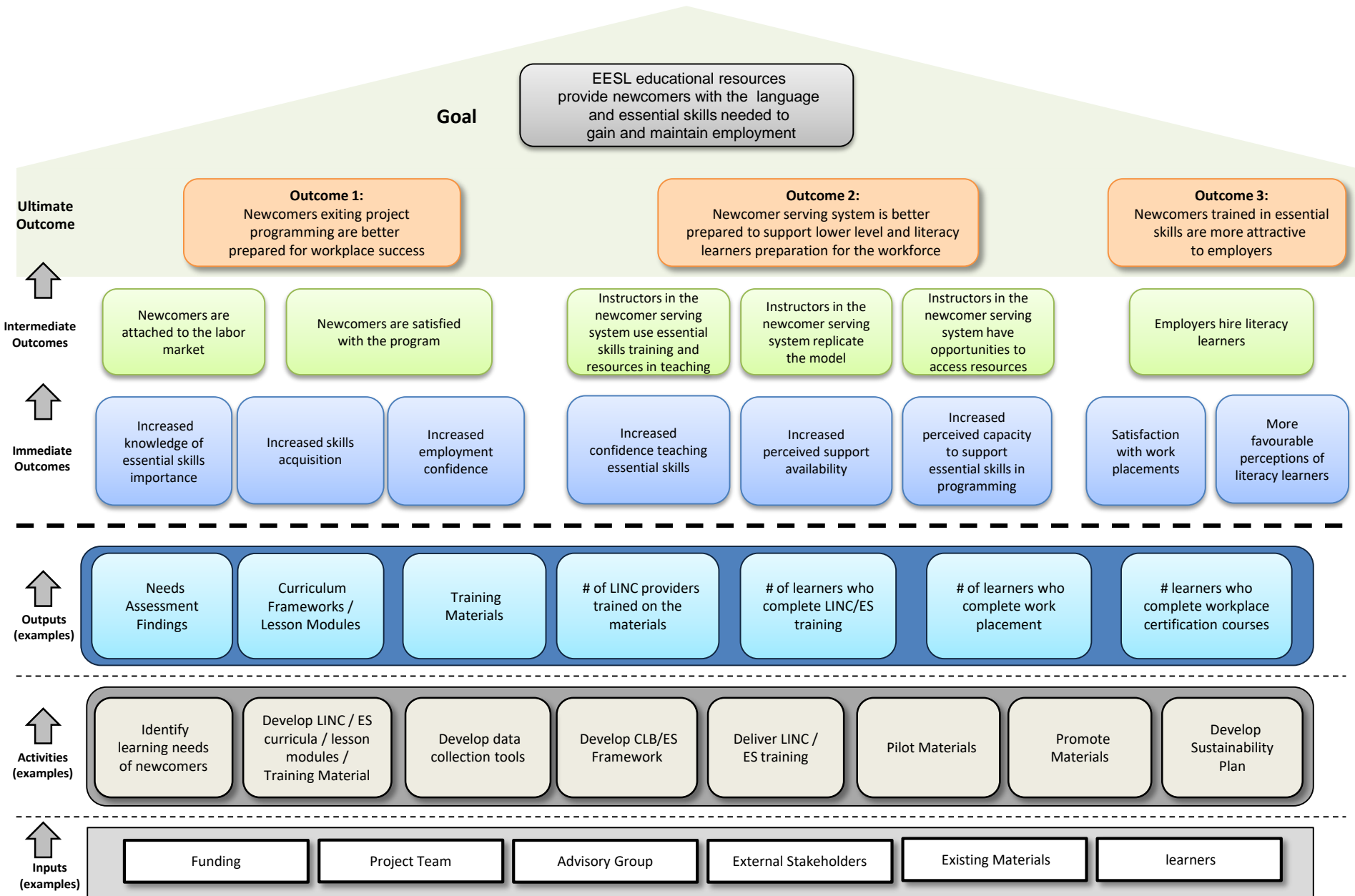


LINC Works Logic Model



LINC Works

Outcomes-based Measurement & Evaluation Framework

Goal

EESL educational resources provide newcomers with the language and essential skills needed to gain and maintain employment

Ultimate Outcome

Outcome 1:
Newcomers exiting project programming are better prepared for workplace success

Outcome 2:
Newcomer serving system is better prepared to support lower level and literacy learners preparation for the workforce

Outcome 3:
Newcomers trained in essential skills are more attractive to employers

Intermediate Outcomes

Newcomers are attached to the labour market

Newcomers are satisfied with the program

Instructors in the newcomer serving system use essential skills training and resources in teaching

Instructors in the newcomer serving system replicate the model

Instructors in the newcomer serving system have opportunities to access resources

Employers hire literacy learners

Indicator(s) and Associated Measure(s)

Labour Market Attachment
Newcomers who are attached to the labour market at 6 and 12 months

Newcomer Satisfaction
Newcomers who perceive that the essential skills work placement program was beneficial to them in relationship to their successful integration in Canada, including entry into the workforce, if applicable.

Newcomers who believe material met their needs

Incorporation of essential skills into programming
Use of essential skills training in teaching at 6 and 12 months*
Use of resources
Use of essential skills and related resources in teaching at 6 and 12 months*

Creation of resources
Newcomer serving language training programs create essential skills material

Access to resources
Number of participants in workshops, training webinars and information sessions*

Hires
Number of employers who have hired literacy learners from NorQuest's essential skills work placement program in past year

Immediate Outcomes

Increased knowledge of essential skills importance

Increased skills acquisition

Increased employment confidence

Increased confidence teaching essential skills

Increased perceived support availability

Increased perceived capacity to support essential skills in programming

Satisfaction with work placements

More favourable perceptions of literacy learners

Indicator(s) and Associated Measure(s)

Knowledge
Increased knowledge of essential skills needed for successful employment in Canada

Skills
and % of learners that attain certificates, complete work placements and participate in module lessons

Improved essential skills

Confidence
Increased confidence in one's ability to achieve successful employment

Confidence
Increased confidence teaching essential skills immediately after training

Support Availability
Increased perceived availability of support from program coordinators in incorporating essential skills into programming

Support Capability
Increased perceived ability to support the incorporation of essential skills into programming

Satisfaction Levels
Overall satisfaction with work placement experience

Satisfied with the participant's skills

Satisfied with the participant's level of Canadian workplace training

Pre/post-perceptions
Employer perceptions of literacy learners before and after work placements

* Urban, rural, across Canada

Additional Notes

In addition to these outcomes and measures, numerous other aspects will be evaluated. These includes student satisfaction, language level and other factors. This is not part of the project evaluation framework but will be collected as part of standard operations.

Special note on CLB

Language is not listed on the outcomes tracking; however language will be measured and evaluated in the classroom classes; and it is anticipated that since language gains will be more targeted towards employment language and not the full breadth of the CLB, the rate of CLB progression will not exceed standard LINC CLB progression rates.

This project has secured Ethic Approval for conducting the research