

A COLLECTION OF POLICY AND PROCEDURE TEMPLATES

FOR ADULT LITERACY SERVICE
PROVIDERS

[Literacy Link South Central](#)

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A COLLECTION OF POLICY AND PROCEDURE TEMPLATES

FOR ADULT LITERACY
SERVICE PROVIDERS

Published by: [Literacy Link South Central](#)

Funding for this project was graciously provided by the National Literacy Secretariat and the Government of Ontario through the Ministry of Education and Training.

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FOREWORD

DISCLAIMER

The purpose of this manual is to provide you, the reader, with a set of general policy and procedure templates that should be considered, adapted and modified as required, and thereafter adopted for use in a Literacy and Basic Skills program. The templates are meant to be a starting point only. This manual is not an exhaustive list of necessary policies and procedures for a Literacy and Basic Skills program or agency. Neither the publisher nor the writers or researchers warrant the completeness, timeliness, nor accuracy of any of the information contained in this manual and in no event shall the publisher, writer, researchers or anyone else participating in the preparation of this manual be liable for damages of any kind related to the use or misuse of information provided hereby. This manual does not purport to offer your agency legal advice. There are several legal implications involved in policy and procedure writing and it is incumbent on you to seek independent legal advice where you deem it necessary. Legislation and social policy are in constant flux. Therefore, it is always wise to seek an independent legal opinion when you are dealing with many policy and procedure issues because it is imperative that the policies and procedures your agency drafts and follows comply with all current and applicable government statutes and regulations.

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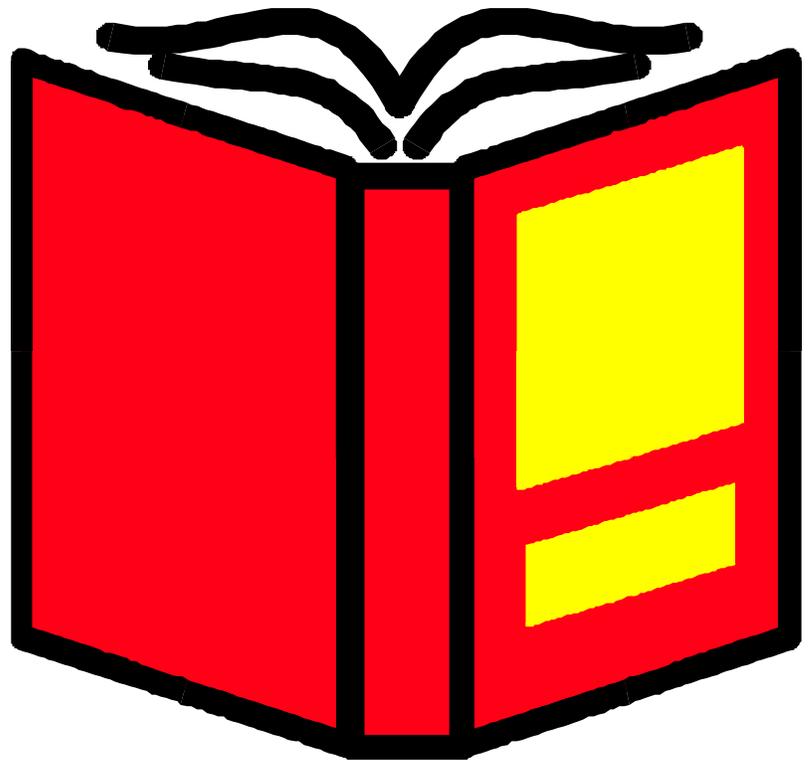
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Chapter 1

Introduction



ABOUT THIS MANUAL

This manual provides a template of potential policies and procedures. All of the policies are directly linked to the Service Quality Management Requirements found in the LBS Program Guidelines and are also cross-referenced to the Core Quality Standards and the features of the Core Quality Standards. A disk copy of the manual is enclosed. A template is meant to be a guide or a pattern that can be used to “shape” your work. These policy templates can be used as the starting point for drafting policy in your agency.

STRUCTURE OF THE TEMPLATES

Each policy/procedure template includes four segments with the following headings:

- ◆ Policy Statement
- ◆ Why? (reasons for the policy)
- ◆ Procedures
- ◆ Key core quality standards and features

A checkbox bullet precedes each policy statement. This will allow you to use the manual as a checklist when determining what areas of policy and procedure that you have and what areas you agency needs to work on.

In the section of the template entitled “Procedure”, there may be a bracketed discussion of what the potential elements of the procedure could be as opposed to a sample procedure. Wherever possible the policies and procedures have been cross-referenced to the Core Quality Standards. The Core Quality Standards are shaded in gray.

TIMEFRAMES

Timeframes are used in several of the policy statements. The timeframe used is meant for illustration purposes only. Your organization must adapt the templates to meet your independent needs as well as complying with MET requirements and all relevant provincial and federal legislation.

TERMINOLOGY

Several terms are used interchangeably in the templates. The term you would use depends on how your agency is structured and who performs the procedures described. The following are terms that are used interchangeably:

- ◆ executive director/program coordinator/personnel committee
- ◆ agency/program/organization
- ◆ learner/student
- ◆ tutor/instructor/practitioner

The acronym “MET” is used throughout the manual. This refers to the “Ministry of Education and Training”.

WHY DOES YOUR AGENCY NEED TO HAVE FORMALIZED POLICIES AND PROCEDURES?

Literacy providers funded by MET are expected to have WRITTEN policies and procedures in place in order to ensure the provision of quality service.

(LBS Program Guidelines June 1998: Part 2, Section 1, page 9)

Every agency that receives funding from MET signs a contract. Schedule A of that contract contains “Terms of Reference” which state:

Delivery Agency’s Responsibilities

- 1. The Delivery Agency will comply with the Guidelines in the delivery of the Program.**
- 2. The Delivery Agency will have comprehensive policies and procedures in place to ensure the delivery of quality services.**

(LBS Program Guidelines June 1998: Part 3, Appendix 2, page 8)

This is a contract that your agency has made with MET. By not complying with the contract, you are not holding up your end of the bargain and this could put your funding at risk!

Formalized policies and procedures provide staff members with limits, boundaries and guidelines for making decisions. When clear policies and procedures are in place the agency can be managed with minimal intervention from a governing board of directors. Policies and procedures will help to reduce individual subjective decisions in recurring situations in the day to day operations of an agency. Only exceptional or unusual circumstances that are not specifically dealt with by a policy require special attention. Once the agency has established a process for developing policies and procedures and has adopted a common format to frame policy statements and accompanying procedures it will be easier to develop new policies and procedures as the need arises.

WHAT IS A POLICY/WHAT IS A PROCEDURE?

At first glance many people think that a policy and a procedure are one in the same. In actuality the terms “policy” and “procedure” refer to very specific and distinct concepts. When writing policies and procedures it is important to understand the difference between a “policy” and a “procedure” and their relationship.

POLICY

The term policy comes from the Greek word “policie” meaning “citizenship”. The origin of this term could lead to the interpretation that policy should be a reflection of the greater good, or the larger population. The dictionary definition of policy is “wise management, a principle, plan, etc.” (*Webster’s New World Dictionary* © 1979) or “the aims or ideals of a person or group; a plan of action.” (*Oxford Intermediate Dictionary*, © 1982).

Policies:

- Tell the organization **WHAT** is to be done
- Are generally set by a Board of Directors
- Are statements based on collective values, judgement, and fundamental principles of management experience in the governance and organization of all members of the Board
- Generally provide both vision and inspiration to the organization
- Permeate all aspects of an organization

(Source: *Marketing and Management Consultation, Brockville, Ontario* [www.cybertap.com/tdc/policy .htm](http://www.cybertap.com/tdc/policy.htm))

Characteristics of a “Good” Policy

- ◆ It is philosophically based and reflects values. It states what is believed, valued and desired
- ◆ It is a general statement of a Board’s beliefs on a certain matter
- ◆ It tells why certain things are wanted
- ◆ It constitutes a clear basis for the development and implementation of regulations and procedures
- ◆ It provides positive direction to the Board and staff, but does not, and should not, prescribe the methods for arriving at the result
- ◆ It permits Board and staff to interpret in such a way as to adjust for changing conditions without making any basic changes in policy
- ◆ It provides a standard for evaluating the performance of Board and staff

(Source: Adapted from National Capital Freenet Statement of Values)

When writing policy statements the language used should be plain, clear, explicit and concise. The present tense should be used whenever possible although the future tense is acceptable. It is better to use “active” words in an imperative or directive tone.

PROCEDURES

A procedure gives you the descriptive narrative on the policy that it applies to. It is the “how to” of the policy. A procedure is defined as “the act or method of proceeding in an action.” (*Webster’s New World Dictionary* © 1979) or “an orderly way of doing something.” (*Oxford Intermediate Dictionary*, © 1982)

Procedures:

- Tell the organization **HOW** a policy is to be carried out
- Are generally defined and carried out by the administrators
- Are tools used to assemble, create and operate the organization responding to the Board’s policies
- Can be and are often specific to certain aspects of an organization

(Source: Marketing and Management Consultation, Brockville, Ontario [www.cybertap.com/tdc/policy .htm](http://www.cybertap.com/tdc/policy.htm))

GOVERNANCE POLICY STATEMENTS

The agency will need to have some mechanism for adopting policies. How you do this is based on the organizational structure and the governance policies in place. Below are some examples of policy statements that deal with the governance of an agency.

- ORGANIZATION STRUCTURE:** Under the bylaws and constitution, an executive board of directors composed of 7-15 members administers the agency. The executive operates under Robert's Rules of Order and is charged with the development of policies that will meet the goals and objectives of the agency.
- EXECUTIVE DIRECTOR:** The board of directors appoints the executive director. The executive director is responsible for the day-to-day operations of the agency.*
- BOARD OF DIRECTORS:** The overall operation of the agency is managed under the direction of a board of directors. The board of directors refrains from involvement in the day-to-day running of the agency. The responsibility for the management of the day-to-day operations of the agency is delegated to the executive director.*
- MANAGEMENT COMMITTEE:** The executive director is assisted in the day to day operation of the organization by the management committee*
- COMMUNICATIONS COMMITTEE:** Under normal circumstances staff, communicate to the board of directors through the existing supervisory system. In extraordinary circumstances, where the supervisory process does not work, an ad hoc communications committee will be available to facilitate communication with the board of directors*
- PUBLIC REFERRAL:** Employees of the agency direct any member of the public wishing to contact the board of directors to the executive director. The executive director may arrange communication with the board of directors, as appropriate*

*Source of "Governance Policy Statements" marked with an *: Adapted from Boys and Girls Clubs of Greater Victoria*

It is generally the responsibility of the board of directors to draft and adopt policy. The following template is an example of a policy for establishing a personnel committee that would be responsible for personnel policies.

❑ PERSONNEL COMMITTEE: The personnel committee is responsible for drafting and adopting personnel policies and procedures.

Procedures:

1. COMPOSITION: The personnel committee will consist of not less than three members.

- The Chairperson of the Personnel Committee will be appointed from the Board of Directors.
- The Executive Director will be the executive officer related to the committee.
- The President will be an ex official member of the committee.

The President (after consultation with the Chairperson and the Executive Director) will appoint not less than two additional members to the committee, having in mind the desirability of recruiting some persons knowledgeable in modern personnel practices, including those from both the public and private sector, with experience in the area of fringe benefits, salary and wage scales, labour negotiations, job classification, and staff development.

2. FUNCTIONS

- To formulate and recommend written personnel policies to the Board of Directors and to consider matters not falling within the stated personnel policies of the organization, brought to it by the Chairperson of the Committee and the Executive Director.
- To review personnel policies, job classifications and salary scales, taking into account salaries and working condition in related fields of employment from time to time. Changes should, whenever possible, be discussed in advance with the employees they will affect and be completed in time to be implemented in the annual budget.
- To ensure that there is a current job description for each position reviewed on a regular basis with the employee.
- To keep informed on municipal, provincial and federal legislation affecting employment and working conditions.
- To receive reports at each Personnel Committee meeting on the appointments, promotions, resignation and retirement of staff and on staff development programs.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

A large number of policies and procedures will deal specifically with personnel issues. Usually a personnel committee will be formed to be responsible for this area of policy drafting.

There are several other areas of policy that an agency will need to draft. The workload is often divided between board members by setting up separate committees, such as the one above, to deal with each area.

PREPARING A POLICY AND PROCEDURE MANUAL

Once you have developed a set of policies and procedures for your agency it is usually wise to prepare a formalized “Policy and Procedure” manual. Several manuals may be prepared to deal with different stakeholders in the agency. For example, you may have a Volunteer Tutor Policy and Procedure Manual, a Personnel Policy and Procedure Manual and a Learner Policy and Procedure Manual. Prior to creating a formalized manual the policies and procedures will go through an approval, amendment and review process. The following template sets out a sample policy statement and procedures for this process.

❑ **POLICIES AND PROCEDURES MANUAL:** The agency will institute and maintain a “Policy and Procedure Manual” which will:

- **Codify the policies and procedures of the agency**
- **Document these policies and procedures in an accessible, readable, and amendable manner.**

All agency employees and volunteers will take their direction from, and comply with, the policies and guidelines contained in the Policy and Procedure Manual.

All agency employees will be able to suggest new policies and/or procedures or revisions to the existing policies and procedures using the “Manual Update” form provided in the Policy and Procedure Manual.

WHY?

A “Policy and Procedure Manual”, developed, implemented, and maintained properly, becomes the foundation of consistency and professionalism. It is important for employees of the agency to have input into the decision making process of the agency. Many of the policies and procedures are directed towards the employee and since the employee is in a position, on a day to day basis, to assess the impact, validity and practicality of agency policies and procedures it will be beneficial for the employee to have the opportunity to make suggestions regarding these policies and guidelines.

Procedures:

1. *APPROVAL PROCESS [describe the process for your agency]*
2. *AMENDMENT PROCESS [describe the process for your agency]*
3. *REVIEW PROCESS [describe the process for your agency]*
4. *Suggestions from employees will be incorporated into the Approval Process for Consideration and will be incorporated into the manual if they are approved.*

Key Core Quality Standard:

16. Program Accountability: A quality literacy program does what it says it will do. It is accountable to its learners, sponsoring organizations, partners, community and funders. All stakeholders, not only program staff, are accountable for the success of the program.

Feature:

The program meets the requirements of its funders.

- ◆ The program carries out the activities it has agreed to so and collects the information requested by its funders.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

A policy and procedure manual written for your agency should be prefaced by a well-written “foreword”. A “Policy and Procedure Manual” template for a “Foreword” follows:

FOREWORD

This manual is for all staff, learners, board members and volunteers of the agency. This manual outlines all the policies and procedures of the agency. The following pages contain an explanation of the benefits and responsibilities of all employees, learners and volunteers at the agency. All employees, learners and volunteers must familiarize themselves with this document.

The board of directors has ultimate authority and final responsibility for the adoption of personnel policies as recommended by the personnel committee. As the employing body, the board engages the chief operating officer, herein referred to as the executive director, and obligates to the executive director the final responsibility for all aspects of personnel administration, according to policies approved by the board of directors.

The Policies and Procedures contain general statements of agency policy and should not be read as including the fine details of each policy, nor as forming an express or implied contract, nor as promising that the policies discussed in it will be applied in all cases. The agency reserves the right to add, revoke or modify policies.

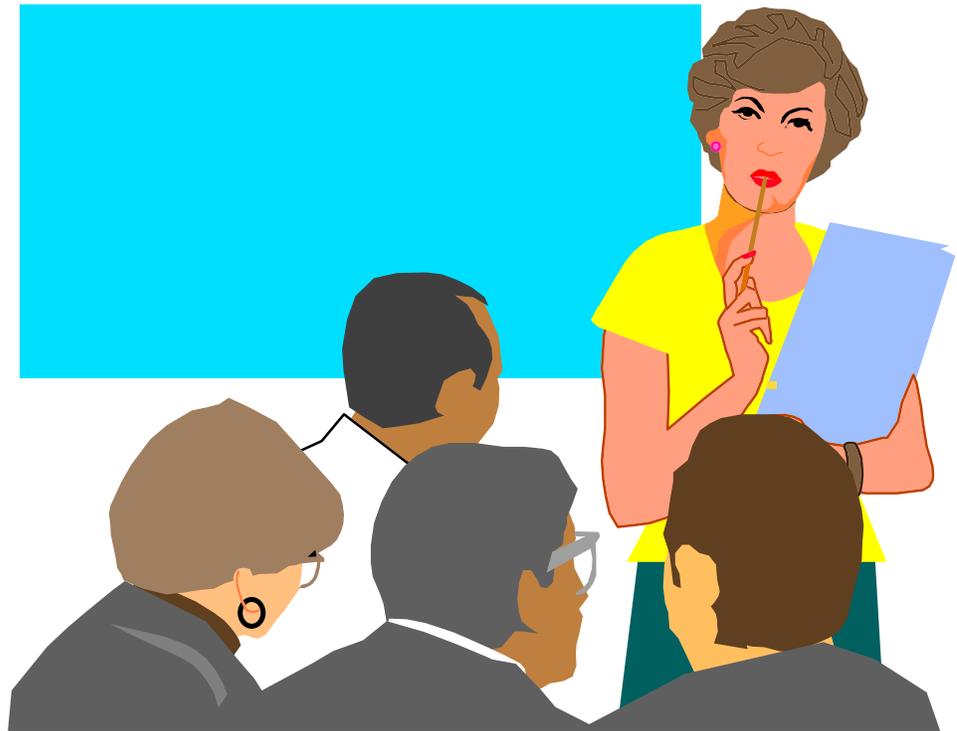
As used in this manual the words “shall” or “will” are to be construed as mandatory and the word “may” as permissive and the feminine gender shall be construed to include the masculine gender.

Employees, learners and volunteers having questions about the Policies and Procedures shall consult with their immediate supervisor.

Chapter 2

Personnel Policy

Templates



CORE QUALITY STANDARDS

- ◆ **Program Mission**
- ◆ **Access and Equity**
- ◆ **Practitioner Training**
- ◆ **Administrative Accountability**
- ◆ **Program Evaluation**

Applicable Service Quality Management Requirement

“A process for recruiting, hiring, training, and evaluating staff”

LBS Program Guidelines June 1998: Part 2, Section 1, Page 9

This requirement deals with policy items that would commonly fall under the heading of “Personnel Policies”. The templates found in this section focus on areas identified by the core quality standards and are by no means an exhaustive collection of personnel policies.

In addition to the full text templates of policy with accompanying procedure that are cross referenced to the core quality standards, the last part of this chapter, entitled “Further Policies to Consider”, gives you an additional checklist of several policy statements standing alone.

ADDITIONAL RESOURCES:

By Definition: Policies for Volunteer Programs

By Linda Graff, Published by Graff and Associates, Second Edition

“A manual for Executive Directors, Board Members and Managers of Volunteers. It provides samples of policies in over 70 different topic areas and step by step how to directions on developing policies for volunteer programs.”

Can be ordered on this web site:

www.volontario.org/BookStore/Bookstore.html/201.html

Policy Development for Volunteer Services

Audio Workshop

By Linda Graff, ©1996

A 90 minute audio tape plus a 16 page workbook giving you step by step guidance on the rules of policy writing.

Can be ordered on this web site:

<http://energizeinc.com.total/pol.html>

A Guide for the Development of Policies and Procedures in Ontario's Community Literacy Agencies

By Fiona Huebner

© 1999 Community Literacy of Ontario

Chapter 4 of this manual is entitled “Operational Policies: Human Resources” and is an excellent reference tool for drafting personnel policies.

- ❑ **STAFF QUALIFICATIONS: All staff hired to work for the agency have minimum qualifications.**

WHY?

To ensure that all staff members are competent to work with adult learners in the literacy field.

Procedures:

1. *[Insert the minimum hiring requirements for your agency here. For example you may have a minimum requirement of Grade 12, an undergraduate university degree, or relevant experience. You may want to be careful not to make it definitive. You might want to have some flexibility in who you can hire. The Core quality standard features listed below are very helpful reference points when drafting procedures.]*
2. *All positions of employment within the agency are dependent on funding from MET [this may or may not apply to your agency].*

Key Core Quality Standard:

12. Practitioner Training: A quality literacy program has practitioners trained in adult education with a focus on basic education. They have initial and ongoing training.

