Are we there yet?

Agency Achievement and Assessment Tools

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Prepared for Community Literacy of Ontario
By Vicki Trottier (vicki.trottier@gmail.com/416-435-1333)

TOOLS FOR TRACKING STATISTICS

Effectiveness Measure (LBS Learners)	Min. Provincial Standard	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
		BP Target	Achieved	BP Target	Achieved	BP Target	Achieved	BP Target	Achieved	BP Target	Achieved	BP Target	Achieved
Total Exits: #													
Status at exit: Employed[1] #													
Status at exit: Employed %	70%												
Status at exit: Ed/training #													
Status at exit: Ed/training %	70%												
Status at exit: not currently employed #													
Status at exit: not currently employed %													
Status at exit: Lost contact #													
Status at exit: Lost contact %	10%												
Program Goal Attained: #													
Program Goal Attained: %													

[1] Include volunteering stats here

Customer Service Measure (LBS Learners)	Min. Provincial Standard	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
		Mid-Year		Mid-Year		Mid-Year		Mid-Year		Mid-Year		Mid-Year	
		Year – End		Year – End		Year – End		Year – End		Year – End		Year – End	
		BP Target %	Achieved %	BP Target %	Achieved %	BP Target %	BP Target %	Achieved %	Achieved %	BP Target %	Achieved %	BP Target %	Achieved %
Overall Learner Satisfaction rate	85%												
Learner Satisfaction Survey Completion Rate (Actual number)													
Learner Completion Target % of total exits*													

*Note: As per the 2009/2010 LSS instructions, all exiting learners (except those who left after assessment) should be asked to complete a survey at exit.

Efficiency Measure **(LBS Learners)**	Min. Provincial Standard	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
		BP Target	Achieved	BP Target	Achieved	BP Target	BP Target	Achieved	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? Should you make programming changes based on trends? Are there opportunities for new programming you could explore?

	2007-08	2008-09	2009-10	2010-11	2011-12
Total # of learners					
Learner Age					
16-18					
19-24					
25-44					
45-64					
65+					
Learners by Literacy Level					
LBS 1					
LBS 2					
LBS 3					
LBS 4					

	2007-08	2008-09	2009-10	2010-11	2011-12
LBS 5					
"A" (Unassessed)					
Academic Upgrading (OBS IV)					
Gender					
Male					
Female					
Training Goals					
Employment					
Training and Education					
Independence					
Source of Income					
OW					
ODSP					
WSIB					
EI					

	2007-08	2008-09	2009-10	2010-11	2011-12
Employed					
Other					
Total Number of Exits[2]					
Status at Exit					
Employed (OW on entry)					
Employed (EI on entry)					
Employed					
Total Employed					
Training/Education					
Other LBS Training					
Not currently employed					
Volunteer work					
Reason for Leaving					
Attained LBS Goal					
Left after assessment					

[2] This section of the chart could be deleted if the previous charts are completed; alternatively, the information from the previous charts could be entered here

	2007-08	2008-09	2009-10	2010-11	2011-12
Agency initiated					
Learner initiated					
Follow-up stats					
3 month					
Employed (OW on entry)					
Employed (EI on entry)					
Employed					
Total Employed					
Training/Education					
Other LBS Training					
Not currently employed					
Volunteer Work					
Lost Contact					
Total followed @ 3 mos					
6 month					
Employed (OW on entry)					

	2007-08	2008-09	2009-10	2010-11	2011-12
Employed (EI on entry)					
Employed					
Total Employed					
Training/Education					
Other LBS Training					
Not currently employed					
Volunteer Work					
Lost Contact					
Total followed @ 6 mos					
Contact Hours					
Training Delivered					
LBS 1					
LBS 2					
LBS 3					
LBS 4					
LBS 5					

	2007-08	2008-09	2009-10	2010-11	2011-12
"A"					
Total LBS					
Total OBS IV					
Total Training					
Other Services					
Information & Referral					
Follow-up					
Total Other Services					
Training Delivered by Number of Learner					
LBS 1					
LBS 2					
LBS 3					
LBS 4					
LBS 5					
"A"					
Total LBS					

	2007-08	2008-09	2009-10	2010-11	2011-12
Academic Upgrading (OBS IV)					
Other Services Delivered by Number of Learners					
Information & Referral					
Follow-Up					
Total Other Services					
Services Delivered by Volunteers by Hours					
Training					
Information & Referral					
Board Administration					
Services Delivered by Volunteers by Average Number					
Training					
Information & Referral					
Board Administration					

TOOLS FOR GATHERING STAKEHOLDER INFORMATION

Community Linkages, Networking and Partnerships

Use this chart to identify current partners and explore how you are working with them and how you could enhance that relationship. As you create new relationships and partnerships, be sure to add those agencies to the chart.

