

Inputs	Activities	Outputs	Target Group	Outcome Statements			Success Indicator	Outcome /Tools	Evaluation Design
Resources, Budget Lines	Activities, tasks, and Strategies	Deliverables	Client	Short Term	Mid Term - Impact	Long Term - Impact	Evidence of Success	Tools for measurement	Data Measurement Design
Minimum hours of instruction - 40 hours Financial resources for learner subsidies for classes	Instructor will assess each learner to ensure success in learning situation. Depending on assessment learner may be encouraged to access volunteer tutors and/or referred to community resource. Determine financial ability to pay for course - provide subsidy if necessary	2 hour classes twice a week for 10 weeks	English Language Learners 18 and older In some classes the learners have been younger than 18	Learners will have greater skill in a minimum of one English Language Proficiency Domain - speaking and listening, writing and reading	Participants will use their greater English Language Proficiency in day to day life.	Participants will have the English Language skills to pursue further education, increase economic potential and engage more fully in life and learning. (See AES notes for definition of literacy and foundational skills)	80 % of learners will indicate they have a greater skill in a minimum of one English Language Proficiency Domain - speaking and listening, writing and reading	*after questionnaire *collect impact stories *tracking of referrals	
Trained instructors and contractors . TESEL qualified trained volunteer tutors	Provide instruction based on adult learning best practise	Standardized curriculum available for instructors and others use.		English Language Learners will increase their ability to communicate in English in their community.	English Language Learners will increase their skill in speaking, listening, participating and initiating conversations in social settings	Participants will become effective participants in "authentic" or natural social setting becoming connected to community.	80% of respondents will indicate they have greater skill in listening and speaking, participating and initiating conversations within a formal structure that centers around social situations		
Venues are safe, clean with adequate space. Preferable to provide in partnership with another community agency.	Essential skills (foundational learning skills) development will be embedded in the curriculum			Participants will have an increased awareness of opportunities for learning, literacy and support in the community for themselves.	Adults will utilize community programs and resources that can assist them in meeting their literacy and learning goals.		80% of respondents will indicate they have a greater awareness of opportunities for learning, literacy and support in the community		

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Resources for teachers and learners - office has supply of resources for teachers and other resources ordered as needed. Presently using Canadian Snapshots Sufficient resources for promotion and awareness	Access social media, community resources and possible media outlets for promotion and awareness			Community partner agencies will have an increased understanding of how an adult's English Language proficiency and cultural knowledge impacts on their behavior and successes.	Community partner agencies will understand the need to support an English Language learner in thier English Language learning and creating a sense of belonging.	Community partner agencies will support an Englis Language Learner in becoming profecient in English as well as creating a sense of belonging within the community.	80 % of community partner agencies will have an increased understanding of how an adult's English Language profecency and cultural knowledge impacts on their behavior and successes.		