining their goals.					
The schedule and method of training is congruent with agency’s business plan as per the commitment of the business plan.					
<b><i>FOLLOW-UP</i></b>					
Proper procedures are in place to ensure post-training services are delivered.					
Targets for improving follow up contact rates are established and a plan is in place to achieve them.					
Proper procedures are in place to ensure timeliness and efficiency of follow up.					
Data collected contributes to program evaluation in a meaningful way.					
Agency has procedures in place to ensure reasonable effort is made to have learners complete the learner satisfaction survey.					
Results of Learner Satisfaction Survey are sent to MTCU on schedule.					

What are we evaluating? (Monitoring “Meets Requirement” Outcome)	What will be the evidence? (Proof)	How will we find it? (Tools)	Who will do the gathering/ evaluation?	When?	Action Required
<b>COMMUNITY LINKS</b>					
<b>INFO &amp; REFERRAL</b>					
Referrals to and from other Employment Ontario agencies and community partners are documented					
There is a <b>marketing and outreach</b> strategy that results in <b>appropriate clients</b> entering the program.					
Information and referral <b>protocol</b> in place and agreed upon by all LBS agencies in community.					
<b>LOCAL COORDINATION</b>					
<b>Agency participates</b> in the activities of the local planning process.					
Agency <b>shares program data</b> with other local providers.					
<b>Agency</b> is working with other LBS service providers on <b>current LBS program initiatives</b> such as common assessment and workplace/workforce literacy initiative.					
<b>PARTNERSHIPS</b>					
Agency has <b>contacts with employment preparation</b> partners to benefit learners.					



What are we evaluating? (Monitoring “Meets Requirement” Outcome)	What will be the evidence? (Proof)	How will we find it? (Tools)	Who will do the gathering/ evaluation?	When?	Action Required
Training plans, learning activities and demonstrations for learners with employment goals incorporate the literacy and numeracy skill requirements of the learners’ employment goal.					
Agency has good working relationship with local OW agency as evidenced by # of referrals and improved services to learners.					
<b>LEARNER FEEDBACK</b>					
Learners are available for interviews.					
Learners are well briefed on purpose of monitoring visit and learner interviews.					
Learner interviews will serve to verify information gathered during previous part(s) of the monitoring visit or identify items to be examined more closely in subsequent part(s). Interviews include discussions on learner involvement in program evaluation strategy, learners understanding of short term goals, training plans, demonstrations, etc.					

## Organizational Planning Checklist

(Adapted from Checklist for a Planning Assessment for Nonprofit Organizations by Carter McNamara and The Greater Twin Cities United Way. [www.managementhelp.org](http://www.managementhelp.org))

Indicator	Met	Needs Work	N/A	Evidence	Goals/ Objectives	Action Plan
<b>Organizational Planning</b>						
Our purpose and activities meet identified community needs						
We evaluate, <b>through stakeholder input</b> , if our mission and activities provide benefit to the community.						
We have a clear, meaningful written mission statement that reflects our purpose, values and community served.						
Our governing body and staff periodically review the mission statement and modify it as needed.						
We have a written strategic plan to achieve our mission.						
We regularly review our strategic plan.						
Key stakeholders participate in the planning process.						
Our strategic plan was developed taking both the internal and external						

Indicator	Met	Needs Work	N/A	Evidence	Goals/ Objectives	Action Plan
environments into account.						
Our strategic plan identifies changing community needs.						
The strategic planning process identifies critical issues facing the organization.						
Our strategic plan sets goals and measurable objectives that address these critical issues.						
The strategic planning process identifies key strengths of our organization.						
Our strategic plan uses our strengths to grow and to help address critical issues.						
Our strategic plan integrates all organizational activities around our <b>stated mission</b> .						
Our strategic plan prioritizes agency goals and objectives and develops timelines for achieving those goals and objectives.						
Our strategic plan identifies an evaluation process and performance						

Indicator	Met	Needs Work	N/A	Evidence	Goals/ Objectives	Action Plan
indicators to measure progress towards the achievement of goals and objectives.						
We allocate human and financial resources to ensure the achievement of goals and objectives within stated timelines.						
We <b>communicate</b> our plan to all stakeholders.						
<b><i>Program Planning</i></b>						
Our training programs reflect our <b>mission</b> and strategic plan.						
We <b>actively inform</b> the community about our programs and services						
Learners have the opportunity to participate in program development.						
We allocate human and financial resources to ensure our training programs can achieve their goals and objectives.						
Staff has the necessary skills (and/or access to training) to successfully deliver programming.						