Employment Ontario partners	Other community partners	Linked With (Explain, e.g., visited agency, attended open house, made referrals, formal partnership)	Referrals to	Referrals from	Referral Results (e.g., Second Career assessments, success stories, flexible learning, etc.)

Gathering Stakeholder Input[3]

Suggested Questions to Ask Learners[4]

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?

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[3] During the September 2009 session with Literacy Network Northeast, we focused on gathering learner input. In May 2010, we explored gathering input from other agencies. In November 2010, we explored gathering input from the community at large. For examples of ways to gather other stakeholder input, please see the CIPMS module on CLO's *Literacy Basics* site (www.nald.ca/clo) or go to CLO's *The ABCs of CIPMS* at www.nald.ca/clo/resource/cipms/cipms.pdf.

[4] 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.

- Have friends or family members noticed an improvement in your skills and/or confidence? Explain.
- 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?

Suggested Questions to Ask Community Partners[5]

- Have you referred any clients to us in the past year? Why or why not?
- Have your clients met their learning goals in our program?
- What programs do your clients need?
- How can we work together to meet your clients' learning needs?
- Why do you refer clients to us?
- Why did you stop referring clients to us?
- What is stopping you from referring clients to us?
- Are you aware of the various programs/services we offer? (Include a check list)
- Would you be interested in attending an open house/information session to learn more about our program?
- Can we contact you to discuss how we can work together?

[5] When gathering stakeholder input from community partners, ask for feedback from agencies you currently work with but also from those that you used to work with. You may be able to re-establish a relationship. You will also want to seek information from agencies you have never worked with! A quick and easy way to gather information from busy agencies is by setting up a brief survey (4-5 questions) using Survey Monkey (www.surveymonkey.com). It's free, anonymous, and you can include a link to the survey in an email.

Suggested Questions to Ask the Community at Large[6]

- Are you aware of our various services? (Do you know what we do?)
- Have you seen any of our promotional material?
- What kind of services do you think we should provide?
- What hours should we be open?
- What have you heard (good or bad) about our program?
- Can you make any suggestions for us?
- Where have you heard about us/read about us? (What have you heard about us/read about us?)
- Do you know where we are located?
- Would you like to volunteer with us?
- Do you know that we offer _______________? (e.g., workplace training, one-on-one tutoring, small groups, online learning, etc.)
- Have you seen our ad that runs in the newspaper? (or billboard or posters, etc.)
- Have you ever referred anyone to us or told them about our program?
- Does our program meet real community needs? Is there something we should be offering?
- What does literacy mean to you?

[6] When gathering input from the community at large, you could do random surveys at popular spots such as the grocery store or mall. You could hold a community focus group or information session. You can use checklists with a list of suggested answers or ask open-ended questions.

ORGANIZATIONAL CAPACITY TOOLS

Financial Management

Things to think about:

- What is our financial position? How do we know?
- What is different from last year (or from the last reporting period)? For example, has the revenue increased or decreased significantly? Have expenses changed significantly?
- If there has been a significant change, was it planned in the budget? If yes, was the change what was expected? If no, what brought about the change and what (if anything) are we going to do about it?
- Will this change continue (e.g., declining revenue) or is it a one-time thing? If it will continue, do we need to take action?
- Did we achieve the programming outcomes we planned for? How do we know? Can we link outcomes to our financial results? For example, with a budget of $100,000 were we able to help 50 learners achieve their goals?
- If there are multiple funders, are expenses allocated to the appropriate funding source(s)?
- Is there a surplus or a deficit? What are the next steps based on this bottom line?
- If there is a surplus, what do we do with it? Do we have a policy or do we need to develop one? Do we have to return any of the surplus to the funder(s)?
- If there is a deficit, how will we cover the shortfall? Is this something we have to be concerned about in the coming months/year or is this a one-time occurrence?
- Are any investments the organization has (both short-term and long-term) earning a good rate of interest?
- Do we have an investment policy?
- How can we increase our assets?
- Are there any restrictions on our assets? For example, some charitable donations are designated for specific purposes. Most grants are required to be used only for specified activities.
- How much of our assets have restrictions on them and how much are we free to use for any reason we choose?