Features:

Practitioners, including staff and volunteers, are competent to provide literacy training.

- ◆ The program has a policy for defining the minimum qualifications of its practitioners.
- ◆ The program policy specifies if practitioners are expected to have previous education, training and experience, or if the program will provide training, such as for volunteer tutors, to enable them to acquire the necessary skills.
- ◆ Qualifications include the ability to assist adults in acquiring skills in literacy and numeracy, as well as an understanding of the program's philosophy and policies.
- ◆ The program assesses the competence of practitioners before they begin, taking into account prior learning and practical experience.

- STAFF ORIENTATION:** Every new agency staff member shall be provided with an orientation prior to the assignment of duties. At the completion of the orientation each agency staff member shall sign a form stating that the orientation is completed and that all of the policies and procedures have been understood. This form shall be retained in the agency member's personnel file.

WHY?

The orientation process enables new employees to get their bearings in a new situation, to adapt to the agency. It familiarizes new people with the philosophy and the policies of the agency. It instills the agency's attitude in a new staff so that when they face an unfamiliar situation, they can make the decision that contributes to the organizational objectives and that remains within the agency's policy.

Procedures:

1. *Contents*

- a) *an overview of the agency's mission statement*
- b) *a review of written policies and procedures*
- c) *instruction regarding agency rules and daily routines*
- d) *emergency procedures and a list of emergency telephone numbers*
- e) *code of ethics*
- f) *hours of work and schedules*
- g) *review of the job description*
- h) *introduction to other staff and program participants*

2. *Prior to the commencement of work and annually thereafter, each staff member shall be instructed in all emergency procedures of the agency*

3. *Each staff member should be trained in and have an up to date certification in CPR and First Aid.*

4. *Staff meetings, for all agency staff, should be held on a regular basis to facilitate a common understanding of purpose and to provide a forum for sharing ideas.*

5. *Supervision Sessions*

Individual supervision should be held on a semi-annual basis to:

- a) *Provide an opportunity to discuss the staff member's personal concerns in relation to their role with the agency.*
- b) *Allow for personal growth and development in their work.*

Key Core Quality Standard:

1. Program Mission: A quality literacy program has a clearly written statement of mission and objectives which it follows and shares with the people involved in the program and with other stakeholders in the community.

Features:

People involved in the program and other stakeholders are familiar with the mission and objectives.

- ◆ A mission statement is referenced in written materials (for example, pamphlets, newsletters), included in training for staff and volunteers, mentioned in orientation to new learners.

Key Core Quality Standard:

12. Practitioner Training: A quality literacy program has practitioners trained in adult education with a focus on basic education. They have initial and ongoing training.

Features:

The program provides initial training of some form to all new practitioners.

- ◆ Initial training is provided to all new practitioners in the program. This may range from extensive training for volunteer tutors with no previous experience to orientation for practitioners with previous training and experience in adult literacy.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- ❑ **STAFF REVIEW OF MISSION STATEMENT:** All new staff members receive a copy of the agencies mission statement upon hire. The employee must understand the goals and objectives of the agency prior to commencing work.

WHY?

It is imperative that all staff members understand the mission of the agency for which they are working in order that the goals and objectives of the agency are being accurately portrayed to all stakeholders.

Procedures:

1. *When a new staff member is hired, they are given a copy of the mission statement.*
2. *The mission statement is discussed to ensure that the new employee understands the goals and objectives of the agency.*
3. *The mission statement is reviewed at least once per year at a staff meeting or annual staff review.*

Key Core Quality Standard:

1. Program Mission: A quality literacy program has a clearly written statement of mission and objectives which it follows and shares with the people involved in the program and with other stakeholders in the community.

Features:

People involved in the program and other stakeholders are familiar with the mission and objectives.

- ◆ The mission statement is given to and discussed with all new learners, staff and volunteers.
- ◆ The mission statement is referenced in written materials (for example, pamphlets, newsletters), included in training for staff and volunteers, mentioned in orientation to new learners.
- ◆ A questionnaire, interview or group discussion (learners, tutors/instructors/staff/faculty/, and volunteers) is conducted to review familiarity with mission and goals.

- STAFF ACCESS: The program sites are accessible to staff members with physical disabilities.**

WHY?

The sites should be accessible to allow for equal employment opportunities for people with physical disabilities.

Procedures:

1. *When an access issue arises the agency will make a bona fide effort to accommodate the employee.*

Key Core Quality Standard:

7. Access and Equity: A quality literacy program respects differences. It has structures and supports in place to increase access and equity outcomes to help learners from all backgrounds reach their goals.

Features:

All components of the program are accessible to people with disabilities.

- ◆ The program sites, including interior spaces, equipment and materials, are accessible to people with disabilities.

- EMPLOYMENT EQUITY: The program is committed to applying the principles of equity in its recruiting/hiring practices.**

WHY?

Employers must apply equity principles when hiring new employees. It imperative that employment laws are followed and that employees are treated fairly.

Procedures:

1. *The agency is committed to dealing fairly and justly with all employees to provide reasonable benefits and to function within the laws governing employment and labour in Ontario.*

Key Core Quality Standard:

7. Access and Equity: A quality literacy program respects differences. It has structures and supports in place to increase access and equity outcomes to help learners from all backgrounds reach their goals.

Features:

The program is committed to serving people from all equity groups.

- ◆ The program has a policy of employment equity for all staff and volunteers.

- ❑ **TUTOR TRAINING FOR STAFF:** All staff, regardless of position, complete a 15 hour Laubach tutor training workshop *(or other training that your agency offers)*.

WHY?

Having all staff trained in the tutoring/teaching method ensures that they are familiar with programming that is being offered by the agency.

Procedure:

1. *Once a staff member is hired they will be expected to attend the first available Laubach tutor training workshop (or other training that your agency offers). If the workshop is conducted outside of normal working hours, the staff may apply to take time off in lieu of the time spent at the workshop. (See example form below "Application for Lieu Time")*

Key Core Quality Standard:

12. Practitioner Training: A quality literacy program has practitioners trained in adult education with a focus on basic education. They have initial and ongoing training.

Features:

The program provides initial training of some form to all new practitioners.

- ◆ Initial training is provided to all new practitioners in the program. This may range from extensive training for volunteer tutors with no previous experience to orientation for practitioners with previous training and experience in adult literacy.
- ◆ Training provided by the program covers all aspects of the required qualifications for practitioners in some way.
- ◆ All practitioners must participate in initial training before beginning.

APPLICATION FOR LIEU TIME

Date: _____

Employee: _____

Employee No. _____

I would like to apply to take lieu time from: _____
(State start date/time)

to: _____
(State finish date/time)

Total number of hours to be taken: _____

Reason for request: _____

Signature: _____

OFFICE USE ONLY

Lieu time granted Yes No

If no, state reason: _____

- ❑ STAFF TRAINING AND PROFESSIONAL DEVELOPMENT ADMINISTRATION:** The executive director of the agency makes training and professional development activities readily available to all staff members.

WHY?

To ensure all staff members keep up to date on the latest developments in the field. To provide staff with an opportunity to make valuable contacts outside of the agency with other practitioners in the field.

Procedures:

- 1. The executive director is responsible for informing the board and staff about upcoming training opportunities.*
- 2. Staff training needs and opportunities will be formally addressed at each board meeting as a regular agenda item.*
- 3. A reasonable amount shall be budgeted each year to support staff training. [A maximum and a minimum range could be inserted if you desire]*
- 4. Staff shall be formally surveyed each year regarding training opportunities they have attended during the year preceding. This information will inform the evaluation process of the staff training administration policies.*
- 5. It is the responsibility of the executive director to keep a record of all training received by staff. In addition, staff will be asked to submit a list of training needs they see for the upcoming year. This information should be recorded in the employee's personnel file.*

Key Core Quality Standard:

12. Practitioner Training: A quality literacy program has practitioners trained in adult education with a focus on basic education. They have initial and ongoing training.

Features:

All practitioners participate in ongoing training to update their skills

- ◆ The program has a policy regarding requirements for ongoing training and the forms and frequency this should take
- ◆ Ongoing training can include training such as workshops, provided directly by the program as well as support for outside professional development.
- ◆ The program provides ongoing, formal and informal training such as on-the-job support.
- ◆ The program has a budget to pay for the training of practitioners.
- ◆ The program keeps track of the training received by all practitioners.

The program regularly assesses its staff/practitioner training and development needs and uses this information to refine its training policies and practices.

- ◆ Staff/practitioner development and training needs are determined in part on a review of the accomplishments, shortcomings, and future needs of the overall program, which are identified through program evaluation.
- ◆ The program assesses appropriateness and effectiveness of its current training policies and approaches.
- ◆ Peers/practitioners are involved in a review of the effectiveness and future needs for training.
- ◆ Learners are involved in the review of the effectiveness and future needs for practitioner training.

Key Core Quality Standard:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical and financial information.

Features:

The program has a human resources system to maintain information about both its paid staff and volunteers.

- ◆ The program keeps records of the training and professional development undertaken by its staff and volunteers.

Key Core Quality Standard:

18. Program Evaluation: A quality literacy program evaluates its effectiveness annually. Evaluation of the program is a participatory and continuous process.

Features:

Evaluation takes place on a continuous basis.

- ◆ The program collects, maintains and reviews data on an ongoing basis as specified in its evaluation plan.
- ◆ The program seeks informal feedback, on an ongoing basis, from its staff, practitioners, and learners, and reviews this information to continuously improve the program.

- ❑ **STAFF TRAINING AND PROFESSIONAL DEVELOPMENT ACCESS:** The professional development of each staff is a joint responsibility of the employee and employer. Staff must have access to training opportunities on a regular basis.

WHY?

Service provision is supported and enhanced by up-to-date training of all staff and the agency must be committed to supporting staff to increase their expertise and knowledge in relevant areas. Staff should be encouraged to pursue training opportunities that are available.

Procedures:

1. *There will be continuous training of staff members including:*
 - *A program of staff in-service training planned and adapted for various staff members. Particular attention will be paid to maintaining a comprehensive orientation for new staff.*
 - *Workshops and other training opportunities offered to the program by outside sources will be made available to staff on a regular basis.*
 - *A current professional library will be maintained by the agency. Staff will be encouraged to use these materials and to provide input on particular needs.*
2. *There are two classifications of staff development:*
 - a) *Staff Training: This pertains to courses that are essential in order for a staff member to fulfill his/her job responsibilities. Staff will be reimbursed to a maximum of 100% of the cost of the course/workshop. Where the training takes place outside of regular working hours the employee can make an "Application for Lieu Time."*
 - b) *Professional Development: This terms reflects a staff member's desire to develop his/her own present position but would assist with the overall growth of the individual. If funds have not been exhausted in the staff training budget, remaining funds may be used for professional development. Additional time off will not be considered for time involved in taking the course outside of work hours.*

3. *The executive director will ensure that allotted training funds are spent appropriately and fairly.*
4. *All training requests involving time and/or money will require approval by the executive director prior to registration.*
5. *A recommendation of approval for all training assistance requests will involve consideration of the relevance to the program and job description, cost versus perceived benefits, and program needs.*
6. *All program staff are encouraged to participate in and to hold office in related professional organizations (i.e.: CLO , LLO, OLC, regional networks, LCPP's).*

Key Core Quality Standard:

12. Practitioner Training: A quality literacy program has practitioners trained in adult education with a focus on basic education. They have initial and ongoing training.

Features:

All practitioners participate in ongoing training to update their skills

- ◆ The program has a policy regarding requirements for ongoing training and the forms and frequency this should take.
- ◆ Ongoing training can include training such as workshops, provided directly by the program as well as support for outside professional development.

- ❑ **COMPENSATION TIME:** At the discretion of the personnel committee/executive director hours in excess of designated working hours may be accumulated as compensation time.

WHY?

If an employee puts in time over and above normal working hours that ultimately benefits the agency, the employee should be compensated for this time.

Procedures:

1. *A schedule of the days off must be approved and calendared by the personnel committee/executive director.*
2. *A record of the compensation time accrued and taken off shall be submitted to the president or designate on a monthly basis.*
3. *Compensation time is to be taken off as straight time.*

Source: Adapted from the Literacy Council of Brantford and District

- JOB DESCRIPTIONS:** The agency has written job descriptions for all staff positions that are reviewed on an annual basis. The criteria for staff qualification conforms to the training accreditation and credentials required for any professional discipline that the agency wishes to retain.

WHY?

In order to ensure that staff have the necessary training and experience to provide the best possible service for our clients, written criteria for each position regarding qualifications shall be maintained and followed.

Procedures:

1. *The written job description shall include but is not limited to:*
 - *The position title*
 - *The purpose of the position*
 - *Reporting relationships and accountability*
 - *Responsibilities*
 - *Qualifications and skills required*

2. *The written criteria for each position regarding the qualifications required of staff to perform the respective duties and responsibilities of the assigned position shall include:*
 - *Minimum educational requirements*
 - *Minimum related work or experience*

Key Core Quality Standard:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical and financial information.

Features:

The program has a human resources system to maintain information about both its paid staff and volunteers.

- ◆ The program maintains and regularly reviews job descriptions for all positions, including volunteer positions (such as tutors).

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- PERFORMANCE APPRAISALS: All employees of the agency receive a performance appraisal evaluation annually.**

WHY?

The agency has a commitment and obligation to ensure that the clients receive the best possible training, guidance and support from staff. Staff members have a right to participate in and be appraised of their assessment so that they can progress and receive additional training relative to their career goals.

Procedures:

General Guidelines:

1. *The annual performance appraisal shall be:*
 - *Recorded in writing*
 - *Provided with and discussed with the employee in confidence with opportunity for his/her review and response*
 - *Signed by the executive director and/or program coordinator*
 - *Kept and maintained in the employee's personnel file*
2. *The executive director will give the staff member two weeks notice of the evaluation.*
3. *All relevant areas of the job description will be discussed.*
4. *A summary content will be included that identifies recurring issues or problems, strengths and special skills and a summary of the previous year's activities.*
5. *If necessary, goals will be reviewed and/or set. The executive director and the staff member will mutually agree upon these goals.*
6. *The employee will date and sign the evaluation. The employee should have a designated place to agree or disagree with the contents of the evaluation.*
7. *The employee will be given a copy of the evaluation and a copy will be kept in the employee's personnel file. This information is confidential.*

Timelines:

- 1. The first probationary evaluation of an employee will take place within two months of the hiring date. It is essential that the executive director be clear about any potential problems in order that the employee may rectify them before the final probationary evaluation.*
- 2. The final probationary evaluation will occur within three months of the hiring date. The recommendation made will be to offer permanent employment, to extend the probationary period or to discharge the probationary employee.*
- 3. The annual evaluation will occur either in conjunction with the program's contract date or by the anniversary date of the employee's hiring.*

Performance Problems:

- 1. If there are ongoing problems with the employee's performance between evaluation periods, the problem(s) will be identified to the employee and the executive director will encourage and support the employee's self-improvement in these areas.*
- 2. If the problem(s) persists, the executive director will place a note in the employee's file and a copy will be given to the employee. The note will outline the nature of the problem(s) and a description of corrective steps to be taken. As part of this process, the executive director and the employee will negotiate performance goals to be reviewed in three months. This information is confidential. If, at the end of three months, the employee's performance has improved to an acceptable level, normal supervision and evaluation will commence. If, at the end of three months, the employee's performance still needs improvement, the employee will be placed on probation for six months.*
- 3. If, at the end of the six-month probationary period, the employee's performance has improved to the acceptable level, normal supervision and evaluation will recommence. If, at the end of the six-month probationary period, there is still no improvement, the employee will be terminated.*

Key Core Quality Standard:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical and financial information.

Features:

The program has a human resources system to maintain information about both its paid staff and volunteers.

- ◆ The program carries out reviews of its paid and volunteer practitioners on at least an annual basis.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- ❑ **PERSONNEL FILE:** All relevant information pertaining to the hiring, payment, evaluation and discipline of an employee is kept in the employee's "Personnel File" and the file is kept confidential. An employee is entitled to review his/her own personnel file, without removing it from the office within which it is kept.

WHY? A record must be kept and maintained of each employee's work history for management purposes. However, the sensitive and personalized nature of the information requires that it be kept secure from unauthorized access and remain confidential.

Procedures:

1. *The personnel file will contain the following types of information:*
 - *Hiring application/resume*
 - *Reference checks*
 - *Criminal record check*
 - *Letter of acceptance*
 - *Emergency contacts*
 - *Current TD1 form*
 - *Current job description*
 - *Training certificates*
 - *Signed acknowledgements (i.e. of Policies and Procedures, MET documents)*
 - *Performance Appraisals*
 - *Disciplinary actions*

2. *Personnel files will be kept in a locked cabinet to ensure against loss, destruction or unauthorized access. An employee requiring access to their personnel file will make a written request to the program coordinator to review it at least three days in advance of the review date.*

3. *The program coordinator will be responsible for keeping the contents of the personnel file up-to-date.*

Key Core Quality Standard:

17. **Administrative Accountability:** A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical and financial information.

Features:

The program has a human resources system to maintain information about both its paid staff and volunteers.

- ◆ The program maintains personnel files and keeps these confidential.

- EMPLOYEE CONFIDENTIALITY:** All personal information disclosed by an employee is held confidential within the agency unless otherwise authorized by the employee.

WHY?

To prevent unwanted access to and disclosure of information deemed confidential by an employee.

Procedures:

1. *Information about any employee will not be released outside the agency without their written authorization.*
2. *A "Release of Information" form should be filled out.*

Key Core Quality Standard:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical and financial information.

Features

The program has a human resources system to maintain information about its paid staff and volunteers.

- ◆ The program maintains personnel files and keeps these confidential.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- STATEMENT OF CONFIDENTIALITY:** Each employee of the agency signs a statement of confidentiality. Breach of confidence is a serious matter and grounds for dismissal.

WHY?

It is imperative that staff members keep information about clients confidential.

Procedures:

1. *Employees shall not disclose confidential or classified information to any unauthorized person at any time.*
2. *If an employee is asked for confidential information, they should refer the questioner to the executive director.*

Source: Adapted from the Literacy Council of Brantford and District

SAMPLE STATEMENT OF CONFIDENTIALITY

- ◆ You will be given confidential information concerning learners
- ◆ You are expected to keep any information about learners, the business of the Agency *[insert actual agency name here]*, personnel and personal matters confidential, unless given written permission by the student or anyone with the authority to do so.
- ◆ Breach of confidentiality is understood as giving identifying information to anyone who is not legally authorized to have that information.
- ◆ All employees, Board members and volunteers of the Agency *[insert actual agency name here]*, must sign this statement of confidentiality upon joining this agency.

FOR TUTORS

If my learner and I decide to meet outside the Agency *[insert actual agency name here]*, I will not hold the agency responsible for anything that happens.

- I have read and understood the above Statement of Confidentiality
- I have read the job description associated with my role at the agency

NAME: _____

SIGNATURE: _____

TITLE: _____
(Board member, staff, tutor)

DATE: _____

Source: Literacy Council of Brantford and District

FURTHER PERSONNEL POLICIES TO CONSIDER

HIRING POLICIES

- JOB POSTING:** All agency job postings are posted internally for a minimum of 7 days before they are filled or advertised externally. Internal applicants will be granted an interview.*
- EMPLOYEE HIRING:** A process of advertising, interviewing and contract signing is used to fill all vacancies for positions within the agency. All hiring by the agency is conducted in a manner consistent with fair hiring practices, while ensuring that the best candidate is awarded the position.*

Possible procedure items to address:

- *Advertisement drafted by the Executive Director*
 - *Internal Posting for two weeks*
 - *External Posting*
 - *Short list derived by the Executive Director*
 - *Reference Checks*
 - *Interview*
 - *Criminal records check*
 - *Hiring on probation (i.e.: 3 months)*
- CRIMINAL RECORDS CHECK:** All prospective employees of the agency undergo a criminal records check. All records will be returned to, and retained by, the executive director. A copy of the criminal records will be given to the employee upon request.*
 - PROBATIONARY PERIOD:** All new and transferred employees are on probation for a period of 3 months.* [see further discussion under timelines in the policy entitled "Performance Appraisals on page 2-15]

ONGOING EMPLOYMENT RELATED POLICIES

- STAFF SUPERVISION:** Employee supervision is based upon the principle of “mutual determination”, where both the Supervisor and the Supervisee are responsible to decide:
 - ◆ What should occur in the area of tasks to be undertaken
 - ◆ The standards to be met
 - ◆ The results expected
 - ◆ The goals to be achieved, including indicators that will be acceptable as evidence of meeting them*

- HOURS OF WORK:** Staff have flexible/fixed hours of work *[depending on what the agency preference is]*. The agency is staffed as necessary to facilitate the ongoing programs and activities.