<b>Indicator</b>	<b>Met</b>	<b>Needs Work</b>	<b>N/A</b>	<b>Evidence</b>	<b>Goals/ Objectives</b>	<b>Action Plan</b>
We have established performance indicators to ensure that training programs meet their goals and objectives.						
We review those performance indicators annually.						
We <b>network and/or collaborate</b> with other organizations to deliver the most comprehensive and effective programs for our learners.						
<b><i>Planning for Evaluation</i></b>						
Every year, we evaluate our activities to determine progress towards goal achievement.						
We involve <b>stakeholders</b> in the evaluation process.						
Our evaluation includes a review of organizational programs and systems to ensure that they comply with our mission statement and stated goals.						
We revise our planning to incorporate the results of the evaluation.						
<b>We measure program outcomes.</b>						

## 2008/09 Performance Management Framework (Continuous Improvement Plan) - Developed by Northern Connections Adult Learning Centres

Priority for this year: **Top Level**, **Medium Level**, **Lowest Level** or **Not this year**, **Undecided**

Strategic Area	Indicator	Evidence	Source of Data	Action Required	By Who	By When or Completed
Organizational Health/ Sustainability	1. Increased Income yr to yr	Annual agency income	Audit	Not required this year	N/A	N/A
	2. Increasing Asset Base	Fiscal year closing assets	Audit	-Set all project budgets without deficits. -Adhere to budgets. -Provide for profits in Corporate budget	ED, Board	<input checked="" type="checkbox"/> April & Oct <input checked="" type="checkbox"/> Monthly review <input checked="" type="checkbox"/> April, Oct & monthly
	3. Varied Funding Base	# of projects # of funders	Audit	-5 core projects -Apply for short-term project funding when available and appropriate -Maintain "Wish List" of ideas to be ready for RFP's	All staff & Board seek ideas & opportunities	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Investigating Trillium for next year.
Marketing	4. Number of flyers and ads in papers	# ads/flyers	Count	Create count for 08/09 as baseline. Ensure copy of all ads, posters & flyers is filed in admin files under Ads	Designated staff members	Jan/09 ongoing
	5. # clients responding to ads	# clients reporting ad was reason they contacted us	Referral form	-Create referral form -Staff use form monthly -Compile results @ 3 mos for baseline -Compare numbers monthly	ED All ED ED	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Ongoing

Strategic Area	Indicator	Evidence	Source of Data	Action Required	By Who	By When or Completed
	6. Increased # of volunteers	Statistics	IMS	Not required this year	N/A	N/A
	7. Increased number of target group	Demographic statistics	IMS & C4	- Program activities to attract target market - Develop marketing tools to attract target market	-All staff & Board -Designated staff members	<input checked="" type="checkbox"/>
	8. Increased number of employer contacts	# of employer contacts	IMS & Referral form	- Plan workshops to attract employers -Better recording of contacts -Create contact list	-All staff - All staff -Designated staff members	<input checked="" type="checkbox"/>
Staff efficiency & effectiveness	9. Staff perception of their efficiency & effectiveness	Staff assessment & comments	Assessment form	-Create Assessment form -Staff to complete form bi-annually	-ED -All staff	<input checked="" type="checkbox"/> Jan/09
	10. Staff solutions to inefficiency & ineffectiveness	Staff assessment & comments	Assessment form	-Create Assessment form -Staff to complete form bi-annually	-ED -All staff	<input checked="" type="checkbox"/> Jan/09
	11. Increased staff computer assistance for ERC	counts	EAS stats	-????????????????????????????????????	-Designated staff members	<input checked="" type="checkbox"/> Apr/09
Client Satisfaction	12. Improve surveys to identify more appropriate information	Redesigned forms and procedures	- Exit surveys -Ongoing / Random survey	- Redesign Exit Satisfaction survey and staff procedures for surveying -Redesign -Reinitiate use	-ED -Instructors/ Counsellors & Clerks -ED with input	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Feb/09 May/09