- Do we have adequate insurance to replace what we own?
- Do we have proper records of the assets we own, e.g., serial numbers, date of purchase, cost?
- Have all required deductions been made and remittances sent to the appropriate agencies (i.e., income tax, Canada Pension, Employment Insurance, Employer Health Tax, WSIB)? Do we have proper records for all of this?

Do we have written policies and procedures for the following key areas?

- *General business environment* (e.g., business planning, appointment of auditors, authorization of expenses, authorization of journal entries, role of the Finance Committee, procedures for creating and updating internal controls, procedures for responding to deficiencies in internal controls, safe-keeping of cheques, reporting procedures, procedures for remunerating and appraising staff, identification of risk factors and control of those factors)
- *Information technology* (e.g., assessment of risk to confidential information, password security, accounting system being used, updates to accounting software, procedures regarding back-up and storage of data as well as retrieval of data)
- *Financial statement preparation* (e.g., processing of transactions, who prepares statements, who reviews statements, frequency of reviews)
- *Revenue, receivables and receipts* (e.g., how receipts are recorded and how often, who reviews receipts and how often, who prepares and reviews bank reconciliations and how often)
- *Purchases, payables and payments* (e.g., authorization of purchases, how often invoices are paid, review of payables, signing authorities, controls on access to blank cheques, process for recording void cheques)
- *Payroll* (e.g., the system used, who has access to payroll records, approval of new hires, approval of pay rates, approval of hours worked, calculation of payroll deductions, payroll remittances, reconciliation of payroll records, preparation and distribution of T4s)
- *Charitable Status*

Financial Checklist

Have you covered all of your financial bases? This extensive checklist, adapted from *Financial Responsibilities of Not-for-Profit Boards* (The Muttart Foundation www.muttart.org/sites/default/files/downloads/publications/financial_responsibilities.pdf) can help you identify areas of strength and areas that may require further development.

	Yes	No	In Development
Has the board adopted a written policy stating the financial responsibilities and authorities delegated to the Executive Director (or other staff)?			
Does the board periodically review financial activity to ensure staff has not exceeded the scope of their authority?			
Does the board review financial statements and reports on a regular basis?			
Are there board and/or staff members who would benefit from further training in financial management?			
Is your organization required to file annual reports to the Canada Revenue Agency? If so, are they filed accurately and on time?			
Has the board of directors passed resolutions authorizing bank accounts and signing authorities? Have copies been provided to the bank?			
Has the board of directors established policies regarding online banking, including access to passwords, account information, etc.?			
Is the board confident that agency activities are consistent with those approved in the operating budget?			
Is the budget consistent with organizational goals and plans?			

Does the board regularly review income and expenses and compare them with budget projections?			
Does the board of directors approve the budget?			
Does the board have to approve expenses greater than those approved in the budget?			
Does the board have a plan to deal with deficit situations?			
Were your financial systems developed by a competent bookkeeper and/or accountant?			
Are your financial systems maintained by a competent bookkeeper and/or accountant?			
If your organization is a registered charity, are donations issued according to CRA guidelines?			
If your organization is a registered charity, are all filing requirements met?			
Are separate bank accounts maintained for separate funding sources?			
Does your organization use numbered cheques with its name and address printed on them?			
Do you have written procedures covering the custody and control of unused cheques and voided cheques?			
Do you have documentation (detailed invoices or sales receipts) for all expenses?			
Do you have policies regarding the payment of expenses using cheques, cash or credit cards?			
Do cheques require two signatures?			
If your organization owns a credit card, do you have policies for its use?			