- CLASSIFICATION OF EMPLOYEES:** There are X *[insert the correct number of classifications that your agency has]* classifications of employees hired by the Agency. *They are: Full-time, Part-time, Casual Full-time, Casual/auxiliary and Contract. (Each type should be described as a procedure)**

- SALARY DETERMINATION AND ADMINISTRATION:** The agency will endeavour to provide compensation competitive with similar agencies in similar circumstances, and to attract, retain and motivate staff within the bounds of pay market anomalies and cost considerations. The agency will endeavour to establish and maintain salaries that are internally equitable according to an established classification plan. The agency will endeavour to maintain proportionate differentials in salary range between jobs of differing responsibility within the organization. The agency will recognize meaningful differentials in actual salaries between employees performing at different degrees of ability and contribution to the organization in jobs of the same relative value. The agency will communicate to employees the compensation of policy of the organization and methods of achieving the policy.*

- ANNIVERSARY INCREASES/SALARY ADVANCEMENT:** The salary ranges are based on the diversity and complexity of the tasks performed, the amount of responsibility and judgment exercised, and the level of authority within the agency.*

- PAID HOLIDAYS:** All full-time and contract employees are entitled to pay for Statutory Holidays, whether they work that day or not.*

- VACATIONS:** Staff shall be entitled to annual paid vacation leave. Vacation entitlements are stated in terms of working days with five (5) working days equaling one week. The length of vacation with pay is determined by length of service as of January 1 of any given year and by the entitlements applicable to the particular classification into which the employee falls.*

- SENIORITY:** All employees shall be entitled to seniority for their service time with the agency.*
- ILLNESS:** An employee is allowed ½ of a day per month over a 12-month period. Sick days over and above the allotted time must be noted on the attendance form, another day may be required to be worked in lieu, or the employee may be deducted pay s subject to the discretion of the personnel committee.
- REPORTING ABSENCE:** All staff must notify their supervisor if they are unable to report to work.*

TRANSFERS/LEAVES/LAY-OFF/TERMINATION POLICIES

- TRANSFERS:** Agency staff are eligible to transfer to a different agency program after completing one year in the program they were first hired into.*
- LEAVES:** The agency honours all legislated leaves and will give full consideration for personal leaves for compassionate and other reasons.*
 - BEREAVEMENT LEAVE:** In the event of a death within the immediate family, the agency grants bereavement leave with pay for up to 3 days, if requested. The immediate family is interpreted to mean: spouse, significant other, son, daughter, brother, sister, father, mother, mother-in-law, father-in-law, grandparent, grandchild or guardian.*
 - COURT LEAVE:** An employee subpoenaed to appear in court as a witness shall be entitled to pay for time necessarily lost from work.*
 - SUPOENA TO SERVE JURY DUTY:** An employee subpoenaed to serve jury duty shall be entitled to pay for time necessarily lost from work.*
 - EDUCATION LEAVE:** An employee may be granted an education leave for a period of up to one year.*
 - ADOPTION LEAVE:** Employees are entitled to up to sixteen (16) weeks of Adoptive Leave without pay.*
 - MATERNITY LEAVE:** The agency will grant the employee a maternity leave upon request.*
 - PATERNITY LEAVE:** The agency will grant the employee a paternity leave upon request.*
 - PERSONAL LEAVES OF ABSENCE:** The agency will consider Personal Leaves of Absence upon request on a case by case basis. All personal leaves of absence are without pay.*
 - SICK LEAVE:** Absence caused through illness or injury cause understandable hardships for both staff involved and program continuity. Allowance without loss of pay will be granted to employees for occasional

absences associated with illness or injury.*

- LAY-OFF AND RECALL:** Employees are entitled to notice of lay-off and possible recall.*
- TERMINATION OF EMPLOYMENT:** Termination of employment may take a number of forms: Release during probationary period; Voluntary resignation; Retirement; Dismissal; and Lay-off due to staff reduction. *(Each should be described as a procedure)**
- SEPARATION PAY:** Employees leaving the service of the Agency are entitled to pay on separation. *This is a statutory requirement.**
- VACATION PAY ON TERMINATION:** Employees leaving the service of the agency shall be entitled to appropriate termination vacation pay from January 1 of that year to the day of leaving.*

MISCELLANEOUS POLICIES

- PERSONAL APPEARANCE:** Employees shall be neat and suitably dressed for their position.
- RELATIONSHIPS WITH CLIENTS:** All relations between agency employees and clients, is considered professional and will be maintained as such.*
- CODE OF CONDUCT:** Staff behaviour to program participants, other staff , and the community at large must be exemplary. *Possible areas of concern to address in a Code of Conduct:**
 - *Abusive Behaviour*
 - *Complaint against Staff*
 - *Non-Program Activities*
 - *Sexuality Issues*
 - *Socializing*
 - *Physical Contact*
 - *Lending/Borrowing of Money/Property*
 - *Language*
 - *Consulting with Program Manager*
 - *Modeling re: Substance Abuse Behaviours*
 - *Dress Code*
- GRIEVANCES:** All grievances between employees must be dealt with by the executive director.*

- DISCIPLINARY ACTION:** Discipline may be used to make clear the agency's expectations and employee's responsibilities.*
- GIFTS OF ACCEPTANCE:** Program staff will not accept gifts, that are inappropriate or of any significant value, in connection with their employment.*
- OUTSIDE EMPLOYMENT:** Employee's of the agency may undertake employment outside of the agency provided that it does not interfere in the employee's performance of their work with the agency.*
- GARNISHEES:** It is expected that an employee will manage his/her financial affairs in such a manner that the agency does not become involved. However, the employer, by law, may not take any form of action which would in any way jeopardize an employee's employment solely on the grounds of a garnishee.*

*Source of "Further Policies to Consider" marked with an *: Boys and Girls Clubs of Greater Victoria*

Chapter 3

Volunteer Management

Policy Templates



CORE QUALITY STANDARDS

- ◆ Program Mission
- ◆ Practitioner Training
- ◆ Program Accountability
- ◆ Administrative Accountability
- ◆ Program Evaluation

Applicable Service Quality Management Requirement

“A process for recruiting, screening, training, supporting and managing volunteers”

LBS Program Guidelines June 1998: Part 2, Section 1, Page 9

This requirement deals with volunteer management policies and procedures. Many of the policies and procedures are similar to the personnel policies and procedures found in Chapter 2 but there modified to deal specifically with the management of volunteers. The templates found in this section focus on areas of addressed by the core quality standards and are by no means an exhaustive collection of volunteer management policies and procedures.

Many community-based agencies depend on volunteer tutors. Establishing a clear set of policies and procedures in this area will make it easier to manage volunteers effectively.

ADDITIONAL RESOURCES:

The Screening Handbook Protecting Clients,
Staff and the Community

By Lorraine Street

© March 1996 Canadian Association of
Volunteer Bureaux and Centres
Ottawa, Ontario

The Gift of Time: The Provincial Training
Program for Volunteer Management

© 1991 Queen's Printer for Ontario

This series provides useful information about
volunteer management. Titles include:
"Volunteer Staff Relationships"
"Orientation and Training"
"Interviewing, Screening and Placement"

- ❑ **VOLUNTEERS:** Appropriately screened, trained and supervised volunteers may be involved in the provision of direct and support services.

WHY?

Volunteers are a significant and integral part of the working team and consequently, the agency has high standards for volunteers who wish to work with our learners. The same steps are required to be taken for volunteers as for staff because the same need to ensure their personal suitability exists as it does for staff. The agency must ensure that the volunteer is suitable to the program and the learners that the agency serves.

Procedures:

1. *The program coordinator will:*
 - *Interview volunteer applicants*
 - *Screen the applicants including reference checks where necessary*
 - *Make the final approval for acceptance of the volunteer if they feel that the volunteer is suitable for the agency*
 - *Match the volunteer with an appropriate learner*
 - *Arrange for a start date for the volunteer*
2. *Each volunteer will complete an orientation and training with respect to the program (see the policy entitled "Volunteer Orientation")*
3. *Volunteers will be provided with ongoing training to assist them in the provision of service.*
4. *Volunteers may be required to attend further training sessions where appropriate.*
5. *After orientation, the volunteer will complete a contract with the agency, specifying:*
 - *Supervisor (i.e.: Program Coordinator)*
 - *Time commitments*
 - *Job description*
 - *Program responsibilities to the volunteer*
 - *Agreement to adhere to the policies and procedures of the agency**(See sample contract that follows)*
6. *Each volunteer will be placed on probation for at least three months after the orientation during which time his/her suitability will continue to be evaluated.*

7. *Each volunteer will receive ongoing formal/informal supervision by his/her supervisor:*
 - *Documentation of these sessions will be maintained in the volunteer's file.*
 - *The program coordinator is ultimately responsible for the supervision of each volunteer.*
8. *Volunteers are expected to abide by established guidelines regarding acceptable behaviour and to remain familiar with the Agency Policies and Procedures.*
9. *Volunteers will log all time spent in the capacity as a volunteer on the quarterly hours sheet.*
10. *Volunteers are required to clear any expenditure through the program coordinator prior to purchase, or reimbursement may not be authorized.*
11. *A volunteer may be suspended from his/her assigned duties in the case of:*
 - *Actual or alleged inappropriate behaviour.*
 - *Issues arising in his/her life which may negatively affect performance. These issues will be discussed with the program coordinator at the earliest opportunity.*
 - *Re-instatement of assigned duties will occur in consultation with the executive director.*

Key Core Quality Standard:

12. Practitioner Training: A quality literacy program has practitioners trained in adult education with a focus on basic education. They have initial and ongoing training.

Features:

Practitioners, including staff and volunteers, are competent to provide literacy training.

- ◆ The program has a policy for defining the minimum qualifications of its practitioners.
- ◆ The program policy specifies if practitioners are expected to have previous education, training and experience, or if the program will provide training, such as for volunteer tutors, to enable them to acquire the necessary skills.
- ◆ Qualifications include the ability to assist adults in acquiring skills in literacy and numeracy, as well as an understanding of the program's philosophy and policies.
- ◆ The program assesses the competence of practitioners before they begin, taking into account prior learning and practical experience.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

TUTOR AGREEMENT

You will be asked to sign this Volunteer Tutor Agreement when you volunteer at this agency.

When you sign this agreement you are saying that you agree with the statement and will abide with it.

You will not be kept as a volunteer tutor at the agency if you don't abide by this agreement.

I, _____, agree to do the following:

1. I will meet with my learner at least once per week.
2. I will arrive on time.
3. I will prepare my lessons in advance of each session.
4. If I am sick and cannot meet with my learner, I will call the learner or the agency office.
5. If I miss three scheduled sessions I may lose the learner that I have been matched with.
6. If my learner misses too many lessons, I may request a new match.
7. If my learner and I decide to meet outside of the agency offices, I will not hold the agency responsible for anything that happens.
8. I have read and understand the volunteer policy and procedure manual and agree to follow the policies and procedures of the agency.
9. I agree to keep track of all preparation and contact hours with the learner on the form provided by the agency. I will ensure that the record of these contact hours are submitted to the agency office on a quarterly basis (on or before March 31, June 30, Sept 30 and Dec 31).

I have reviewed the above agreement and agree to meet all of the conditions outlined:

Volunteer Tutor

Date

Agency Representative

Date

- ❑ **VOLUNTEER REVIEW OF MISSION STATEMENT:** All volunteers receive a copy of the agency's mission statement when they start. The volunteer must understand the goals and objectives of the agency prior to commencing tutoring.

WHY?

It is imperative that all volunteers understand the mission of the agency so that the goals and objectives are accurately portrayed to all stakeholders.

Procedures:

1. *When a volunteer joins the agency, they are given a copy of the mission statement.*
2. *The mission statement will be discussed to ensure that the volunteer understands the goals and objectives of the agency. The program coordinator will make a record of the discussion in the volunteer's file.*
3. *The volunteer coordinator shall ensure that the mission statement is reviewed on a yearly basis with all of the volunteers, either individually or in groups.*
4. *The mission statement will be included in all newsletters sent out to the volunteers.*

Key Quality Standard:

1. Program Mission: A quality literacy program has a clearly written statement of mission and objectives which it follows and shares with the people involved in the program and with other stakeholders in the community.

Features:

There is a statement of mission and objectives in plain language.

- ◆ The statement exists in written form.
- ◆ The statement has been checked for understanding by asking learners/students, tutors/instructors/staff/faculty and stakeholders to review the statement, through questionnaire, interview or group discussion.
- ◆ Some form of record has been made of comments, casual or formal, indicating understanding/lack of understanding

The mission objectives are followed.

- ◆ There is a process for the regular review and revision of the mission and objectives
- People involved in the program and other stakeholders are familiar with the mission and objectives.
- ◆ The mission statement is given to and discussed with all new learners, staff and volunteers.
 - ◆ The mission statement is referenced in written materials (for example, pamphlets, newsletters), included in training for staff and volunteers, mentioned in orientation to new learners.
 - ◆ A questionnaire, interview or group discussion (learners, tutors/instructors/staff/faculty/, and volunteers) is conducted to review familiarity with mission and goals.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- VOLUNTEER ORIENTATION:** Every new volunteer shall be provided with an orientation prior to the assignment of duties. At the completion of the orientation each agency volunteer shall sign a form stating that the orientation is completed and that all of the policies and procedures have been understood. This form shall be retained in the agency volunteer's personnel file.

WHY?

The orientation process enables new volunteers to get their bearings in a new situation, and to adapt to the agency. It familiarizes new people with the philosophy and the policies of the agency. It instills the agency's attitude in a new volunteer so that when they face an unfamiliar situation, they can make the decision that contributes to the agency goals while remaining within the policies and procedures.

Procedures:

1. *Volunteer Orientation will include:*

- *an overview of the agency's mission statement*
- *a review of written policies and procedures*
- *instruction regarding agency rules and daily routines*
- *emergency procedures and a list of emergency telephone numbers*
- *a review of the code of ethics*
- *a review of the time commitments*
- *a review of the job description*
- *an introduction to staff and program participants*

2. *Emergency Procedures*

Prior to the commencement of work and annually thereafter, each volunteer shall:

- *be instructed in all emergency procedures of the agency*
- *be trained in CPR and First Aid*

3. *Volunteer Meetings*

Volunteer meetings, for all agency volunteers, should be held twice per year to facilitate a common understanding of purpose and to provide a forum for sharing ideas.

4. *Supervision Sessions*

Individual supervision should be held on an annual basis to:

- a) *Provide an opportunity to discuss the volunteer's personal concerns in relation to their role with the agency.*
- b) *Allow for personal growth and development in their work.*

Key Core Quality Standard:

1. Program Mission: A quality literacy program has a clearly written statement of mission and objectives which it follows and shares with the people involved in the program and with other stakeholders in the community.

Features:

People involved in the program and other stakeholders are familiar with the mission and objectives.

- ◆ A mission statement is referenced in written materials (for example, pamphlets, newsletters), included in training for staff and volunteers, mentioned in orientation to new learners.

Key Core Quality Standard:

12. Practitioner Training: A quality literacy program has practitioners trained in adult education with a focus on basic education. They have initial and ongoing training.

Features:

The program provides initial training of some form to all new practitioners.

- ◆ Initial training is provided to all new practitioners in the program. This may range from extensive training for volunteer tutors with no previous experience to orientation for practitioners with previous training and experience in adult literacy.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- ACCESS FOR VOLUNTEERS: The program sites are accessible to people with disabilities.**

WHY?

The sites should be accessible to allow for equal volunteer opportunities for people with disabilities.

Procedures:

1. *When an access issue arises, the agency will make a bona fide effort to accommodate the volunteer.*

Key Core Quality Standard:

7. Equity: A quality literacy program respects differences. It has structures and supports in place to increase access and equity outcomes to help learners from all backgrounds reach their goals.

Features:

All components of the program are accessible to people with disabilities.

- ◆ The program sites, including interior spaces, equipment and materials, are accessible to people with disabilities.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- VOLUNTEER EQUITY: The agency is committed to applying the principles of equity in its volunteer recruiting practices.**

WHY?

Principles of equity must be applied when recruiting volunteers.

Procedure:

1. *The agency is committed to dealing fairly and justly with all volunteers.*

Key Core Quality Standard:

7. Equity: A quality literacy program respects differences. It has structures and supports in place to increase access and equity outcomes to help learners from all backgrounds reach their goals.

Features:

The program is committed to serving people from all equity groups.

- ◆ The program has a policy of employment equity for all staff and volunteers.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- ❑ **VOLUNTEER TUTOR TRAINING:** All volunteer tutors shall complete a 15 hour Laubach tutor training workshop *[or other training that your agency offers]* prior to tutoring any learner.

WHY?

To ensure that all tutors have the necessary skills to tutor a learner effectively. It also ensures that a tutor understands the philosophy behind the programming that the agency is offering.

Procedures:

1. *When volunteer tutor joins the agency they are signed up for the next available Laubach tutor training workshop [or other training that your agency offers].*
2. *Once a volunteer completes the prerequisite training successfully they will be matched with a learner or group of learners.*

Key Core Quality Standard:

12. Practitioner Training: A quality literacy program has practitioners trained in adult education with a focus on basic education. They have initial and ongoing training.

Features:

The program provides initial training of some form to all new practitioners.

- ◆ Initial training is provided to all new practitioners in the program. This may range from extensive training for volunteer tutors with no previous experience to orientation for practitioners with previous training and experience in adult literacy.
- ◆ Training provided by the program covers all aspects of the required qualifications for practitioners in some way.
- ◆ All practitioners must participate in initial training before beginning.

- VOLUNTEER TRAINING OPPORTUNITIES: Volunteers shall have access to training opportunities on a regular basis.**

WHY?

To ensure volunteers are kept up to date on the latest developments in the field.

Procedures:

1. *The program coordinator will be responsible for informing volunteers about upcoming training opportunities. All opportunities will be published in the quarterly newsletter and posted in the agency office.*
2. *Volunteer training needs and opportunities will be formally addressed at each board meeting as a regular agenda item.*
3. *A reasonable amount shall be budgeted each year to support volunteer training.*
4. *Volunteers shall be formally surveyed each year regarding training opportunities they have attended during the year preceding. This will inform evaluation of the policy.*
5. *The program coordinator will record all training undertaken by volunteers.*

Key Core Quality Standard:

12. Practitioner Training: A quality literacy program has practitioners trained in adult education with a focus on basic education. They have initial and ongoing training.

Features:

All practitioners participate in ongoing training to update their skills

- ◆ The program has a policy regarding requirements for ongoing training and the forms and frequency this should take
- ◆ Ongoing training can include training such as workshops, provided directly by the program as well as support for outside professional development.
- ◆ The program provides ongoing, formal informal training such as on-the-job support.
- ◆ The program has a budget to pay for the training of practitioners.
- ◆ The program keeps track of the training received by all practitioners.

The program regularly assesses its staff/practitioner training and development needs and uses this information to refine its training policies and practices.

- ◆ Staff/practitioner development and training needs are determined in part on a review of the accomplishments, shortcomings, and future needs of the overall program, which are identified through program evaluation.
- ◆ The program assesses appropriateness and effectiveness of its current training policies and approaches.
- ◆ Peers/practitioners are involved in a review of the effectiveness and future needs for training.
- ◆ Learners are involved in the review of the effectiveness and future needs for practitioner training.