Strategic Area	Indicator	Evidence	Source of Data	Action Required	By Who	By When or Completed
	13. Increase respondents (percentage of respondents to total clientele)	# of surveys received and # of clients exiting	Compiled Satisfaction Survey results and IMS/C4 data	-Clarify procedures to staff -Create format/procedure and start monthly tracking of exits: surveys with review by E.D.	-ED et al -Clerks to ED	<input checked="" type="checkbox"/> Jan/09
	14. Increased overall satisfaction	% clients responding as strongly agree or agree to "Overall I was satisfied with the..."	Compiled Satisfaction Survey results	- Reinitiate use of Ongoing Client Satisfaction Surveys and Client Monthly Action Plans	-ED et al -Clerks to ED to appropriate	<input checked="" type="checkbox"/> Jan/09 Then ongoing
Programming – Employment/ Workforce & Essential Skills	15. More learners with employment/ training goals (percentage of total learners)	% of learners with employment/training goals - graphs	Compiled statistics from IMS Activity Reports	- Q to Q and Yr to Yr charted comparisons	-ED & Clerks to Board	Jan/09 Then ongoing Quarterly
	16. More learners exiting with employment/training outcome (%)	% of learners with employment/training outcome - graphs	Compiled statistics from IMS Activity Reports	- Q to Q and Yr to Yr charted comparisons	-ED & Clerks to Board	Jan/09 Then ongoing Quarterly
	17. Increased number of placements	Monthly LBS stats	Staff reporting	-EAS staff to increase referrals to LBS for placements -Increase networking with employers		
	18. Increased use of Essential Skills Resources			????????????????????????????????		



Strategic Area	Indicator	Evidence	Source of Data	Action Required	By Who	By When or Completed
	19. Survey needs of employers for/use of our services	Survey results	Copies of surveys and compilation	-First survey completed -compilation  -analysis of results How often should survey be done?	-Designated staff  - ED/designated staff -ED, staff, Board	<input checked="" type="checkbox"/> Feb/08 -Jan/09  -Feb/09
	20. Increased attendance at employment related workshops	Counts -total numbers attended yr to yr	Project Activity Reports	- Comparison of attendance year to year	-Designated staff	Jan/09
	21. New clients received by core projects from workshops	Counts -total numbers yr to yr	Referral data collection by staff	- Include on Referral Tracking Sheet for staff recording and summary sheet	-ED et al	Jan/09
Governance	22. Activity risk assessment tool created	Form	Create	-Create forms	E.D./Board	Feb/09
	23. Policy development – number of policies developed/ reviewed in year	Counts	E.D./Board	- Policy list with date approved or amended to be included in Policies Manual	ED	Start Jan/09
Safety	24. Staff at each site trained in 1 <sup>st</sup> Aid	Certificates	Safety log book	- Include certificates on H&S book	Designated staff	Jan/09
	25. Safety inspections completed monthly	Inspection Reports	Safety log book	-Include copy in H&S book -Reminder in Organizer	Designated staff Clerks	Jan/09 Jan/09

Strategic Area	Indicator	Evidence	Source of Data	Action Required	By Who	By When or Completed
	26. Medical emergency drills done (yrly)	Project Activity Report	Safety log book	-Reminder in Organizer -Create scenario	Clerks Designated staff	?????????????
	27. Fire drills completed (quarterly)	Project Activity Report	Safety log book	-Reminders in Organizer -Procedure to be written	-Clerks -Designated staff	?????????????
	28. Policies, procedures and forms completed	Hard copies	P&P Manual, Forms files			<input checked="" type="checkbox"/>
Community Value	29. Survey needs of employers			Repetition of #19?????????????		
	30. Increased number of referrals from service providers	Counts -total numbers yr to yr	-Referral Tracking Sheet	-Survey creation - staff recording monthly -reminders in Organizer - Results compiled -Results analysis	-ED -All staff -Clerks - ED -ED	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Ongoing
	31. Increased number of referrals to service providers	Counts -total numbers yr to yr	-Referral Tracking Sheet	-Survey creation - staff recording monthly -reminders in Organizer - Results compiled -Results analysis	-ED -All staff -Clerks - ED -ED	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Ongoing

Strategic Area	Indicator	Evidence	Source of Data	Action Required	By Who	By When or Completed
	32. Survey to service providers re satisfaction	Compiled results	Survey & Compilation	-Create survey -Create partner list -Circulate to partners -Compile results -Review results	-ED -Clerks -ED/ clerks -Clerks ED/Board	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>  Feb/09 Mar/09
Learner Skill Attainment	33. Minimum of 50% of learners who have attended for more than 2 months will increase skills by at least one level	Percentage of learners	Stats input sheets or LBS Verification Tool	- Ensure accurate tracking by staff - Create spreadsheet showing intake and current LBS levels quarterly Review results and create plan with Instructors	-ED -ED -ED & instructors	<input checked="" type="checkbox"/> Dec/08  <input checked="" type="checkbox"/> Dec/08  Mar/09