If you have petty cash, do you have policies for its use including safe storage, authorized expenditures, etc.			
Are financial statements prepared regularly enough that they provide an accurate picture of the organization's financial health?			
Is your organization audited each year?			
Are your organization's financial statements presented to the membership at a properly constituted Annual General Meeting each year?			
Are all financial requirements and reporting requirements for all funders and government agencies properly followed?			

Human Resources Management

Places to Start

Take the HR Check-Up at http://checkup.hrcouncil.ca

Employment Standards: www.labour.gov.on.ca/english/es/pubs/guide

Hiring? A Human Rights Guide: www.ohrc.on.ca/en/resources/Guides/hiring?page=hire-Employme.html#Heading173

Entrepreneur's Toolkit (scroll down to the Human Resources section): www.marsdd.com/entrepreneurs-toolkit.html

Risk Management

Step One

Identify risks. Think about what has happened and what is likely to happen. Think about both positive and negative risks.

Risk areas include: Financial, Human Resources, Insurance, Privacy, Health and Safety, Internet, Reputation, Safety and Security, Governance

Step Two

Evaluate and prioritize. What risks are already being managed? Which ones are not? Which risks are most likely to occur and what is the most likely outcome(s) (both negative and positive)?

Potential Risk	Severity/Frequency of Risk	Slight	Significant	Severe
	o Almost none o Slight o Moderate o Definite			
	o Almost none o Slight o Moderate o Definite			
	o Almost none o Slight o Moderate o Definite			
	o Almost none o Slight o Moderate o Definite			

* Source: Imagine Canada's Insurance & Liability Resource Centre for Nonprofits at www.nonprofitzzz.ca

Step Three

Examine options

- Continue
- Eliminate
- make changes
- transfer

Step Four

Create a plan. (*My Risk Management Plan* from Imagine Canada at http://nonprofitrisk.imaginecanada.ca/?q=en/node/669)

Step Five

Monitor and revise

Customer Service

CLO's Customer Service Quality Statements

1. Our literacy agency fosters a culture of customer service.
2. Our literacy agency provides a learner-centred, quality learning environment.
3. Our literacy agency provides initial and ongoing support to learners.
4. Our agency honours the privacy of our customers.
5. Our literacy agency values respect, inclusion and accessibility.
6. Our literacy agency knows who its key customers are and actively solicits their feedback.
7. Our literacy agency seeks to regularly improve our customer service practices.
8. Our literacy agency has a formal customer complaint and resolution process.
9. Our literacy agency is actively involved in our community to ensure effective referrals and service coordination.
10. Our literacy agency has effective communication practices that reflect our commitment to excellent customer service.

Governance

Board Evaluation Checklist

(Source: CLO's Board Development Committee; Mel Gill, Governing for Results: A Director's Guide to Good Governance; Charity Village *and* *Greater Twin Cities United Way* *Checklist)*

Scale:

1 - Not happening, development needed

3 - OK, development may be needed

5 - Excellent, no development needed at this time

DK – Don't Know

NA – Not Applicable

Rating	Rationale	Performance Indicator	Suggested Change (s)	Action Plan
		Board has the minimum number of members according to their bylaws.		
		Majority of board completes at least a two year term.		
		Competent board and staff leadership.		
		Roles of the board members are clearly defined and respected.		
		Board members provide support for staff to carry out their roles.		
		Staff provides support for board members to carry out their roles.		
		Majority of board attends two face-to-face meetings and four online meetings annually.		
		Board members actively participate in at least one committee.		
		Committees complete tasks in an effective and timely way.		
		Committees report to the board at least twice per year.		
		Board's nominating process ensures that the board remains appropriately		

		diverse with respect to regional representation, gender, ethnicity, culture, economic status and disabilities and skills and/or expertise.		
		Each board member has a board manual and can locate information within it.		
		New board members are oriented to the organization, including the mission, bylaws, policies, roles and responsibilities – including duty of care, loyalty and obedience to the organization.		
		New policies are discussed and approved before they are implemented.		
		Policies are reviewed at least annually and updated as needed.		
		Agenda and materials are given to board members with time for review before meetings.		
		Board prepares for meetings by reading background material.		
		Board engages in strategic planning at least every two years.		
		High degree of agreement and support on values and mission.		
		Good financial stewardship, budgets and reports are reviewed, understood and approved by board.		
		Familiarity with business plan.		
		Effective and efficient use of resources.		
		Clear lines of accountability are in place.		