Key Core Quality Standard:

18. Program Evaluation: A quality literacy program evaluates its effectiveness annually. Evaluation of the program is a participatory and continuous process.

Features:

Evaluation takes place on a continuous basis.

- ◆ The program collects, maintains and reviews data on an ongoing basis as specified in its evaluation plan.
- ◆ The program seeks informal feedback, on an ongoing basis, from its staff, practitioners, and learners, and reviews this information to continuously improve the program.

- VOLUNTEER JOB DESCRIPTIONS:** The agency has written job descriptions for all volunteer positions.

WHY?

In order to ensure that volunteers have the necessary training and experience to provide the best possible service for our clients, written criteria for each position regarding qualifications shall be maintained and followed.

Procedure

1. *The written volunteer job description shall include but is not limited to:*
 - *The position title*
 - *The purpose of the position*
 - *Reporting relationships and accountability*
 - *Responsibilities*
 - *Qualifications and skills required*
2. *The written criteria for each position regarding the qualifications required of staff to perform the respective duties and responsibilities of the assigned position shall include:*
 - *Minimum educational requirements*
 - *Minimum related work or experience*
3. *Volunteer job descriptions are reviewed on an annual basis.*

Key Core Quality Standard:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical and financial information.

Features:

The program has a human resources system to maintain information about both its paid staff and volunteers.

- ◆ The program maintains and regularly reviews job descriptions for all positions, including volunteer positions (such as tutors).

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- ❑ **VOLUNTEER PERSONNEL FILE:** All relevant information pertaining to the acceptance, evaluation and discipline of a volunteer is kept in the volunteer's "Personnel File" and is kept confidential. A volunteer is entitled to review his/her own personnel file, without removing it from the office within which it is kept.

WHY? A record must be kept and maintained of each volunteer's history with the agency for management purposes. However, the sensitive and personalized nature of the information requires that it be kept secure from unauthorized access and remain confidential.

Procedures:

The personnel file will contain the following types of information:

- *Volunteer application/resume*
- *Reference checks*
- *Criminal record check*
- *Letter of acceptance*
- *Emergency contacts*
- *Current job description*
- *Training certificates*
- *Signed acknowledgements (e.g. of Policies and Procedures, MET documents)*
- *Performance Appraisals*
- *Disciplinary actions*

1. *Personnel files will be kept in a locked cabinet to ensure against loss, destruction or unauthorized access.*
2. *The executive director/program coordinator will be responsible for keeping the contents of the personnel file up-to-date.*
3. *A volunteer requiring access to their personnel file will make a written request to the executive director/program coordinator to review it at least three days in advance of the review date.*

Key Core Quality Standard:

17. **Administrative Accountability:** A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical and financial information.

Features:

The program has a human resources system to maintain information about both its paid staff and volunteers.

- ◆ The program maintains personnel files and keeps these confidential.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- VOLUNTEER CONFIDENTIALITY: All personal information disclosed by a volunteer is held confidential within the agency unless otherwise authorized by the volunteer in question.**

WHY?

To prevent unwanted access to and disclosure of information deemed confidential by a volunteer.

Procedure:

1. *Information about any volunteer will not be released outside the agency without their written authorization.*

Key Core Quality Standard:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical and financial information.

Features

The program has a human resources system to maintain information about its paid staff and volunteers.

- ◆ The program maintains personnel files and keeps these confidential.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- VOLUNTEER OATH OF CONFIDENTIALITY: Every volunteer signs an oath of confidentiality. Breach of confidence is a serious matter and grounds for dismissal.**

WHY?

It is imperative that volunteers keep information about clients confidential.

Procedures:

1. *Volunteers shall not disclose confidential or classified information to any unauthorized person at any time.*
2. *If a volunteer is asked for confidential information, they should refer the questioner to the executive director.*

Source: Adapted from the Literacy Council of Brantford and District

- ❑ **VOLUNTEER SUPPORT AND COMMUNICATION:** The program coordinator is responsible for ensuring that volunteers receive ongoing support.

WHY?

In order to maintain a volunteer-based program it is essential that volunteers feel that they have support in place. The volunteer needs to know that they can talk to the coordinator when there is a problem or a need.

Procedures:

1. *The program coordinator is available during regular program hours of operation.*
2. *An annual or bi-annual volunteer evening is held so that tutors have an opportunity to network with other tutors. These evening will have an in-service component where current literacy issues are addressed (i.e.: program reform).*
3. *A “Volunteer Information Book” will be kept in the agency office. It will contain the following sections:*
 - *Frequently Asked Questions (FAQ’s)*
 - *Staff contact information*
 - *Policies and Procedures that affect volunteers*
 - *Newsletters*
 - *What’s New*
 - *Feedback (a place for the volunteers to express opinions, thoughts, complaints etc.)*
4. *It is the responsibility of the program coordinator to maintain the “Volunteer Information Book”. The book should be reviewed and updated weekly/monthly/quarterly [depending on the needs of the agency].*

Key Core Quality Standard:

16. Program Accountability: A quality literacy program does what it says it will do. It is accountable to its learners, sponsoring organizations, partners, community, and funders. All stakeholders, not only program staff, are accountable for the success of the program.

Features:

The program meets its commitment to its partners, the community and its other external and internal stakeholders.

- ◆ The program provides the support and assistance it promises to its volunteers, such as keeping in regular contact with its tutors.

- VOLUNTEER PERFORMANCE APPRAISALS: All volunteers of the agency receive a performance appraisal evaluation as necessary.**

WHY?

The agency has a commitment and obligation to ensure that the clients receive the best possible training, guidance and support from staff. Volunteers have a right to participate in and be appraised of their assessment so that they can progress and receive additional training if necessary.

Procedures:

1. *The annual performance appraisal shall be:*
 - *A discussion between the program coordinator and the volunteer.*
 - *Provided with and discussed with the volunteer in confidence with opportunity for his/her review and response*
 - *Recorded in writing and signed by the executive director/program coordinator if requested by the volunteer*
 - *Kept and maintained in the volunteer's personnel file*
 - *An opportunity for the volunteer to appraise the agency*
2. *All relevant areas of the job description will be discussed.*
3. *When a written record of the appraisal is made the volunteer will be given a copy and a copy will be placed in the volunteer's personnel file.*
4. *If there are ongoing problems with the volunteer's performance, the problem(s) will be identified to the volunteer and the executive director/program coordinator will encourage and support the volunteer's self-improvement in these areas.*

Key Core Quality Standard:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical and financial information.

Features:

The program has a human resources system to maintain information about both its paid staff and volunteers.

- ◆ The program maintains and regularly reviews job descriptions for all positions, including volunteer positions (such as tutors).
- ◆ The program keeps records of the training and professional development undertaken by its staff and volunteers.
- ◆ The program carries out reviews of its paid and volunteer practitioners on at least an annual basis.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- VOLUNTEER APPRECIATION: The agency recognizes the commitment of volunteers on an ongoing basis.**

WHY?

To encourage volunteers to continue with the program. Volunteers are more likely to continue volunteering if they feel that their efforts are appreciated.

Procedures:

1. *A “Volunteer of the Year” will be recognized each year at the Annual General Meeting. The criteria for this award may include dedication, devotion and long-time service.*
2. *A volunteer with 1000 or more hours of service will be recognized at the Annual General Meeting.*
3. *The program coordinator will attempt to recognize volunteers spontaneously throughout the year by telephone or in person.*

FURTHER POLICIES TO CONSIDER:

Some of the “Further Policies to Consider” found at the end of Chapter 2 may apply to volunteer management as well. For example:

- CRIMINAL RECORDS CHECK**
- ABSENCE POLICIES**
- RELATIONSHIPS WITH CLIENTS**
- CODE OF CONDUCT**

Chapter 4

Financial Management

Policy Templates



CORE QUALITY STANDARD
◆ **Administrative Accountability**

Applicable Service Quality Management Requirements

“A system for ensuring that agency funds are managed effectively and efficiently”

LBS Program Guidelines June 1998: Part 2, Section 1, Page 9

“Review and analysis of financial information, including expenditure patterns and any implications for ongoing programming”

LBS Program Guidelines June 1998: Part 2, Section 1, Page 10

An agency must be able to account for its spending. The first part of this section contains templates for policies and procedures focused on financial accountability to MET.

The last part of this chapter contains a set of policies and procedures that deal specifically with fundraising. Although fundraising is not an issue addressed directly in the service quality management requirements many agencies fundraise in order to support certain aspects of their program.

ADDITIONAL RESOURCES:

“Model fundraising code helps organizations stay legal and accountable”

By Gordon Floyd

July 16, 1997, Canadian Fundraiser

Can be found on the following website:

www.charityvillage.com

- ❑ **PROGRAM ACCOUNTING:** Approved and established accounting procedures must be followed by the agency. Any expenditure of funds, regardless of amount, that are not regular budget items, must receive prior approval from the executive director before the purchase or issuance of a cheque to reimburse the purchase.

WHY?

The agency has a responsibility and a commitment to ensure accountability to its funding sources and to the community at large.

Procedures:

1. *Petty Cash*

- *Staff will fill out a detailed petty cash voucher and attach the receipt to the back*
- *Only amounts under \$50.00 will be reimbursed through petty cash.*

2. *Cheque Requests*

- *For purchases between 50 and 100 dollars a cheque request form must be filled out.*
- *All original receipts must be attached to the request form.*

3. *Purchase Orders*

- *A purchase order form shall be used when making any purchase over \$100.00.*
- *The purchase order must be given to the executive director for approval to ensure that best value is received in the purchase of supplies and equipment.*

4. *Photocopying*

- *Anything under 100 copies may be photocopied at the office copier.*
- *All copies made must be recorded on the copier log.*
- *When copying over 100 copies, the program coordinator should be notified. Where it is more economically feasible, copies should be made with a commercial firm.*

5. *Vehicle Mileage*

- *When authorized use of a staff member's personal vehicle occurs for agency business, record the mileage, fill out a cheque request form and submit it to the program coordinator.*

6. *Money Taken In*

- *All monies received that relate to any aspect of a program must be kept separate and turned into the program coordinator/accounting department at the earliest opportunity (this includes program fundraising).*
- *Any money taken in is not to be left unattended.*

Key Core Quality Standards:

17. **Administrative Accountability:** A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical and financial information.

Features:

The program has a financial reporting system in place that enables it to maintain and to report on its financial activities and status on an accurate and timely basis.

- ◆ The program's financial system, at a minimum, keeps records of all revenues and expenditures.
- ◆ The program uses accepted accounting practices for categorizing and recording financial transactions.
- ◆ The program has internal financial controls, for example specifying signing and decision-making authority, which it consistently uses.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- ❑ **CAPITAL INVENTORY RECORD:** The agency shall have a written record of all property and moveable assets.

WHY?

As a non-profit agency, we have a commitment and responsibility to remain accountable for all properties and assets acquired and used by programs. This is also extremely useful information for insurance purposes.

Procedure:

1. *The capital inventory record shall itemize all furnishings, equipment and moveable assets.*
2. *Materials and equipment shall be labeled so that they can be easily identified.*
3. *Where possible, serial numbers of the equipment shall be recorded.*
4. *The capital inventory record shall be updated every year.*
5. *New items purchased will be added to the record when purchased.*
6. *The program coordinator shall maintain a record of perpetual inventory of all furnishings and equipment on an annual basis.*

Key Core Quality Standards:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical and financial information.

Features:

The program has a financial reporting system in place that enables it to maintain and to report on its financial activities and status on an accurate and timely basis.

- ◆ The program has internal financial controls, for example specifying signing and decision-making authority, which it consistently uses.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- ACCOUNTING SYSTEM:** The books of account are maintained and/or supervised by the treasurer of the board of directors.

WHY?

It is essential that there is someone who has ultimate authority over the books of account for the agency. This person must be competent in performing this function.

Procedures:

1. *Monthly financial statements of account will be available 12 times per year at each month-end.*
2. *A budget shall be prepared on a yearly basis. The budget should be available for approval at the Annual General Meeting.*
3. *A review of the books of account shall be conducted annually by a certified accountant who is appointed by the Board of Directors (for programs that receive less than \$100,000 in funding from MET). –OR- An audit of the books shall be conducted using generally acceptable accounting principles (GAAP) by a certified accountant appointed by the Board of Directors (for agencies that receive more than \$100,000 in funding from MET).*
4. *The certified accountant shall be appointed at the annual general meeting of the general membership of the agency.*

Key Core Quality Standard:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical and financial information.

Features:

The program has a financial reporting system in place that enables it to maintain and to report on its financial activities and status on an accurate and timely basis.

- ◆ The program develops budgets for all aspects of its program.
- ◆ The program's financial system, at a minimum, keeps records of all revenues and expenditures.
- ◆ The program uses accepted accounting practices for categorizing and recording financial transactions.
- ◆ The program has internal financial controls, for example specifying signing and decision-making authority, which it consistently uses.
- ◆ The program has a bookkeeper or a staff person who is competent to maintain financial records.
- ◆ Financial records are prepared and reviewed monthly, where revenues and expenditures are compared with the budget and revisions made as necessary.
- ◆ The program provides an annual financial report, in an easily understandable manner, as part of its Annual Report and provides information more frequently to its stakeholders upon request.
- ◆ An external financial audit of the program is conducted annually.

- MEMBERSHIPS: Annual memberships are available for all stakeholders and members of the public.**

WHY?

To promote the involvement of the public in literacy and to help fund any informational newsletters that are distributed to members throughout the year.

Procedures:

1. *Memberships are \$5.00 [or any amount that your agency charges] per year.*
2. *There are three classifications of members:*
 - *Present and past learner memberships*
 - *Tutor memberships for tutors who are certified tutors of the Laubach Literacy Council of Canada [or other acceptably trained tutors]*
 - *General memberships for interested citizens*

- WAGES AND SALARY: Every position is approved by the agency and is assigned a designated salary or hourly wage.**

WHY?

Each position must have fair remuneration assigned to it.

Procedures:

1. *All new employees will start at the assigned salary or wage for that position.*
2. *Salary/wage assignments will be reviewed on a yearly basis and adjusted from time to time as the Board of Directors sees fit.*
3. *Pay periods will be biweekly on alternating Fridays for a total of 26 pay periods throughout the year.*
4. *All salary and wage liabilities are accounted for in the yearly budget.*

Applicable Core Quality Standard:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems on order to provide accurate and timely program, statistical and financial information.

Feature:

The program has a financial reporting system in place that enables it to maintain and to report on its financial activities and status in an accurate and timely basis.

- ◆ The program develops budgets for all aspects of its program.

- TRAVEL AND EXPENSES: Employees required to travel in the course of their duties will be reimbursed.**

WHY?

The agency cannot expect employees to absorb travel costs over and above the normal costs of attending work on a daily basis. There are frequently out of town workshops and training opportunities that staff members must attend.

Procedures:

1. *A staff member will obtain approval from the executive director prior to incurring an expense.*
2. *An "Expense Claim Form" (see below) is submitted after the expense is incurred. Expenses will be reimbursed in accordance with the rates on the "Expense Schedule" (see below). All original receipts should be attached to the expense report.*
3. *Conference, training fees and associated meal expenses will be reimbursed after the approval of the executive director and the submission of an expense report.*

Key Core Quality Standard:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical and financial information.

Features:

The program has a financial reporting system in place that enables it to maintain and to report on its financial activities and status on an accurate and timely basis.

- ◆ The program's financial system, at a minimum, keeps records of all revenues and expenditures.
- ◆ The program uses accepted accounting practices for categorizing and recording financial transactions.

EXPENSE CLAIM FORM

NAME:		PURPOSE:	
ADDRESS:		FROM:	
POSTAL CODE:		PHONE:	
		TO:	

Date	Mileage @.25/km		Taxi/air/bus	Lodgings and Meals	Communications (phone, fax, postage)	Other (describe)	Total (withGST)	GST only	50% of GST
	# of km	Amount							
TOTALS									

Amount Requested ↑

SIGNATURE: _____

INSTRUCTIONS

All columns are totals shown on receipts. Duplicate the GST amount shown on the receipt in the GST column. If there is no GST shown (e.g. mileage, taxis, phone calls) calculate by multiplying the total by .0654. Save all of your receipts and attach to the expense form.

Source: Adapted from Laubach Literacy Ontario

EXPENSE SCHEDULE

Mileage: Mileage will be reimbursed at a rate of 30 cents per kilometre.

Public Transportation: Anyone travelling by bus or train is asked to locate a fare using the least expensive mode of travel possible. These expenses must be verbally pre-approved to be covered.

Accommodations: Individuals required to travel more than 200 kilometres one way to attend a required training session or meeting may request reimbursement for one night's accommodation with the following conditions:

- Rooms must be double occupancy. Individuals wishing to stay in a single room may pay the difference in rate.
- A room should be booked in the hotel where the training/meeting is held where applicable

Expense Claim Forms must be completed properly with all original receipts attached and returned within 10 days of the incurred expenses.

Adapted from Literacy Link South Central's Expense Policies for a training event.

FUNDRAISING POLICIES

- ❑ **FUNDRAISING: All fundraising events must have the approval of the board of directors.**

WHY?

The board of directors must review all fundraising ventures in order to ensure appropriateness of activities including frequency in the same community. This monitoring will prevent duplication and competition between programs.

Procedures:

1. *For any fundraising activity the executive director must be notified of the activity, date, location, rationale and proposed expenditure of generated income at least one month before the planned activity.*
2. *The executive director will notify the board of directors of the proposed activity and obtain their approval.*
3. *Funds generated from a fundraising activity must be turned into the accounting department with a summary sheet.*

Key Core Quality Standard:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical and financial information.

Feature:

The program has a financial reporting system in place that enables it to maintain and to report on its financial activities and status on an accurate and timely basis.

- ◆ The program's financial system, at a minimum, keeps records of all revenues and expenditures.
- ◆ The program uses accepted accounting practices for categorizing and recording financial transactions.
- ◆ The program has internal financial controls, for example specifying signing and decision-making authority, which it consistently uses.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- ❑ **SOLICITATIONS AND DISCOUNTS:** The executive director must approve all solicitations and discounts.

WHY?

In order to ensure consistency in approach and avoid either duplication of requests or competition between programs, the executive director must approve all agency-sponsored solicitations.

Procedures:

1. *When letters are written to services clubs, foundations, etc., for donations of any kind, the executive director shall sign the letter.*
2. *When a business is approached for donations of gifts for prizes, etc. a thank you letter will be written to the donor with the executive director as the signee.*
3. *Any contests/draws/rebates available through Agency purchases must be signed in the Agency's name.*

Key Core Quality Standard:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical and financial information.

Features:

The program has a financial reporting system in place that enables it to maintain and to report on its financial activities and status on an accurate and timely basis.

- ◆ The program uses accepted accounting practices for categorizing and recording financial transactions.
- ◆ The program has internal financial controls, for example specifying signing and decision-making authority, which it consistently uses.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- ❑ **DONATIONS/BEQUESTS:** The agency will accept donations within the following conditions:
- ❖ that the donation be freely given
 - ❖ that the donation places no obligation upon the agency, and
 - ❖ that the donor does not expect any present and/or future material benefits in return for the donation

Any donations from the agency to another party must have prior approval of the executive director.

WHY?

The agency is a non-profit agency registered under the Charitable Organizations Act of Ontario and, as such, it has a Charitable Donations number. Any donations made to the agency must be managed so as to:

- provide resources required to conduct the business of the agency so as to facilitate and meet the goals and objectives of the agency as stated in the mission statement
- ensure their suitability
- ensure that the agency is not placed in a conflict of interest position and to further ensure that the ethical principles of the agency are not compromised.
- Ensure and maintain the impartiality and universality of agency service and,
- Ensure that opportunities are not lost due to the acceptance of a donation (e.g. some foundations exclude agencies from eligibility, on a time-limited basis, if they have accepted donations from that foundation).