		Sufficient board independence from management to make objective decisions.		
		Good meeting management is in place.		
		Commitment to board self-evaluation and development.		
		Constructive dispute resolution process in place.		
		Organizational culture that encourages good teamwork.		
		Organizational culture that encourages excellence.		
		Low levels of internal conflict.		
		Good balance between stability and flexibility, innovative and adaptive responses to change.		
		Process for handling urgent matters between meetings in place.		
		Conflict of interest policy is in place and complied with by board and staff.		
		Perceived legitimacy and credibility in the field of literacy and education.		
		Positive relationships with key stakeholders.		
		Board members are clear about who is the official spokesperson for the organization.		
		Board members are clear about who is the official spokesperson for the organization.		
		Effectiveness of the board and committees is evaluated annually.		
		Effectiveness of the board meetings is evaluated after each session.		

SETTING PRIORITIES FOR CONTINUOUS IMPROVEMENT

A Five-Step Process[7]

Step One: Gather Information from all stakeholders, i.e., learners, staff, volunteers, funder, partners, community

Step Two: Analyze the data you have collected. What are you doing well? How can you use that success in other areas? Where do you need to improve? What benefits will we gain from making changes?

Step Three: Examine your options. Set priorities. Use this chart below to collate all of the information you gathered. Pulling everything together in one place can help you set priorities.

Step Four: Create a plan of action (see charts on page 22 and page 31). Remember to keep it manageable, measurable and include timelines and milestones.

Step Five: Implement the plan. Monitor and adjust the plan as needed (see chart on page 23).

[7] Also see MTCU's Agency Assessment Guide at http://lbsims.edu.gov.on.ca/PDF/LBSagencyassessment280907final.pdf

Main Area of Focus	Strength	Weakness	Suggested Change	Potential Benefit	Priority
Effectiveness					
Participants (who are they?)					
Exit statistics					
Goal achievement					
Skill attainment					
Other					
Efficiency					
Contact hours					
Cost/contact hour					
# of learners					

Main Area of Focus	Strength	Weakness	Suggested Change	Potential Benefit	Priority
Other					
Client Satisfaction					
LSS results					
PMR results					
Referrals					
Other					

Main Area of Focus	Strength	Weakness	Suggested Change	Potential Benefit	Priority
Program Management (Organizational Capacity)[8]					
Financial Management					
Human Resources Management					
Risk Management					
Customer Service Management					

[8] Developing and enhancing organizational capacity can help agencies achieve goals and objectives related to effectiveness, efficiency and client satisfaction. For more information on developing organizational capacity, see CLO's new resource, *Capacity Plus: Organizational Capacity Resource Guide for Ontario's Community Literacy Agencies* at www.nald.ca/clo/resource/capacity_plus_book_02.pdf

Main Area of Focus	Strength	Weakness	Suggested Change	Potential Benefit	Priority
Partnerships					
Evaluation					
Strategic Planning					
Board Governance					
Other					

Charts from MTCU's Agency Assessment Guide and Tool[9]

	Agency Current Result	Desired Outcome (i.e. Agency Target)	Milestones	Steps in the Action Plan
Strength			• • •	• • •
1st Area for Improvement			• • •	• • •
2nd Area for Improvement			• • •	• • •

[9] To use after priorities have been set

	Milestone Target	Current Result on Milestone	% Fulfillment of Milestone (B) ÷(A)	Cause(s)	Adjusted Action Plan (New milestones as needed)
Strength			%		
1st Area for Improvement			%		
2nd Area for Improvement			%		

OTHER HELPFUL TOOLS

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)

Indicator	Met	Needs Work	N/A	Evidence	Goals/ Objectives	Action Plan
Organizational Planning						
Our purpose and activities meet identified community needs						
We have a clear, meaningful written mission statement that reflects our purpose, values and community served.						
We evaluate, **through stakeholder input**, if our mission and activities provide benefit to the community.						
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.						

Indicator	Met	Needs Work	N/A	Evidence	Goals/ Objectives	Action Plan
We regularly review our strategic plan.						
Key stakeholders participate in the planning process.						
Our strategic plan was developed taking both the internal and external environments into account.						
Our strategic plan identifies changing community needs.						
The strategic planning process identifies critical issues we face.						
Our strategic plan sets goals and measurable objectives that address these critical issues.						
The strategic planning process identifies our key strengths.						
Our strategic plan uses our strengths to address critical issues.						
Our strategic plan integrates all organizational activities around our **stated mission**.						
Our strategic plan prioritizes agency						

Indicator	Met	Needs Work	N/A	Evidence	Goals/ Objectives	Action Plan
goals and objectives and develops timelines for achieving those goals and objectives.						
Our strategic plan identifies an evaluation process and performance indicators to measure progress.						
We allocate human and financial resources to ensure the achievement of goals and objectives within stated timelines.						
We **communicate** our plan to all stakeholders.						
Program Planning						
Our training programs reflect our **mission** and strategic plan.						
We **actively inform** the community about our programs and services						
Learners have the opportunity to participate in program development.						
Staff has the necessary skills (and/or access to training).						
We have established performance indicators to ensure that training						

Indicator	Met	Needs Work	N/A	Evidence	Goals/ Objectives	Action Plan
programs meet their goals and objectives.						
We review those performance indicators annually.						
We **network and/or collaborate** with other organizations to deliver the most comprehensive and effective programs for our learners.						
Planning for Evaluation						
Every year, we evaluate our activities to determine progress towards goal achievement.						
We involve **stakeholders** 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.						
We measure program outcomes.						

Sample 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)**	**Where will we find the evidence? (Tools/ Location)**	**Who will do the gathering/ evaluation?**	**When?**	**Action Required**
ADMINISTRATIVE & FINANCIAL ACCOUNTABILITY					
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.					
Financial Documentation shows expenses linked to LBS activity. Expenses are consistent with proposed budget. Variances explained. Accounts are kept up to date.					

What are we evaluating? (Monitoring "Meets Requirement" Outcome)	What will be the evidence? (Proof)	Where will we find the evidence? (Tools/ Location)	Who will do the gathering/ evaluation?	When?	Action Required
Financial reports submitted on time and meet MTCU, requirements. **Financial reports** and data are analysed. This information contributes to program evaluation and business planning.					
Training Support is distributed and documented according to written policy that meets LBS Guidelines. **Training Support** to OW clients is tracked separately.					
Monthly IMS transmissions are done on schedule, with up to date, accurate data. **Paper files verify all IMS data.** IMS **mandatory fields and agency site profile** are entered and up to date. Latest version of IMS or patch is installed Backup procedures for data are in place					
Learner documentation contains required elements; profile, assessment information, training plan, demonstrations. Information is current.					
Program policies & procedures are written, current and reflect LBS Guidelines.					

What are we evaluating? (Monitoring "Meets Requirement" Outcome)	What will be the evidence? (Proof)	Where will we find the evidence? (Tools/ Location)	Who will do the gathering/ evaluation?	When?	Action Required
Program Evaluation 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. Data related to learners Status at Exit is analysed and used for program improvement.					
Backup (information) for Agency 2006-2007 Field Support Investment matches Section 2 of Agency 2007-2008 Business Plan.					
Employment Ontario signs are displayed according to Ministry standards.					
PROGRAM DELIVERY					
ASSESSMENT					
Assessment process includes initial, ongoing and exit assessments as well as goal setting..					
Overall literacy level is determined within 20 contact hours of entry into program.					

What are we evaluating? **(Monitoring "Meets Requirement" Outcome)**	**What will be the evidence?** **(Proof)**	**Where will we find the evidence? (Tools/ Location)**	**Who will do the gathering/ evaluation?**	**When?**	**Action Required**
Staff have received training in use of assessment tools and interpretation of results.					
Agency has validated assessment tools through common assessment process.					
Demonstrations for assessment purposes are being used.					
Demonstrations show learner progress.					
Strategies are in place to help **learners understand the assessment process.**					
TRAINING PLANS					
Training plans are completed for all learners within 4 weeks of start date and are revised at appropriate intervals.					
Learners indicate that they understand their training plans.					
Training Plans contain all key elements.					
TRAINING DELIVERY					
Agency provides learning **activities appropriate to adult learners** and that accommodate various learning styles.					