Procedures:

1. *Any donation offered to the agency must be reported to the executive director.*
2. *The executive director will place the item on the agenda of the next board meeting, along with a recommendation to accept or reject the donation and the reasons behind the recommendation.*
3. *The board will consider the matter and decide whether or not to accept the donation.*

4. *Once a donation is received, an official receipt will be completed with the following information:*
 - *Date of donation*
 - *Date of receipt*
 - *Name and address of the donor*
 - *Name of person issuing receipt*
 - *Donor organization*
 - *Amount of donation*
 - *Receipt number*

5. *Copies of the receipt will be distributed as follows*
 - *Copy to the donor*
 - *Two copies retained in agency's files (one for inclusion with taxes and one to be kept permanently in files)*

6. *Any donated money will be deposited as soon as possible into the agency account.*

Key Core Quality Standard:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical and financial information.

Features:

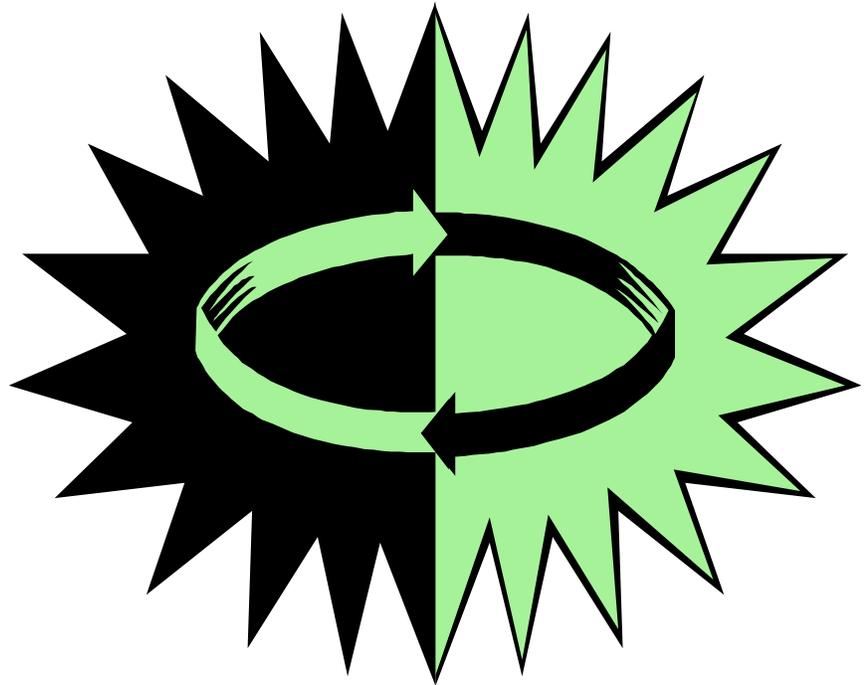
The program has a financial reporting system in place that enables it to maintain and to report on its financial activities and status on an accurate and timely basis.

- ◆ The program uses accepted accounting practices for categorizing and recording financial transactions.
- ◆ The program has internal financial controls, for example specifying signing and decision-making authority, which it consistently uses.

Source: Adapted from *Boys and Girls Clubs of Greater Victoria*

Chapter 5

Learner Access and Referral Policy Templates



CORE QUALITY STANDARDS

- ◆ Community Focus
- ◆ Program Commitment to Learners
- ◆ Respect for Learners
- ◆ Access and Equity
- ◆ Ratio of Learners to Instructors
- ◆ Support Services
- ◆ Program Evaluation

Applicable Service Quality Management Requirement

“A method for determining priorities for learner access to service, and a referral strategy”

LBS Program Guidelines June 1998: Part 2, Section 1, Page 9

The issues around access and equity for learners are extremely important. The agency has a duty to remain “learner focused” in when delivering service.

With respect to the referral of learners, it is the agency’s responsibility to:

- ◆ Ensure that the agency’s information and referral services build on and are complementary to other similar resources in the community, based in the literacy services plan
- ◆ Implement a systematic approach to tracking, reporting, and analyzing information and referral activity and follow-up.

(LBS Program Guidelines June 1998: Part 1, Section 3, Page 7)

- ❑ **CODE OF ETHICS:** The agency believes in the dignity and value of the learners. It is committed to increasing the learner's understanding of him/herself and others. All staff and volunteers are expected to adhere to and model appropriate behaviours in accordance with the guidelines outlined below.

WHY?

As professionals, the agency's staff and volunteers will promote the full development of each learner's potential and will endeavour to ensure that the total needs of each learner are met.

Code of Ethics [Procedures]:

1. *Staff and volunteers should be aware of and facilitate the delivery of appropriate services to each learner's educational, vocational, physical, medical, emotional and social needs.*
2. *Staff and volunteers will maintain professional objectivity and self-discipline so that the learner's needs remain the primary focus.*
3. *Staff and volunteers should recognize the need to further both their own knowledge and skills as well as assisting others to further themselves.*
4. *Staff and volunteers are obligated to safeguard information about learners. Any information shared is done only with others involved professionally with the learners and is done in a manner consistent with ethical and professional practice and only when it serves the best interest of the learner.*
5. *Staff will recognize the importance of other related disciplines in the delivery of service to the learners.*
6. *Staff have the responsibility to add to their professional body of knowledge through involvement in related projects, keeping up to date with MET publications and attending applicable training opportunities.*
7. *Staff and volunteers will respect the reputation and philosophy of the agency.*

Key Core Quality Standard:

2. Community Focus: A quality literacy program is rooted in the community that it serves. Learners participate in the decisions that affect them and their communities. The program reflects its own philosophy and objectives and strengthens individuals, their community and their cultural identity.

Key Core Quality Standard:

5. Respect for Learners: A quality literacy program maintains good rapport and promotes mutual respect among learners, practitioners, and others in the organization. Programs provide a supportive learning environment, respect for learners' privacy, and constructive feedback on achievements.

- LEARNER REPRESENTATION ON THE BOARD OF DIRECTORS: The board of directors will have a learner member-at-large at all times.**

WHY?

It is essential to have learner representation on the board of directors in order to ensure that the learners have a voice in the decisions made by the agency.

Procedures:

1. *The board will have at least one learner representative at all times.*
2. *This position is a voting position.*
3. *This position will be for a period of two years.*

Key Core Quality Standard:

2. Community Focus: A quality literacy program is rooted in the community that it serves. Learners participate in the decisions that affect them and their communities. The program reflects its own philosophy and objectives and strengthens individuals, their community and their cultural identity.

Features:

Learners participate in the program's planning and other activities.

- ◆ Learners are represented in a meaningful way on the Board of Directors (for community groups) and/or other committees or groups planning the direction and nature of the program's activities.
- ◆ Learners are given formal and informal support to enable their full and meaningful participation and the program documents the provision of these supports in some way.
- ◆ Learners participate in the planning and implementation of other activities of the program such as community and social events.

- ❑ **LEARNER EQUITY: The program is committed to applying the principles of equity in its practices for dealing with learners.**

WHY?

Principles of equity must be applied at all times when dealing with learners.

Procedures:

1. *The concept of equity for learners will be a board agenda item to be dealt with at least twice per year. Policies dealing with equity will be reviewed.*
2. *The agency will do outreach activities specifically targeted at equity groups. Some suggested activities include [list activities that your agency would include here]:*
3. *The executive director will prepare a written report describing all outreach activities directed at equity groups on a yearly basis.*
4. *It is the responsibility of the executive director to continually address the issue of equity for learners in the program. Curricula, materials and approaches used will be under constant scrutiny to ensure that they are sensitive to the needs of learners from equity groups.*
5. *Staff members, volunteers and board members should be aware of equity issues. It is the responsibility of the executive director to ensure that these groups are aware of the issues and to instill the need for sensitivity to learners from equity groups.*

Key Core Quality Standard:

7. **Equity:** A quality literacy program respects differences. It has structures and supports in place to increase access and equity outcomes to help learners from all backgrounds reach their goals.

Features:

The program is committed to serving people from all equity groups.

- ◆ The program has a policy indicating its commitment to serving people from all equity target groups.
- ◆ The program regularly reviews its policies, curricula, materials and approaches, in conjunction with learners and community equity groups, to identify ways in which it can improve access and facilitate improved outcomes.
- ◆ The program does outreach specifically targeted at equity groups.
- ◆ The program provides training for its staff, practitioners and volunteers regarding sensitivity to the characteristics and needs of people from equity groups.

- ❑ **LEARNER ACCESS:** The program sites are accessible to learners with physical disabilities or other barriers.

WHY?

The agency is committed to creating barrier free program sites and to providing supports and services within the limits of available resources. Sites should be accessible to allow for equal training and education opportunities for learners with disabilities.

Procedures:

1. *The program sites are safe and accessible for learners with disabilities.*
2. *The issue of site accessibility will be addressed yearly as a regular board agenda item. Learners and community disability organizations will be invited to attend this meeting.*
3. *The staff member assessing a learner entering the program will attempt to determine any necessary accommodations for a learner to be able to fully participate in the available programming.*
4. *Where a learner is unable to access a program due to physical limitations or barriers, the program will endeavour to make every accommodation possible so that the learner can participate. These accommodations may include but are not limited to:*
 - ◆ *Moving the program to a different room*
 - ◆ *Altering the programming or times available*
 - ◆ *Offering various supports such as childcare or transportation*
5. *Agency staff will foster a supportive environment by working to remove attitudinal barriers and inform and educate other community members.*

Key Core Quality Standard:

7. **Equity:** A quality literacy program respects differences. It has structures and supports in place to increase access and equity outcomes to help learners from all backgrounds reach their goals.

Features:

All components of the program are accessible to people with disabilities.

- ◆ The program sites, including interior spaces, equipment and materials, are accessible to people with disabilities.
- ◆ The program carries out a review, in conjunction with learners and community disability organizations, to identify and remedy any systematic barriers to full participation to people with disabilities.

- ◆ The program provides special supports, as required, to enable people with disabilities to participate.

The program adapts its processes, systems and practices to meet the unique cultural, physical and other needs of individuals wishing to participate in the program.

- ◆ The program identifies individual needs and preferences as part of initial and subsequent assessments and learning plans specify how these will be addressed.
- ◆ The location and hours of the program are accessible to learners, for example, easily reached by public transportation.
- ◆ Facilities are safe, well lit and inviting.

Key Core Quality Standard:

14. Support Services: A quality literacy program helps learners get the support services that they need, either in the program or in the community. For example, these services are transportation, childcare, counseling, and information and referral for economic and social needs.

Features:

The program is committed to assisting learners to overcome barriers to participation in the program.

- ◆ The program has a policy indicating its commitment to assisting learners to overcome barriers to participation.
- ◆ The program provides supports and reasonable accommodation, directly and through referral to other services, to enable learners to overcome barriers they face.
- ◆ The program modifies its setting and provides assistance as required to enable people with disabilities to participate.
- ◆ The program takes into account the needs of learners, such as childcare and transportation, in scheduling its activities.
- ◆ The program regularly consults its learners, practitioners and others to consider if it has hidden barriers which make it difficult or impossible for some people to participate.
- ◆ The program identifies common problems and support needs faced by its learners, for example by bringing these to the attention of other organizations in the community.

- ❑ REFERRAL OF LEARNERS: Learners that cannot be accommodated by the agency or would be better served by another literacy program will be referred appropriately.**

WHY?

Learners must be able to acquire the skills that they need in order to achieve their goals. Some programs will better serve learners than others. Agency staff must be aware of the limitations of the programming that is offered internally and also of the availability of other programs in the community.

Procedures:

1. *When a learner makes initial contact with the program, the program coordinator will make appropriate inquiries to determine if the learner should be assessed for the programming offered.*
2. *If it is apparent that the learner would be better served by another agency, the learner will be referred verbally to that agency. The learner should be given the following information:*
 - *Name of agency*
 - *Contact person*
 - *Telephone number*
3. *The program coordinator will record the referral on the appropriate tracking sheet (see below).*
4. *A follow up "Referral" form will be faxed to the other agency.*
5. *The program coordinator will follow up by telephone within 14 days of making the referral with the other agency. The results of this follow up call be recorded on the Referral Tracking Sheet (see example on next page).*

REFERRAL TRACKING SHEET

DATE/TIME		CLIENT NAME	REFERRED FROM	REFERRED TO	IS FOLLOW UP NECESSARY ?		AMOUNT OF TIME SPENT
DATE:					<input type="checkbox"/> YES	<input type="checkbox"/> NO	
TIME:					NOTES:		
DATE:					<input type="checkbox"/> YES	<input type="checkbox"/> NO	
TIME:					NOTES:		
DATE:					<input type="checkbox"/> YES	<input type="checkbox"/> NO	
TIME:					NOTES:		
DATE:					<input type="checkbox"/> YES	<input type="checkbox"/> NO	
TIME:					NOTES:		
DATE:					<input type="checkbox"/> YES	<input type="checkbox"/> NO	
TIME:					NOTES:		
DATE:					<input type="checkbox"/> YES	<input type="checkbox"/> NO	
TIME:					NOTES:		
DATE:					<input type="checkbox"/> YES	<input type="checkbox"/> NO	
TIME:					NOTES:		
DATE:					<input type="checkbox"/> YES	<input type="checkbox"/> NO	
TIME:					NOTES:		
DATE:					<input type="checkbox"/> YES	<input type="checkbox"/> NO	
TIME:					NOTES:		
DATE:					<input type="checkbox"/> YES	<input type="checkbox"/> NO	
TIME:					NOTES:		
DATE:					<input type="checkbox"/> YES	<input type="checkbox"/> NO	
TIME:					NOTES:		

- LEARNER INTAKE:** When a learner contacts the program a standardized intake process is completed.

WHY?

When a learner enters the program certain information must be collected. Formalization of the intake process ensures consistency in the treatment of learners and the information collected.

Procedures:

1. *When a learner contacts the program an appointment is set to complete an intake and assessment at a mutually convenient time for the learner and the program coordinator.*
2. *The student data record is completed at the intake session. Some of the information collected is used to complete the “LBS Program Statistical and Financial Report.” Information collected on the student data record includes:*
 - *Name, Address, Contact Phone numbers*
 - *Age, Sex, Marital Status*
 - *Source of Income*
 - *Participant Status (Aboriginal, Francophone, Person with Disability, Minority)*
 - *Referral Source*
 - *Educational Background (Last grade completed, last school attended)*
 - *Employment Status/Profile*
 - *Special needs (e.g.: travel, scheduling)*
 - *Long and short term goals*
3. *The program coordinator will attempt to identify any support needs of the learner during the intake. Where appropriate the learner may be referred to other known community agencies for support.*
4. *When a learner is referred from another agency the program coordinator has the referring agency complete a questionnaire. This informs the referral tracking process. (See Sample Questionnaire on next page)*

Key Core Quality Standard:

3. **Program Commitment to Learners:** A quality literacy program values, plans for and provides opportunities for learners to increase literacy and numeracy skills, life skills, critical thinking, and problem-solving.

Features:

The program fosters improvements in literacy and numeracy skills for all learners.

- ◆ Initial and ongoing assessments are done and used.

Key Core Quality Standard:

14. Support Services: A quality literacy program helps learners get the support services that they need, either in the program or in the community. For example, these services are transportation, childcare, counseling, and information and referral for economic and social needs.

Features:

The program assists learners in identifying their support needs.

- ◆ The program gives learners an opportunity to identify any support needs during their initial interviews.
- ◆ The program provides a means for learners to indicate, at any time, any special needs they have or barriers to participation which they are facing.

The program supports its learners in obtaining the community-based services which they require.

- ◆ The program is aware of community services which may be applicable to its learners.
- ◆ The program has information available in plain language about community services which may be of interest to its learners.
- ◆ The program makes referrals of learners to community services.
- ◆ The program plays an active role in enabling learners to get the support they require.

Key Core Quality Standard:

15. Organizational Links: A quality literacy program has community and organizational links:

- To meet program goals
- To help learners move successfully from one educational program to another, to greater community involvement, to further training, or to employment
- To integrate and strengthen literacy delivery at the local level
- To ensure that literacy education is integrated within the broader educational and training system

Features:

The program has working relationships with community groups, employment and social service programs and with other organizations that could be sources for attracting learners or which could assist learners with other needs, during or following their participation in the program.

- ◆ The program identifies other programs which may be a source of referrals or relevant for its learners' needs and makes this information available to its practitioners and learners.

Key Core Quality Standard:

18. Program Evaluation: A quality literacy program evaluates its effectiveness annually. Evaluation of the program is a participatory and continuous process.

Features:

Evaluation is a participatory process.

- ◆ Community partners and other key stakeholders outside the program are given an opportunity to participate in the evaluation where they can provide meaningful input.

Questionnaire for Referral Sources

Referral Agency: _____ Staff Contact: _____

1. How long have you been aware of this service?
2. How would you rate your understanding of this service?
3. What questions do you have about this service that have not been answered?
4. Do you have Adult Basic Literacy program material available for (a) reference for your staff or (b) for clients?
5. How does the Adult Basic Literacy program complement the service that you offer?
6. Comment on your situation with these services?
7. What is the profile of clients that you are likely to refer?
8. What improvements do you recommend for this program?

*Source: Adult Basic Literacy Program
Tillsonburg and District Mutli-Service Centre Tillsonburg, Ontario*

- PROGRAMMING OPTIONS:** The agency offers a variety of programming options to meet the needs of the learners that it is serving.

WHY?

There are a diversity of adult learners and learning styles. For example, some learners are able to acquire the skills they need in a group setting and some require one on one attention.

Procedures:

1. *When a learner enters the program their learning style and preferences are determined and they are placed in the program that best suits their needs.*
2. *The agency offers one on one tutoring and small group sessions [or whatever your agency actually offers].*
3. *Where the programming offered is not suitable for the learner, they will be referred appropriately to another program in the community. The process outlined in the policy entitled "LEARNER REFERRAL" will be followed.*
4. *Where there is no other suitable programming available for the learner the agency will put forth its best effort to accommodate the learner's needs internally provided that the training to be offered fits within the mandate and financial restrictions of the agency.*
5. *The programming offered by the agency will be reviewed on a yearly basis in order to ensure that the needs of the learner are being met. Factors to be considered include but are not limited to the following:*
 - *Input from learners*
 - *Input from practitioners*
 - *Contact hour statistics*
 - *Information from other literacy programs in the community*
 - *Financial restrictions*
 - *Effectiveness of the mode of instruction offered*
 - *Ratio of instructors to learners*

Key Core Quality Standard:

3. Program Commitment to Learners: A quality literacy program values, plans for and provides opportunities for learners to increase literacy and numeracy skills, life skills, critical thinking, and problem-solving.

Features:

The program fosters improvements in literacy and numeracy skills for all learners.

- ◆ Learners are presented with a mix of formal and informal opportunities for learning and practising literacy/numeracy

The program values and supports the development of independence, critical thinking and problem solving.

Key Core Quality Standard:

10. Ratio of Learners to Instructors: A quality literacy program has a ration of learners to instructors which is appropriate to learner's needs and levels as well as to the mode of instruction.

Features:

The program has a realistic ratio of instructors to learners to ensure that diverse needs of the learners can be met.

- ◆ The program has a policy of establishing appropriate ratios of instructors to learners for different modes and levels of instruction, based upon its own experiences, research and evaluation, shared information with other literacy programs, and the literature on the effectiveness of literacy training.
- ◆ The program's policy on ratio is used for a basis for establishing staff levels and targets for recruiting and training volunteer tutors and for deciding upon its allocation of resources for various modes of instruction (for example one-on-one vs. group instruction).
- ◆ The program's policy on ratios is used as a basis for deciding how many learners the program can accommodate at any one time.

Ratios are adjusted, as appropriate, to take into consideration special needs and circumstances of learners.

- ◆ Initial and ongoing assessments identify the need for additional or special instruction, as well as the appropriateness of a different mode of instruction (for example one-on-one in comparison with a group setting).
- ◆ Smaller class or additional instructors or other supporters are used for learners with special needs, such as people with multiple handicaps, who require additional assistance.

Chapter 6

Marketing and Community Outreach Policy Templates



CORE QUALITY STANDARDS

- ◆ Community Focus
- ◆ Access and Equity
- ◆ Outreach

Applicable Service Quality Management Requirement

“A community outreach and marketing strategy”

LBS Program Guidelines June 1998: Part 2, Section 1, Page 9

An agency's responsibility with respect to promotional and outreach activities includes:

- ◆ Conducting promotional and outreach activities which are consistent with the learner focus of the agency's services
- ◆ Conducting outreach activities within the local community to inform the appropriate client groups of the agencies services
(LBS Program Guidelines June 1998: Part 1, Section 3, Page 7)

A performance indicator for community outreach is “a community outreach and marketing strategy”. The strategy should reflect the community served and the learners it wishes to attract. *(LBS Program Guidelines June 1998: Part 1, Section 3, Page 8)*

It is also important to note that funding for outreach and recruitment costs (promotion, marketing and advertising) is one of the acceptable base-funding expenses. *(LBS Program Guidelines June 1998 Part 2, Section 2, Page 6)*

ADDITIONAL RESOURCES:

Building Public Awareness: A Manual for Literacy Practitioners

By Audra Making Maio and Patti Miller
© 1997 Southwestern Ontario Adult Literacy Network (now Literacy Link Ontario)

To order: (519) 246-1577

- ❑ **PUBLIC RELATIONS:** Agency employees will ensure that, at all times, their behaviour and practice reflects the standards of the agency and presents a positive, responsible and professional example.

WHY?

The agency needs to maintain a positive image in the community at all times.

Procedures:

1. *All routine inquiries or requests will be handled in a courteous and prompt fashion.*
2. *All complaints from the public will be referred to the program coordinator. Complaints will be dealt with immediately.*
3. *Any incident or complaint that could be considered serious must be referred to the executive director/board of directors.*

Key Core Quality Standard:

2. **Community Focus:** A quality literacy program is rooted in the community it serves. Learners participate in decisions that affect them and their communities. The program reflects its own philosophy and objectives and strengthens individuals, their communities, and their cultural identity.

Features:

The program and the community interact with one another.

- ◆ The program and the community exchange ideas.

- ❑ **OUTREACH AND MARKETING PLAN:** The agency develops a yearly marketing and outreach plan.

WHY?

To ensure that agency promotion occurs throughout the year.

Procedures:

1. *The program coordinator develops a marketing strategy that covers each fiscal year. The marketing strategy is written in an “Outreach and Marketing Plan”.*
2. *This marketing strategy should include several different marketing approaches. The following is a list of potential marketing ideas/events/strategies that could be included in the outreach and marketing plan (this is not an exhaustive list of ideas):*
 - *Program brochure review/revisions*
 - *Program brochure distribution*
 - *Public speaking events to promote the program*
 - *Advertising – newspaper articles, posters, cable ads, radio ads*
 - *Program site visits*
 - *Contacting other relevant community agencies*
 - *Contacting industries*
 - *Contacting churches*
 - *Developing/updating an internet web site for the agency*
 - *Community displays (e.g. mall displays)*
 - *Agency newsletter*
 - *Hosting information sessions for other community agencies, industries, etc.*
3. *As part of the “Outreach and Marketing Plan”, a “Marketing and Outreach Event Schedule” for each fiscal year will be prepared by the program coordinator (see example “Outreach Plan: Event Schedule following).*
4. *Agency referral statistics will be reviewed yearly to identify sources of referral that should be targeted in the outreach and marketing plan.*
5. *Learner demographic statistics will be reviewed yearly to determine equity groups that should be targeted in outreach plan. This is developed further in the policy entitled “Outreach to Equity Groups”.*
6. *The need for volunteers will be considered in the planning process and when necessary the “Outreach and Marketing Plan” will include activities specifically aimed at volunteer recruitment.*

Key Core Quality Standard:

2. Community Focus: A quality literacy program is rooted in the community it serves. Learners participate in decisions that affect them and their communities. The program reflects its own philosophy and objectives and strengthens individuals, their communities, and their cultural identity.

Features:

The program and the community interact with one another.

- ◆ The program and the community exchange ideas.

Key Core Quality Standard:

13. Outreach: A quality literacy program uses positive and effective strategies to attract learners.

Features:

The program develops and uses specific outreach strategies most appropriate for the types of learners it wishes to attract.

- ◆ The program identifies the target groups it wishes to attract.
- ◆ The program develops an outreach strategy for each target group, based upon analysis of information about the target group and by asking representatives of the group and others familiar with it about the best strategies to reach prospective learners.
- ◆ The program uses forms of outreach which are based upon the above analysis and uses print as well as non-print methods such as networking, word-of-mouth communications and community development strategies.
- ◆ Written materials aimed at prospective learners use plain language and present positive images of literacy learners and learning.

The program uses a variety of means to promote itself and to make its services known, directly or indirectly, to potential learners.

- ◆ The program uses collaborative approaches with other groups or organizations which may have contact with its target audiences.
- ◆ The program puts on events and presentations to the public, other agencies and groups.
- ◆ The program has a public relations strategy in order to obtain publicity for its services in a variety of media.

The program uses specific outreach strategies in order to attract volunteers, such as tutors, to its program.

- ◆ The program identifies its volunteer requirements and appropriate strategies for recruitment.
- ◆ The program implements an outreach/recruitment approach based upon the strategies it has identified.

**OUTREACH PLAN
APRIL 1998 – MARCH 1999
OUTREACH PLAN: EVENT SCHEDULE**

Checklist for April, May, June

- Visit to Norwich, Aylmer, Staffordville, Delhi, and Aylmer Library
- Poster blitz in Aylmer, Staffordville, Delhi and Norwich
- Cable notices – Norwich, Delhi, East Elgin and Rogers
- Industry contact
- Church contact
- Agency contact
- Newspaper article in Delhi Reformer

Checklist for July, August, September

- Visit to Norwich, Aylmer, Staffordville, Delhi, and Aylmer Library
- Poster blitz in Aylmer, Staffordville, Delhi and Norwich
- Cable notices – Norwich, Delhi, East Elgin and Rogers
- Industry contact
- Church contact
- Agency contact
- Newspaper article in Delhi Reformer

Checklist for October, November, December

- Visit to Norwich, Aylmer, Staffordville, Delhi, and Aylmer Library
- Poster blitz in Aylmer, Staffordville, Delhi and Norwich
- Cable notices – Norwich, Delhi, East Elgin and Rogers
- Industry contact
- Church contact
- Agency contact
- Newspaper article in Delhi Reformer

Checklist for January, February, March

- Visit to Norwich, Aylmer, Staffordville, Delhi, and Aylmer Library
- Poster blitz in Aylmer, Staffordville, Delhi and Norwich
- Cable notices – Norwich, Delhi, East Elgin and Rogers
- Industry contact
- Church contact
- Agency contact
- Newspaper article in Delhi Reformer

*Source: Adult Basic Literacy Program
Tillsonburg and District Multi-Service Centre*

- ❑ **OUTREACH TO EQUITY GROUPS: The agency targets equity groups in their outreach efforts.**

WHY?

Principles of equity must be applied when conducting outreach activities for the agency.

Procedures:

1. Refer to the policy entitled "Learner Equity" on page 5-5.

Key Core Quality Standards:

7. Access and Equity: A quality literacy program respects differences. It has structures and supports in place to increase access and equitable outcomes and to help learners from all backgrounds reach their goals.

Features:

The program is committed to serving people from all equity groups.

- ◆ The program does outreach specifically targeted at equity groups.

Key Core Quality Standard:

13. Outreach: A quality literacy program uses positive and effective strategies to attract learners.

Features:

The program develops and uses specific outreach strategies most appropriate for the types of learners it wishes to attract.

- ◆ The program identifies the target groups it wishes to attract.
- ◆ The program develops an outreach strategy for each target group, based upon analysis of information about the target group and by asking representatives of the group and others familiar with it about the best strategies to reach prospective learners.

- ❑ **PROGRAM BROCHURE:** The program has an up to date brochure written in clear language that is made available throughout the community on a year round basis. The brochure is reviewed for accuracy on a yearly basis.

WHY?

Having a brochure in the community means that information about the program is accessible year round.

Key Core Quality Standard:

- 13. Outreach: A quality literacy program uses positive and effective strategies to attract learners.

Features:

The program develops and uses specific outreach strategies most appropriate for the types of learners it wishes to attract.

- ◆ The program identifies the target groups it wishes to attract.
- ◆ The program uses forms of outreach which are based upon the above analysis and uses print as well as non-print methods such as networking, word-of-mouth communications and community development strategies.
- ◆ Written materials aimed at prospective learners use plain language and present positive images of literacy learners and learning.

- ❑ **MEDIA POLICY:** Information which is released to the media will be truthful and accurate, and will preserve the confidentiality and privacy of the clients and the integrity and effectiveness of the agency's programs. All inquiries and/or requests from the media will be referred to the executive director.

WHY?

The protection of the security and privacy of the participants and the integrity of the agency should be of the utmost consideration in providing and reporting any information to the media.

Procedures:

When a staff member is approached by a member of the media for information or an interview they will:

- ◆ *Refer the media to the executive director's office to arrange an appointment*
- ◆ *Explain that in order to present a cohesive, current and authoritative reply it is best that all comments come from the executive director*
- ◆ *Make no other comment or observation other than to refer the request to the executive director*

- MEDIA RELATIONS POLICY:** Only a designated staff member shall respond to the media. The confidentiality and privacy of the clients is paramount and will be protected and ensured by all employees and volunteers of the program. Clients, volunteers and employees of the program shall not be forced to participate in a media interview.

WHY?

The agency program's are operated on behalf of and funded by the public. Therefore, the public, community and media are entitled to information of a kind that does not compromise the confidentiality and privacy of the clients and their families, nor the integrity and effectiveness of the program.

Procedures:

1. *The executive director shall handle all media inquiries. Media inquires should be brought to the attention of and directed to the executive director immediately.*
2. *The executive director must approve media requests for tours, interviews or printed articles. The confidentiality of the learners and volunteers is paramount and identification in any form is not permitted in a media piece without written consent from the learner or volunteer.*
3. *Wherever possible the airing/printing of interviews/information shall be monitored to ensure accuracy. The executive director will pursue issues of inaccuracy with the media contact.*
4. *All press releases will be reviewed and approved by the executive director prior to release.*
5. *Photographs can only be taken with the participant's written permission.*
6. *Learners, volunteers and staff cannot be forced to participate in interviews.*
7. *The executive director shall consult with the appropriate funding body regarding any significant requests from the media such as an interview or filming session.*

- ❑ **INFORMATION SESSIONS:** The agency provides information sessions for the public when requested to do so.

WHY?

Information sessions allow access of the public to promote broad understanding of the program.

Procedures:

1. *The program coordinator will be responsible for providing information sessions when requested to do so, provided that the request is reasonable.*
2. *The program coordinator shall ensure the maintenance of security and the protection of privacy of the clients at all times.*
3. *Staff members should extend the fullest degree of cooperation and courtesy to members of the public at all times.*

Key Core Quality Standard:

2. **Community Focus:** A quality literacy program is rooted in the community it serves. Learners participate in decisions that affect them and their communities. The program reflects its own philosophy and objectives and strengthens individuals, their communities, and their cultural identity.

Features:

The program and the community interact with one another.

- ◆ The program and the community exchange ideas.

- ❑ **PUBLIC COMMUNICATIONS NOTICE: Public communication messages produced by the agency contain the message: “The Literacy and Basic Skills Program is funded by the Government of Ontario.”**

WHY?

MET requires this. See *LBS Program Guidelines June 1998: Part 2, Section 4, Page 5.*

Procedures:

1. *Public communication messages, both printed or broadcast, include but are not limited to:*
 - *News releases*
 - *Posters*
 - *Flyers*
 - *Brochures*
 - *Newspaper displays*
 - *Classified advertising*
 - *Radio and television advertising*
 - *Billboards*
 - *Transit shelters*
 - *Letterhead*
 - *Newsletters*

2. *The agency will place prominently, in public view, any LBS program signs supplied by MET, and other signs that both clearly identify LBS Program services, and indicate that the delivery agency is financially supported by the Government of Ontario.*

- ❑ **USE OF LOGOS:** Any use of the official Ontario Government Logo requires prior written approval from MET. The agency can use the Literacy Ontario logo but will notify LBS MET staff before the Literacy Ontario logo is used.

WHY?

This guideline has been set by MET. See *LBS Program Guidelines June 1998: Part 2, Section 4, Page 5.*

Procedures:

1. *GOVERNMENT OF ONTARIO LOGO (Trillium enclosed in a circle accompanied by the word "Ontario"):*
 - ◆ *This logo must not be used on business cards, letterhead, or administrative materials prepared and distributed by the agency.*
 - ◆ *Any use of this logo on promotional or informational material requires prior written approval from MET.*
 - ◆ *When the agency wishes to obtain permission to use the logo on promotional or informational material the program coordinator will make a written request to the LBS consultant which includes a sketch of the proposed sign, and the measurement specifications of the sign and the logo.*
2. *LITERACY ONTARIO LOGO:*
 - ◆ *Prior to using this logo, the program coordinator will inform LBS staff of the proposed usage.*
 - ◆ *The program coordinator will send a copy of the publication where the logo has been used to the LBS Section in a timely fashion.*

Chapter 7

Local Planning, Coordination and Evaluation Policy Templates



CORE QUALITY STANDARDS

- ◆ **Program Mission**
- ◆ **Community Focus**
- ◆ **Organizational Links**
- ◆ **Program Accountability**
- ◆ **Program Evaluation**

Applicable Service Quality Management Requirements

“A process that allows the literacy agency to provide services that are planned, coordinated, and evaluated with local stakeholders and other service providers”

LBS Program Guidelines June 1998: Part 2, Section 1, Page 9

“A process to ensure agency participation in the evaluation of the effectiveness of the local planning and coordination process”

LBS Program Guidelines June 1998: Part 2, Section 1, Page 9

All local planning and coordination partners in a community are expected to work together to create an annual “Literacy Services Plan”. The plan “ is a broad response to the literacy needs of the community. A plan identifies the key activities to be carried out by agencies as well as gaps and overlaps which must be addressed.” (LBS Program Guidelines Appendix June 1998: Part 3, Appendix 1 page 1).

The planning process generally takes place at the Local Planning Committee meetings. Participation in this process is required by MET. Each agency is expected to come prepared to share information about the projected number of learners the agency will serve, how often and for how long as well as the projected contact hours for each site for the upcoming fiscal year. (*LBS Program Guidelines Appendix June 1998: Part 3, Appendix 1 page 2*).

Full participation in the process is very valuable since “an individual agency’s business plan conforms to the commitments it made with the local planning and coordination group” (*LBS Program Guidelines Appendix June 1998: Part 3, Appendix 1 page 1*). The importance of this is further highlighted by the fact that the contract that each delivery agency signs with MET says:

The Delivery Agency warrants that the LBS business plan it has submitted to the Ministry, and the material and information it has provided to the Ministry in support of the plan for the purpose of obtaining a contribution is true and correct and fairly represents all material facts relating to the delivery of the LBS Program. (*LBS Program Guidelines Appendix June 1998: Part 3, Appendix 2, Clause 33, page 7*)

- ❑ **COOPERATIVE PROGRAMMING WITH OTHER AGENCIES:** The agency is prepared to initiate and cooperate with efforts to provide services in conjunction with other local literacy and social service agencies/groups.

WHY?

Cooperation and a sharing of resources are the most efficient way of ensuring maximum service provision for clients.

Procedures:

1. *The program coordinator is responsible for ensuring the integrity of other agencies/groups prior to the agency's participation in jointly sponsored activities, staff endorsement of or the referral of clients to other agency/group programs.*
2. *Assessment of the integrity of other agencies/groups by the program coordinator should include the following criteria:*
 - *Services provided meet ethical standards*
 - *Services are generally accepted as effective*
 - *Standards for client confidentiality are acceptable*
3. *The program coordinator explains the agency's mission statement and goals with other agencies that it deals with.*
4. *The program coordinator is responsible for feedback on the service that the agency is offering from the other service providers in the community.*

Key Core Quality Standard:

1. Program Mission: A quality literacy program has a clearly written statement of mission and objectives which it follows and shares with the people involved in the program and with other stakeholders in the community.

Features:

People involved in the program and other stakeholders are familiar with the mission and objectives.

- ◆ A participatory process, involving all stakeholders, has been used in the development of the statement of mission and objectives.

Key Core Quality Standard:

15. Organizational Links: A quality literacy program has community and organizational links:

- ❖ To meet program goals
- ❖ To help learners move successfully from one educational program to another, to greater community involvement, to further training, or to employment
- ❖ To integrate and strengthen literacy delivery at the local level
- ❖ To ensure that literacy education is integrated within the broader educational and training system

Features:

The program actively works with other education service providers to facilitate the movement of learners from one program to another.

- ◆ The program has a working relationship, including both formal and informal contacts, with each education service provider in the area.
- ◆ The program asks other service providers, through a survey or other means, for comments about its own services.

Key Quality Standard:

16. Program Accountability: A quality literacy program does what it says it will do. It is accountable to its learners, sponsoring organizations, partners, community and funders. All stakeholders, not only program staff, are accountable for the success of the program.

Features:

The program meets its commitment to its partners, the community and its other external and internal stakeholders.

- ◆ The program informs its partners and other community organizations about its achievements in written form and/or through meetings to discuss expectations.

- ❑ **LOCAL COMMUNITY PLANNING PROCESS (LCPP):** The program coordinator attends the local planning committee meetings.

WHY?

The only way to ensure that services in the community are coordinated is for the different service providers to have an opportunity to discuss programs, issues etc. on a regular basis.

Procedures:

1. *The program coordinator will attend the local planning committee meetings.*
2. *When the program coordinator is unable to attend, an alternate person will be designated to attend (if possible).*
3. *The representative attending the local planning committee meeting will actively participate in the meetings.*
4. *The member of the agency attending the LCPP meetings will be prepared to share information including but not limited to:*
 - *Projected number of learners the agency will serve, how often and for how long*
 - *Projected number of contact hours at each site*
5. *Information requested from the committee for planning purposes will be brought to the committee in a timely fashion.*
6. *The program coordinator will make a regular report regarding the activities of the Local Planning Committee to the executive director and/or the board of directors of the agency.*

Key Quality Standard:

15. Organizational Links: A quality literacy program has community and organizational links:
- ❖ To meet program goals
 - ❖ To help learners move successfully from one educational program to another, to greater community involvement, to further training, or to employment
 - ❖ To integrate and strengthen literacy delivery at the local level
 - ❖ To ensure that literacy education is integrated within the broader educational and training system

Features:

The program works with other educational service providers to strengthen the overall provision of literacy services in the community.

- ◆ The program is an active participant in local and regional networks and coordinating groups.
- ◆ The program, together with other organizations, undertakes activities such as special events, public forums, publicity and other activities to strengthen literacy awareness within the community and to advocate on behalf of literacy learners.
- ◆ The program works in partnership with other literacy/education organizations on specific issues, tasks and common problems. For example, these may include the development of resources, practitioner training, or means of assessing learner accomplishments.

The program has working relationships with community groups, employment and social service programs and with other organizations that could be sources for attracting learners or which could assist learners with other needs, during or following their participation in the program.

- ◆ The program has a working relationship, including both formal and informal contacts, with other community-based organizations.
- ◆ The program participates in community networks, special events, and other coordinated activities which provide a means to identify and advance issues related to literacy and other needs of learners.

Key Core Quality Standard:

18. Program Evaluation: A quality literacy program evaluates its effectiveness annually. Evaluation of the program is a participatory and continuous process.

Features:

Evaluation is a participatory process.

- ◆ Community partners and other key stakeholders outside the program are given an opportunity to participate in evaluation where they can provide meaningful input.

- ❑ **LITERACY SERVICE PLAN: The agency actively participates in the completion of a literacy service plan on a yearly basis.**

WHY?

This process allows all of the service providers in the community to identify key activities to be carried out by the agency and identify gaps and overlaps of literacy services in the community.