What are we evaluating? **(Monitoring "Meets Requirement" Outcome)**	**What will be the evidence?** **(Proof)**	**Where will we find the evidence? (Tools/ Location)**	**Who will do the gathering/ evaluation?**	**When?**	**Action Required**
There is a direct link between assessments, training plans and training delivery.					
Training links directly to **learner goals**.					
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.					
FOLLOW-UP					
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.					

What are we evaluating? **(Monitoring "Meets Requirement" Outcome)**	**What will be the evidence?** **(Proof)**	**Where will we find the evidence? (Tools/ Location)**	**Who will do the gathering/ evaluation?**	**When?**	**Action Required**
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.					
COMMUNITY LINKS					
INFO & REFERRAL					
Referrals to and from other Employment Ontario agencies and community partners are documented					
There is a **marketing and outreach** strategy that results in **appropriate clients** entering the program**.**					
Information and referral **protocol** in place and agreed upon by all LBS agencies in community.					
LOCAL COORDINATION					
Agency participates in the activities of the local planning process**.**					
Agency **shares program data** with other local providers.					

What are we evaluating? **(Monitoring "Meets Requirement" Outcome)**	**What will be the evidence?** **(Proof)**	**Where will we find the evidence? (Tools/ Location)**	**Who will do the gathering/ evaluation?**	**When?**	**Action Required**
Agency is working with other LBS service providers on **current LBS program initiatives** such as common assessment and workplace/workforce literacy initiative.					
PARTNERSHIPS					
Agency has **contacts with employment preparation** partners to benefit learners.					
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.					
LEARNER FEEDBACK					
Learners are available for interviews.					
Learners are well briefed on purpose of monitoring visit and learner interviews.					

What are we evaluating? (Monitoring “Meets Requirement” Outcome)	What will be the evidence? (Proof)	Where will we find the evidence? (Tools/ Location)	Who will do the gathering/ evaluation?	When?	Action Required
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.					

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	☑April & Oct ☑Monthly review ☑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	☑ ☑ ☑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	☑ ☑ ☑ 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	☑
	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	☑
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	☑ 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	☑Jan/09
	11. Increased staff computer assistance for ERC	counts	EAS stats	-??????????????????????????	-Designated staff members	☑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	☑ ☑ ☑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	☑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	☑Jan/09 Then ongoing
Programming – Employment/ Workforce & Essential Skills	15. More learners with employment/ training goals (percentage of total learners)	% of learners with employment/traini ng 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/traini ng outcome (%)	% of learners with employment/traini ng 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	☑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 1st 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			☑
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	☑ ☑ ☑ ☑ 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	☑ ☑ ☑ ☑ 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	☑ ☑ ☑ 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	☑ Dec/08 ☑ Dec/08 Mar/09

CIPMS Resources

- CLO's *Literacy Basics* self-study training website: www.nald.ca/literacybasics
- CLO's *ABCs of CIPMS*: http://www.nald.ca/clo/resource/cipms/cipms.pdf
- CLO's self-study Performance Management Course: http://clo.alphaplus.ca
- CLO's recorded CIPMS workshop: http://e-channel-login.ca/main/e-channel-organizations/index.jhtml (click on "public recordings"; find *ABCs of CIPMS* and click on "playback")
- CLO's *Capacity Plus* resource guide: http://www.nald.ca/clo/resource/capacity_plus_book_02.pdf
- CESBA's self-study training website: www.lbspractitionertraining.com
- Ontario Native Literacy Coalition's *CIPMS Training Guide*: www.onlc.ca/resource.php?ResourceID=2
- Carter McNamara's Free Management Library: www.freemanagement.org
- Employment Ontario Partners' Gateway: http://www.tcu.gov.on.ca/eng/eopg
- Counting the Beans : www.literacynet.ca/attachments/106_Counting%20the%20Beans%20What%20Do%20They%20Mean.pdf and www.literacynet.ca/attachments/106_Counting%20the%20Beans%20Data%20for%20Decisions.pdf
- Literacy Link South Central's Succession Planning Toolkit: http://www.llsc.on.ca/about-us/resources