Procedures:

1. *This process takes place prior to the end of November on a yearly basis at the LCPP meetings.*
2. *The executive director will ensure that there is an agency representative in attendance at these important planning meetings.*

Key Quality Standard:

15. Organizational Links: A quality literacy program has community and organizational links:

- ❖ To meet program goals
- ❖ To help learners move successfully from one educational program to another, to greater community involvement, to further training, or to employment
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Features:

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The program has working relationships with community groups, employment and social service programs and with other organizations that could be sources for attracting learners or which could assist learners with other needs, during or following their participation in the program.

- ◆ The program has a working relationship, including both formal and informal contacts, with other community-based organizations.
- ◆ The program participates in community networks, special events, and other coordinated activities which provide a means to identify and advance issues related to literacy and other needs of learners.

- ❑ **COMPLAINTS:** Complaints lodged by program participants and/or members of the public shall be resolved as openly, courteously and promptly as possible.

WHY?

As a non-profit, community based organization the agency has an obligation to maintain public accountability.

Procedure:

1. *The program coordinator will maintain a written record of each complaint, course of action and its resolution.*

Key Core Quality Standard:

2. Community Focus: A quality literacy program is rooted in the community it serves. Learners participate in decisions that affect them and their communities. The program reflects its own philosophy and objectives and strengthens individuals, their communities, and their cultural identity.

Features:

The program and community interact with one another.

- ◆ The program and the community exchange information and ideas.

- ❑ **RESEARCH:** The agency will make efforts to initiate and co-operate with research projects, subject to staff resources, client protection and program integrity.

WHY?

The agency recognizes the value and necessity of research and increasing knowledge in the field.

Procedures:

1. *For the purposes of this policy, research does not include ongoing in-house evaluation of program components.*
2. *Participation in research projects will be put before the board of directors for approval prior to agency participation.*
3. *Research proposals by agency staff are subject to the approval of the board of directors prior to submission to MET.*
4. *At no time will program participants be requested to participate in any research project without formal consent being given.*
5. *All research projects will ensure full confidentiality for participants.*

Key Quality Standard:

15. Organizational Links: A quality literacy program has community and organizational links:

- ❖ To meet program goals
- ❖ To help learners move successfully from one educational program to another, to greater community involvement, to further training, or to employment
- ❖ To integrate and strengthen literacy delivery at the local level
- ❖ To ensure that literacy education is integrated within the broader educational and training system

Features:

The program works with other educational service providers to strengthen the overall provision of literacy services in the community.

- ◆ The program works in partnership with other literacy/education organizations on specific issues, tasks and common problems. For example, these may include the development of resources, practitioner training, or means of assessing learner accomplishments.

The program has working relationships with community groups, employment and social service programs and with other organizations that could be sources for attracting learners or which could assist learners with other needs, during or following their participation in the program.

- ◆ The program participates in community networks, special events, and other coordinated activities which provide a means to identify and advance issues related to literacy and other needs of learners.

Chapter 8

Case Management

Policy Templates



CORE QUALITY STANDARDS

- ◆ **Mission Statement**
- ◆ **Program Commitment to Learner**
- ◆ **Learner Commitments to Program**
- ◆ **Respect for Learners**
- ◆ **Learner Centred Approaches and Methods**
- ◆ **Access and Equity**
- ◆ **Instruction Time**
- ◆ **Organizational Links**
- ◆ **Program Accountability**
- ◆ **Administrative Accountability**

Applicable Service Quality Management Requirements

“A case management process, including documentation of the movement of learners among services and agencies”

LBS Program Guidelines June 1998: Part 2, Section 1, Page 9

“A management review of learner files”

LBS Program Guidelines June 1998: Part 2, Section 1, Page 10

In order to ensure the smooth movement of a learner within an agency program and if applicable to a program with another agency, it is essential to have formalized case management policies and procedures in place.

There are many factors to consider in the case management process. The first is to determine whether a learner is eligible for service with the agency or whether their needs would be better served by another agency. Once it is determined that a learner would benefit from the programs that an agency offers a learner profile should be developed. The learner profile will include the following factors:

- ❖ Short and long term goals
- ❖ Appropriate learning styles
- ❖ An assessment of current skill level based on the 5 LBS levels
- ❖ Relevant learner background information

(LBS Program Guidelines June 1998, Part 1, Section3, Page 9)

Once a learner enters a program the services delivered should be recorded in a systematic manner. A current training plan should be in place for every learner in the program. While a learner is in a program, all documentation should be accurate and kept up to date. When a learner leaves a program there should a process in place to conduct exit assessment and follow-ups.

- ❑ **DOCUMENTATION: Program staff will maintain current records of all services delivered to the learners.**

WHY?

Records are required to enhance and ensure professional levels of communication and accountability.

Procedures:

1. *An active file will be opened for each learner upon entry into the program.*
2. *A “Learner Information Form” is filled out when a learner enters the program. (See example that follows)*
3. *All staff members must ensure that professional levels of documentation are maintained at all times. All documentation will be brief, concise, objective and relevant to the involvement of the learner in the program.*
4. *The following records should be maintained in the learner’s file:*
 - *Completed initial assessment*
 - *Consent forms, authorization for release of information*
 - *Referrals to other agencies*
 - *Goals and evaluative criteria*
 - *Individual session notes where applicable*
5. *The program coordinator reviews all files on a regular basis to ensure that the information contained is relevant, current and accurate.*

Key Core Quality Standards:

17. **Administrative Accountability:** A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, statistical and financial information.

Features:

The program has data collection and reporting processes in place to collect the statistical and other data needed to monitor its progress towards its objectives, to track learner progress, to plan and to do evaluation and to report to its funders and others.

- ◆ The program has procedures to keep personal information about learners confidential.
- ◆ The program clearly identifies who is responsible for recording various types of information and how this should be done.
- ◆ The program reviews the appropriateness of the information it collects annually, for example by considering how it uses the information and requesting practitioners and learners to identify better or simpler ways of documenting program activities and accomplishments.

LEARNER INFORMATION FORM

Please Print

S.I.N. # _____ Date: _____

Referral Source: _____

Last Name: _____ First Name: _____

Address: _____
Street City P.C.

Telephone: _____ Answering Machine? _____

Emergency Contact: _____ May we leave a message? _____

Address: _____ Telephone: _____

Personal Physician _____ Telephone: _____
Birthdate: ____ ____ ____

How did you hear about this program? _____

Main reason for taking this program (check only one)
Other: _____

- To get ready to find a job
- To get ready to take more training or education
- To help my confidence and social skills

Because we receive public funds, we are required to collect the following statistical information:

1. Age Range - 25 25 - 44 45 - 64 65+
2. Visible Minority Native Francophone Other
3. Do you consider yourself to be disabled? Yes No
4. Health Problems/Disabilities that may affect learning:
 Vision Hearing Speech
 Mobility Chronic Pain Other
(specify): _____
5. Have you been tested for Learning Disabilities?: _____
6. Country of Birth: _____
7. Citizenship Canadian Landed Immigrant Refugee Other

LEARNER INFORMATION FORM PAGE 2

Hobbies/Special Interests:

Long Term Goals:

Short Term Goals:

Remarks:

Place in Skillbook: _____

DATE MATCHED: _____
TUTORS NAME: _____ PHONE: _____
DATE OF FIRST SESSION: _____
TUTORS COMMENTS AFTER FIRST SESSION: _____
DATE MATCH TERMINATED: _____
REASON: _____

DATE MATCHED: _____
TUTORS NAME: _____ PHONE: _____
DATE OF FIRST SESSION: _____
TUTORS COMMENTS AFTER FIRST SESSION: _____
DATE MATCH TERMINATED: _____
REASON: _____

LEARNER INFORMATION FORM PAGE 4

Learning Options

I would like to work on...

- | | |
|--|---|
| <input type="checkbox"/> Long words | <input type="checkbox"/> Picking out what to remember when I read |
| <input type="checkbox"/> Short sentences | <input type="checkbox"/> Paying attention while I'm reading |
| <input type="checkbox"/> Long sentences | <input type="checkbox"/> Telling about what I've read |
| <input type="checkbox"/> Punctuation | <input type="checkbox"/> Criticizing what I've read |
| <input type="checkbox"/> Reading faster | <input type="checkbox"/> Spelling |
| <input type="checkbox"/> Meanings of words | <input type="checkbox"/> Handwriting |
| <input type="checkbox"/> Understanding in reading | <input type="checkbox"/> Knowing what to say when I'm writing |
| <input type="checkbox"/> Organizing ideas when I'm writing | <input type="checkbox"/> Knowing how to write correctly |
| <input type="checkbox"/> Remembering what I read | <input type="checkbox"/> Writing research papers |
| <input type="checkbox"/> Remembering what I hear | <input type="checkbox"/> Taking tests |
| <input type="checkbox"/> Math Skills | <input type="checkbox"/> Using the library |

When learning new things I like to

- be told how to do it
- be shown how to do it
- learn by doing it

When making a decision do you

- go with a gut feeling
- talk about it with someone
- see, read or write about it
- use logic to figure it out

When I am learning something new I prefer

- to know what to expect from each lesson
- to have something new and different in each lesson
- to have a choice of how I will learn

Preferences:

- | | | |
|--------------------------------------|---------------------------------------|-------------------------------------|
| <input type="checkbox"/> f/t | <input type="checkbox"/> p/t | |
| <input type="checkbox"/> mornings | <input type="checkbox"/> afternoons | <input type="checkbox"/> evenings |
| <input type="checkbox"/> once a week | <input type="checkbox"/> twice a week | <input type="checkbox"/> more often |
| <input type="checkbox"/> 1:1 | <input type="checkbox"/> small group | <input type="checkbox"/> classroom |

Source: Brant County LBS Programs

- ❑ **INITIAL ASSESSMENT:** Every new learner entering the program will be assessed to determine his or her current LBS level. When a learner transfers from another LBS MET funded program their portfolio will be reviewed to determine whether an assessment is necessary at that time.

WHY?

It is important to determine what LBS level the learner is at when they enter the program in order to track progress for the duration of their involvement.

Procedures:

1. *The instructor/program coordinator is responsible for conducting the initial assessment on a new learner or portfolio review for a transferring student.*
2. *The learner's goals will be identified during initial assessment if possible. The learner will participate fully in this process. This information will be used for training plan development.*

Key Core Quality Standard:

3. Program Commitment to Learners: A quality literacy program values, plans for and provides opportunities for learners to increase literacy and numeracy skills, life skills, critical thinking and problem solving.

Features:

The program fosters improvements in literacy and numeracy skills for all learners. Initial and ongoing assessments are done and used.

Key Core Quality Standard

4. Learner Commitments to Program: A quality literacy program asks for a realistic commitment of time and effort from learners to meet their identified goals.

Features:

Learners participate in their short and long-term goals

- ◆ Learners' goals are recorded as part of their initial assessment
- ◆ Learners' participation in the development and updating of their learning plan is recorded

- ❑ **LEARNER SENSITIVITY:** Service is designed to promote skills and attitudes which are as culturally valued as possible, using methods and environments as culturally understandable and acceptable as possible.

WHY?

Learner sensitivity is a basic, underlying principle of service. This is accomplished through emphasis on the development of culturally valued skills and attitudes and, as much as possible, through emphasis on the use of means and methods which are culturally understandable and acceptable.

Procedures:

1. *The goal of learner sensitivity is to make clients aware of their existing skills and attitudes and to develop further skills and attitudes which are valued by themselves, their families, their cultural groups and/or the community at large.*
2. *The strengths and abilities of clients shall be highlighted to them throughout the course of service.*
3. *The timing and location of service and assessment are minimally disruptive to the client's normal routines, lifestyle and cultural expectations.*
4. *Significant life changes and event's in the client's life are taken into account in the service.*

Key Core Quality Standard:

5. **Respect for Learners:** A quality literacy program maintains a good rapport and promotes mutual respect among learners, practitioners, and others in the organization. Programs provide a supportive learning environment, respect for learners' privacy, and constructive feedback on achievements.

Key Core Quality Standard:

7. **Access and Equity:** A quality literacy program respects differences. It has structures and supports in place to increase access and equitable outcomes and to help learners from all backgrounds reach their goals.

Features:

The program is committed to serving people from all equity groups.

Key Core Quality Standard:

9. **Instruction Time:** A quality literacy program offers instruction time often enough and long enough to allow learners to make reasonable progress toward their literacy goals. The frequency and duration of a program vary according to learner needs and objectives as well as to the resources available to programs.

Features:

The program takes into account special circumstances of the learner in identifying expectations for learner participation together with the learner.

- ◆ The program identifies needs and circumstances of the learner in identifying expectations for learner participation together with the learner.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- LEARNER TIME COMMITMENT: The learner makes a minimum time commitment to the program.**

WHY?

It is essential that programming is consistent and sufficient enough for the learner to have the opportunity to make reasonable progress.

Procedures:

- 1. The program coordinator and the learner will determine what the optimal amount of instructional time will enable the learner to reach their goals in a reasonable amount of time. The learner agrees to attend the program a set number of hours per week. [This figure will vary extensively depending on the type of programming. For example in a one-on-one tutoring program the time commitment may be 2 hours per week and in a classroom setting it could be several hours per week.] The time commitment made by the learner is recorded on their training plan.*
- 2. The instructor/tutor keeps track of the learner's attendance. This information is reported to the program coordinator on a daily/weekly/monthly/quarterly [pick one based on the individual agency/program needs] basis.*
- 3. Where the learner is not meeting the agreed upon amount of attendance time the program coordinator will meet with the learner to determine the reason.*
- 4. The agency will make every reasonable effort to ensure that the learner is able to participate in the program.*

Key Core Quality Standard

5. Learner Commitments to Program: A quality literacy program asks for a realistic commitment of time and effort from learners to meet their identified goals.

Learners are asked to make a minimum commitment of time and effort to their learning.

- ◆ The program has a policy stating its expectations for minimum learner participation.
- ◆ At the initial assessment, learners are asked to make a commitment to participate in the program at an agreed-upon level.
- ◆ Updates of learning plan document learners' continuing commitment to participation.

Learners participate in the program at the level they agreed to.

- ◆ Learner attendance is recorded in a systematic way.
- ◆ If attendance falls behind the agreed-upon goal, the program follows up with the learner to find out why.
- ◆ The program offers assistance to learners, if appropriate, who are having trouble participating in the program.

Key Core Quality Standard:

9. Instruction Time: A quality literacy program offers instruction time often enough and long enough to allow learners to make reasonable progress toward their literacy goals. The frequency and duration of a program vary according to learner needs and objectives as well as to the resources available to programs.

Features:

The program identifies the minimum amount of instruction, and its frequency, required for learners to progress.

- ◆ The program has a policy specifying the frequency and the minimum time learners are expected to devote to instruction. This is based upon the program's own experiences, research and evaluation, shared information with other literacy programs, and the literature.
- ◆ Training for program staff, practitioners and tutors includes the program's policy on minimum time and frequency of instruction.
- ◆ Information gathered by the program regarding optimal instructional time is used in the development of courses of instruction and individual learning plans.

The program discusses with prospective learners the time commitment they will need to make in order to expect to make progress.

- ◆ The learner and instructor/tutor agree on the amount of learning time to be committed to the learning program which is documented in the learning plan.
- ◆ The program maintains and reviews attendance records against agreements on learning time.
- ◆ The program discusses any problems with the level of participation with the learner.
- ◆ The program offers support and assistance to learners who are having difficulty in participation.

- ❑ **LEARNER ORIENTATION TO PROGRAM:** Every participant entering a program the agency is offering will receive a full orientation to the program.

WHY?

Every new client must be informed of the agency's guidelines and procedures so that they will fully understand the expectations they are required to meet.

Procedures:

1. *The program coordinator shall ensure that a new learner is oriented to the program in general and specifically to the following:*
 - *The mission statement of the agency*
 - *Staff members that with whom they will deal or come in contact with*
 - *The learner's rights and responsibilities including the time commitment expected of the learner.*
 - *Confidentiality information*
 - *Internal complaint procedure (if applicable)*

2. *The program coordinator shall ensure that the information is shared in a language that is understood by the learner, given his/her level of understanding in the following manner:*
 - *Orientation of each new learner is planned based on information available about the learner prior to entering the program (where applicable, for example if a learner is referred from another program)*
 - *Staff speak in ordinary and clear language*
 - *If staff feel that they have not communicated adequately, they will repeat or reword the information until they are completely satisfied that the learner understands.*

Key Core Quality Standard:

1. Program Mission: A quality literacy program has a clearly written statement of mission and objectives which it follows and shares with the people involved in the program and with other stakeholders in the community.

Features:

People involved in the program and other stakeholders are familiar with the mission and objectives.

- ◆ A mission statement is referenced in written materials (for example, pamphlets, newsletters), included in training for staff and volunteers, mentioned in orientation to new learners.

Key Core Quality Standard:

5. Respect for Learners: A quality literacy program maintains a good rapport and promotes mutual respect among learners, practitioners, and others in the organization. Programs provide a supportive learning environment, respect for learners' privacy, and constructive feedback on achievements.

Key Core Quality Standard:

10. Instruction Time: A quality literacy program offers instruction time often enough and long enough to allow learners to make reasonable progress toward their literacy goals. The frequency and duration of a program vary according to learner needs and objectives as well as to the resources available to programs.

Features:

The program discusses with prospective learners the time commitment they will need to make in order to expect to make progress.

- ◆ The learner and instructor/tutor agree on the amount of learning time to be committed to the learning program which is documented in the learning plan.

- ❑ **CONTINUITY OF SERVICE: Each learner receives coordinated, consistent, and integrated service.**

WHY?

Modern service delivery can be complex. Learners may need to relate to a series of different agencies. (For example, a client may be involved with Ontario Works, a daily program and a weekly one-on-one tutoring program.) There is a need to ensure consistency and coordination of the whole service “package” learners as a result of this pattern of service delivery.

Procedures:

1. *The goal of continuity of service is for learners to be provided with coordinated services that are consistent with and related to each other in terms of both goals for clients and methods to achieve those goals. Learners should be with services that are sequential and related to each other over time.*
2. *Efforts to promote continuity of service are pertinent to the three major phases of service, namely, the entry into, ongoing, and termination.*
3. *The prior service experiences of a learner should be taken into consideration when planning goals and methods for current plans of service.*
4. *Efforts to provide continuity at the beginning of service should include written and verbal contacts with previous service agents for the purpose of information sharing, and discussions with clients about service experiences.*
5. *The program coordinator should keep in contact with all other programs/agencies delivering services in order to ensure continuity.*
6. *Transfer or referral of a learner is a process requiring detailed communication with receiving agency and adequate preparation of the learner. The individual training plan should be transferred with the learner.*
7. *Obviously, goals may necessarily alter at any of these points. These changes need to be coordinated into the existing individual training plan in a timely fashion.*
8. *The criteria shall consist of concrete indicators that the standard is being honoured by the following facts:*
 - *The learner is informed of the importance of continuity of service and the specific activities used to promote it.*
 - *The learner is provided with services on a continuous basis.*

- *The learner has ready and continuous access to a staff member at the agency within their work schedule.*
- *All former literacy service agencies and other referral sources are contacted to determine previous problems, methods, goals and outcomes.*
- *The learner's perceptions of previous service are recorded.*
- *The learner is provided with and explanation of the relationship between current and past service.*
- *Goals and methods of service are coordinated and related to each other through conferences and contacts among service providers.*
- *Goal setting and review is used as a means of specifying and tracking progress on goals over time.*
- *In the learners individual training plan, specific steps and tasks for achieving the goals are outlined.*
- *The time commitment of the learner for the program is outlined in the individual training plan.*
- *The learner is provided with an explanation of the relationship between service provided and further services recommended.*
- *All information pertinent to current or future service of the learner is completely documented in the learner's confidential file.*

Key Core Quality Standard:

5. Respect for Learners: A quality literacy program maintains a good rapport and promotes mutual respect among learners, practitioners, and others in the organization. Programs provide a supportive learning environment, respect for learners' privacy, and constructive feedback on achievements.

Key Core Quality Standard:

6. Learner-Centred Approaches and Methods: A quality literacy program uses approaches and methods that are learner-centred. It supports learners to participate individually and collectively in order to take control of their learning.

Key Core Quality Standard:

15. Organizational Links: A quality literacy program has community and organizational links:

- ❖ To meet program goals
- ❖ To help learners move successfully from one educational program to another, to greater community involvement, to further training, or to employment
- ❖ To integrate and strengthen literacy delivery at the local level
- ❖ To ensure that literacy education is integrated within the broader educational and training system

Features:

The program actively works with other education service providers to facilitate the movement of learners from one program to another.

- ◆ The program has a working relationship, including both formal and informal contacts, with each education service provider in the area.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- ❑ **INDIVIDUAL TRAINING PLANS:** The agency shall ensure an on-going process of planning and training plan development for each participant which shall enable the participant to identify and address specific goals.

WHY?

Specific and sequential individualized programming is necessary in order for participants to attain an appropriate level of self-sufficiency and personal achievement with respect to their goal.

Procedures:

1. *Each learner shall have an individual training plan developed that outlines the following:*

- *Personal, Educational and Employment Background*
- *Long term and short term goals*
- *Training dates (the regular times when the learner will attend the program)*
- *Current abilities*
- *Skills needed to reach the learner's goals*
- *Skill gaps and plan of action to reach these goals*

2. *The training plan should:*

- *Use information gathered to develop a learner profile*
- *Identify any necessary referrals*
- *Detail the training to be provided*
- *Indicate which components of the plan that will be filled by the delivery agency developing the plan and which components may be delivered by other agencies*
- *Establish timelines*
- *Connect learners to the next steps towards their goals*
- *Detail expected learning outcomes*

(LBS Program Guidelines, Part 1, Section 3, Page 11)

3. *The staff member in charge of training plan development will endeavour to explore ways in which the learners strengths can be utilized and reinforced and examine the adequacy of the goals of the learner, the means employed to achieve these goals and the progress made towards these goals based upon measurable indicators (assessment of demonstrations).*

4. *The program coordinator will take into the account any special needs and/or circumstances of the learner during the development of an individual learning plan.*

5. *The learner is involved in every step of the individual training plan development and updating.*
6. *The program coordinator tracks the learner's participation in individual training plan development.*
7. *The learner is given a copy of the individual training plan and each update thereafter.*
8. *The program coordinator will review each training plan on a quarterly basis [or whatever timeframe your agency uses] to ensure adherence to program standards. Informal reviews of the training plan will be ongoing as part of supervision and in response to specific issues.*
9. *All literacy delivery agencies and other service providers in the community can understand the format of the training plan. (LBS Program Guidelines, Part 1, Section 3, Page 12)*

Key Core Quality Standard:

3. Program Commitment to Learners: A quality literacy program values, plans for, and provides opportunities for learners to increase literacy and numeracy skills, life skills, critical thinking, and problem-solving.

Key Core Quality Standard:

4. Learner Commitments to Program: A quality literacy program asks for a realistic commitment of time and effort from learners to meet their identified goals.

Features:

Learners participate in their short and long-term goals

- ◆ Learners' goals are recorded as part of their initial assessment
- ◆ Learners' participation in the development and updating of their learning plan is recorded

Key Core Quality Standard:

6. **Learner-Centred Approaches and Methods:** A quality literacy program uses approaches and methods that are learner-centred. It supports learners to participate individually and collectively in order to take control of their learning.

Key Core Quality Standard:

8. Learning Assessment: A quality literacy program evaluates learners' progress on an ongoing basis. The process involves learners and contributes to their development.

Key Core Quality Standard:

9. Instruction Time: A quality literacy program offers instruction time often enough and long

Features:

The program takes into account special circumstances of the learner in identifying expectations for learner participation together with the learner.

- ◆ The program identifies needs and circumstances of the learner in identifying expectations for learner participation together with the learner.
- ◆ Learning plans take individual needs and circumstances into account in specifying a course of instruction which the program and the learner have agreed is reasonable.
- ◆ The program policy permits modifications and exceptions to the minimum amount of time learners are normally expected to commit, in order to accommodate individual needs and circumstances.
- ◆ The program schedules learning opportunities in order to make it as easy as possible for learners to participate.

The program uses focus groups, a questionnaire or other means of asking learners and practitioners about their satisfaction with the amount of learning time

- PORTFOLIO: Every learner involved in an agency program has an individual portfolio.**

WHY?

A functional portfolio keeps all relevant documentation in a neat and orderly fashion. Having an up to date portfolio helps to support a seamless system.

Procedures:

1. *The program coordinator will ensure that every learner has a portfolio.*
2. *The portfolio will contain a copy of the most recent training plan, evidence of demonstrations and any other relevant information.*
3. *The portfolio will be kept up to date. This is the joint responsibility of the learner, tutor/instructor and the program coordinator.*
4. *The portfolio is to be considered the property of the learner and as such shall be readily available for the learner to access.*
5. *When a learner leaves the program to go to another LBS MET funded program they shall take the portfolio with them to the new program. See policy entitled "Transfer".*
6. *Before a learner takes their portfolio to another program necessary copies of relevant documents kept in the portfolio shall be made to be kept on file at the agency in compliance with any MET records retention policies.*

- ❑ **LEARNER TRANSFER:** When a learner transfers to another LBS MET funded program, they take a copy of their individual portfolio with them to the new program.

WHY?

Allowing the learner to take their portfolio with them supports the idea of a seamless system. When a learner starts in a new program they should not need to be re-assessed as their training plan will indicate what LBS Level they are currently at.

Procedures:

1. *When a learner decides to transfer to another program or is referred to another program they shall be provided with a copy of the relevant documentation found in their learner portfolio. This documentation includes, but is not limited to the following:*
 - *The training plan*
 - *Completed demonstrations*
 - *Any current assessments*
2. A copy of the most current training plan will be kept on file in the agency for a period of 3 years.

Key Core Quality Standard:

15. Organizational Links: A quality literacy program has community and organizational links:
- ❖ To meet program goals
 - ❖ To help learners move successfully from one educational program to another, to greater community involvement, to further training, or to employment
 - ❖ To integrate and strengthen literacy delivery at the local level
 - ❖ To ensure that literacy education is integrated within the broader educational and training system

- ❑ **LEARNER FOLLOW-UP: When a learner leaves the program the program coordinator will follow-up on that learner at regular intervals.**

WHY?

It is important to determine whether a learner was ready to leave the program when they did and whether the programming they received was beneficial to them. By conducting follow-up contact with the learner, they will feel more comfortable re-entering the program when the need arises.

Procedures:

1. *When a learner leaves the program, an exit assessment will be completed by the program coordinator.*
2. *The agency encourages participants to maintain contact with program staff after leaving the program.*
3. *The program coordinator is responsible for formally contacting each learner three months and six months after they leave the program. The “Learner Tracking Form” exit form will be completed by the program coordinator (See example of a “Learner Tracking Form that follows). When a learner cannot be contacted through reasonable efforts, the coordinator will note this on the tracking form.*

Key Core Quality Standard:

15. Organizational Links: A quality literacy program has community and organizational links:

- To meet program goals
- To help learners move successfully from one educational program to another, to greater community involvement, to further training, or to employment
- To integrate and strengthen literacy delivery at the local level
- To ensure that literacy education is integrated within the broader educational and training system

Features:

The program actively works with other education service providers to facilitate the movement of learners from one program to another.

- ◆ The program tracks the movement of learners from other educational settings to its program and from its program to other settings.
- ◆ The program conducts follow-up interviews with its learners who move to other settings to determine their level of readiness for their new educational activity.

The program has working relationships with community groups, employment and social service programs and with other organizations that could be sources for attracting learners or which could assist learners with other needs, during or following their participation in the program.

- ◆ The program follows up with learners who move to other programs, such as employment, about how well their literacy training has prepared them for their new activity.



LEARNER TRACKING FORM PAGE 2

4. Do you feel the program was geared to your needs?

Yes

No

How did it help/not help you?

5. Have you used the skills obtained from program?

Yes

No

How have you used these skills?

6. Do you have any comments or suggestions that would help us improve our program?

Source: The Literacy Council of Brantford and District

- ❑ **RECORDS RETENTION/DISPOSITION:** The agency shall ensure that files are retained and destroyed according to the MET's policies.

WHY?

Due to the sensitive nature of working with adult literacy learners, strict guidelines must be followed in order to protect the confidentiality of learners, the funding body (MET) and the agency itself.

Procedures:

1. *Transfer of Files:*

- *All relevant reports shall be sent to the appropriate Ministry on the completion of the program by the learner.*
- *The program shall maintain a duplicate file that is subject to the destruction guidelines of MET.*
- *Reports prepared for another agency for an acceptable purpose shall be marked "CONFIDENTIAL".*

2. *A copy of each individual learner's training plan must be kept on file for 3 years after the learner leaves the program. (LBS Program Guidelines, Part 1, Section 3, Page 12)*

3. *The agency shall ensure compliance with MET's procedure for the destruction of records.*

4. *Agency records, including financial records, shall be maintained for a minimum of [insert required number] years.*

Key Core Quality Standard:

- 16. Program Accountability: A quality literacy program does what it says it will do. It is accountable to its learners, sponsoring organizations, partners, community, and funders. All stakeholders, not only program staff, are accountable for the success of the program.

Features:

The program meets the requirements of its funders.

- ◆ The program clarifies expectations of its funders, through review of correspondence and other documentation and through regular communication.
- ◆ The program carries out the activities it has agreed to do and collects the information requested by its funders.

- ◆ The program provides funders with required information and reports, in the form requested, within the time it is required to do so.

Chapter 9

Safety Policy Templates



CORE QUALITY STANDARDS

- ◆ Access and Equity

Applicable Service Quality Management Requirement

“A system for assessing and contributing to the safety of learners, staff, volunteers, and others involved in the LBS Program while at program sites”

LBS Program Guidelines June 1998: Part 2, Section 1, Page 10

The safety and well being of learners, volunteers and staff members is essential to the agency.

- GENERAL SAFETY:** All program staff are responsible for the safety of the learners, volunteers, and themselves.

WHY?

The health, well being, and safety of the participants, volunteers and staff must always be a primary objective.

Procedures:

1. *All staff members, volunteers and learners should understand the emergency procedures in place for the program.*
2. *A proper fire drill procedure is in place in every programming location. Staff shall ensure that there is an operable fire extinguisher in each program area at all times.*
3. *Staff will report all accidents, incidents and safety problems in writing to the executive director.*

Key Core Quality Standard:

7. **Access and Equity:** A quality literacy program respects differences. It has structures and supports in place to increase access and equitable outcomes and to help learners from all backgrounds reach their goals.

Features:

The program adapts its processes, systems and practices to meet the unique cultural, physical and other needs of individuals wishing to participate in the program.

- ◆ Facilities are safe, well lit and inviting.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- SERIOUS INCIDENTS:** When a serious incident occurs, or is suspected to have occurred, the staff member must report it to the executive director immediately. The incident shall be documented at the earliest opportunity on an Incident Report.

WHY?

To ensure that management is aware of any potentially dangerous or critical situations so that preventative, corrective, and/or follow-up action can be immediately taken.

Procedures:

1. *A serious incident is defined as follows:*

- *Serious injury or hospitalization*
- *Excessive destruction*
- *Substance Abuse (e.g. alcohol or drug)*
- *Behaviour indicating potential risk to the participants, to others, or to the community*
- *Injury to staff while in the process of carrying out their responsibilities*
- *Aggression/assault*
- *Bomb threat*
- *Client complaint of staff abuse*
- *Earthquake*
- *Evacuation*
- *Fire*
- *Hostage taking*
- *Significant illness/injury*
- *Illegal acts*
- *Need for medical assistance*
- *Police assistance*
- *Suicide threats, attempts*
- *Weapons*

Serious incidents are characteristically occurrences/behaviours that are not viewed as normal.

2. *In responding to a serious incident, priority must be given to preservation of life and prevention of injury.*

3. *When a serious incident occurs that is not covered by existing policies and procedures, the agency staff shall:*
 - *Respond immediately with the type of assistance required by the specific circumstances*
 - *Enlist whatever internal and/or external support and/or expertise required to resolve the situation*
 - *Ensure the safety of learners, volunteers and other staff members if the circumstances warrant it.*
4. *A serious Incident Report shall be completed by the staff member as soon as possible and given to the executive director. (See sample "Incident Report" that follows)*
5. *When a serious incident is reported, the executive director shall conduct a preliminary enquiry and shall notify other parties if necessary (i.e.: the police, family contact for the learner or staff member).*

Key Core Quality Standard:

7. Access and Equity: A quality literacy program respects differences. It has structures and supports in place to increase access and equitable outcomes and to help learners from all backgrounds reach their goals.

Features:

The program adapts its processes, systems and practices to meet the unique cultural, physical and other needs of individuals wishing to participate in the program.

- ◆ Facilities are safe, well lit and inviting.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

INCIDENT REPORT

DATE: _____ **RECORDED BY:** _____

Persons involved in incident: _____

Describe Incident: _____

Reviewed by: _____ Date: _____

Further Action Taken: _____

- ❑ **ILLNESS OR INJURY:** The health, safety and well being of the learners and volunteers will be of prime importance to all employees of the agency. In the event of serious illness or injury to either learners, volunteers or other staff members, all efforts shall be made to immediately stabilize the situation and secure medical aid as quickly as possible.

WHY?

The health, safety and well being of the clients are the responsibility of the agency and its employees.

Procedures:

1. *Staff will make a reasonable effort to be aware of the medical problems of learners and to take this information into consideration in their programming decision.*
2. *If an illness or injury occurs and is of a nature significant enough to require emergency measures the attending staff member will use his/her good judgment in arranging for any necessary emergency assistance.*
3. *The emergency contact person on file will be notified of any significant illness or injury immediately.*
4. *An accident report should be filled out within 24 hours of an accident.*

Key Core Quality Standard:

7. Access and Equity: A quality literacy program respects differences. It has structures and supports in place to increase access and equitable outcomes and to help learners from all backgrounds reach their goals.

Features:

The program adapts its processes, systems and practices to meet the unique cultural, physical and other needs of individuals wishing to participate in the program.

- ◆ Facilities are safe, well lit and inviting.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- FIRST AID SUPPLIES:** The agency is equipped with a first aid kit that is kept in a location known and accessible to the staff and participants in a program.

WHY?

Quick and efficient response will prevent further injury, maintain an atmosphere of calm, and portray an attitude of preparedness and competence.

Procedures:

1. *The contents of the first aid kit shall be approved by a physician, the St. John's Ambulance Society, or the Workplace Safety and Insurance Board (WSIB).*
2. *It is the responsibility of the program coordinator to ensure that the first aid kit is properly stocked at all times.*

Key Core Quality Standard:

7. Access and Equity: A quality literacy program respects differences. It has structures and supports in place to increase access and equitable outcomes and to help learners from all backgrounds reach their goals.

Features:

The program adapts its processes, systems and practices to meet the unique cultural, physical and other needs of individuals wishing to participate in the program.

- ◆ Facilities are safe, well lit and inviting.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- ❑ **FIRE SAFETY:** Fire drill procedures shall be set and implemented for all program areas. The agency shall conduct a fire drill practice at least once per month.

WHY?

All staff, volunteers and participants must be aware of, and practice proper fire drill procedures in order to ensure a safe and efficient evacuation and reassembling should a real fire occur.

Procedures:

1. *On hearing the alarm, react as if it is an EMERGENCY.*
2. *Staff will check all program areas for clearance of participants. If possible, all doors and windows should be closed.*
3. *Staff are to evacuate participants through the nearest fire exit, and assemble at the designated site, clear of building and fire equipment.*
4. *Fire drill procedures should be practiced twice each year.*

Key Core Quality Standard:

7. Access and Equity: A quality literacy program respects differences. It has structures and supports in place to increase access and equitable outcomes and to help learners from all backgrounds reach their goals.

Features:

The program adapts its processes, systems and practices to meet the unique cultural, physical and other needs of individuals wishing to participate in the program.

- ◆ Facilities are safe, well lit and inviting.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

☐ SMOKING: All agency workplaces are smoke free.

WHY?

The agency supports the philosophy of providing clean air and a safe environment for all. Numerous studies have proven that smoking and second-hand smoke is hazardous.

Procedures:

1. *All program sites will be designated smoke-free.*
2. *Each program site will designate an outside smoking area.*
3. *Program staff members, volunteers and learners may smoke in designated areas only.*
4. *Every program shall post the smoking rules in an area accessible to learners, volunteers and staff members. However, the absence of such notice does not affect the application of this policy.*

Key Core Quality Standard:

7. Access and Equity: A quality literacy program respects differences. It has structures and supports in place to increase access and equitable outcomes and to help learners from all backgrounds reach their goals.

Features:

7.3 The program adapts its processes, systems and practices to meet the unique cultural, physical and other needs of individuals wishing to participate in the program.

- ◆ Facilities are safe, well lit and inviting.

Source: Adapted from University of Manitoba Clean Air Policy 508

- ❑ **DRUGS AND ALCOHOL:** Learners and volunteers are not to be under the influence of or in the possession of drugs and/or alcohol while in attendance at the program.

WHY?

Mood altering substances are both illegal and potentially hazardous to the health and safety of the participants and, subsequently, other members of the program.

Procedures:

1. *Participants under the influence will be asked to leave and an incident report will be filed.*
2. *A copy of the incident report will be kept on file.*
3. *The participant will receive a warning that if they attend again under the influence they will no longer be able to come to the program.*

Key Core Quality Standard:

7. Access and Equity: A quality literacy program respects differences. It has structures and supports in place to increase access and equitable outcomes and to help learners from all backgrounds reach their goals.

Features:

The program adapts its processes, systems and practices to meet the unique cultural, physical and other needs of individuals wishing to participate in the program.

- ◆ Facilities are safe, well lit and inviting.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- ❑ **DISRUPTIVE BEHAVIOUR:** Agency staff involved in the management of disruptive or dangerous behaviour by an individual will attempt to use the least intrusive interventions necessary to provide safety to other participants and themselves.

WHY?

The safety and well being of all persons involved in or associated with the agency is a primary concern.

Procedures:

1. *Program staff will attempt to follow the guidelines of intervention as follows:*
 - *Use an assertive statement to request that the behaviour stop.*
 - *Request that the person leave and include the conditions under which they may return, if any.*
 - *Contact the police if necessary. When an illegal behaviour has occurred, it is mandatory to contact the police.*
 - *Use physical intervention only as an absolute last resort in order to protect yourself or others.*

2. *Where a program is required to evacuate the facility due to a participant's dangerous behaviour, they shall:*
 - *Advise any other participants to evacuate and, if possible, assist them.*
 - *Inform all other agency staff of the situation.*
 - *Summon immediate assistance from local police.*
 - *Document the occurrence on an Incident Report as soon as possible.*

3. *When a program staff has had physical intervention with a participant, the incident shall be reported to the program coordinator/executive director at the earliest opportunity. Where the laying of charges, either on behalf of or against the participant, is at issue, the local police will be contacted immediately.*

Key Core Quality Standard:

7. Access and Equity: A quality literacy program respects differences. It has structures and supports in place to increase access and equitable outcomes and to help learners from all backgrounds reach their goals.

Features:

The program adapts its processes, systems and practices to meet the unique cultural, physical and other needs of individuals wishing to participate in the program.

- ◆ Facilities are safe, well lit and inviting.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- ILLEGAL ACTIVITIES: Staff will report illegal activities by clients in accordance with legal requirements and professional ethics.**

WHY?

As representatives of a socially responsible human service agency it is important that staff always conduct themselves in an ethical and legal manner.

Procedures:

1. *Program staff are obligated to report to local police their witnessing or direct knowledge of actual or impending criminal behaviour. The executive director should be notified at the earliest opportunity.*
2. *When a program participant known to have an outstanding warrant issue regarding criminal behaviour attends the program, staff shall contact the local police.*

Key Core Quality Standard:

7. Access and Equity: A quality literacy program respects differences. It has structures and supports in place to increase access and equitable outcomes and to help learners from all backgrounds reach their goals.

Features:

The program adapts its processes, systems and practices to meet the unique cultural, physical and other needs of individuals wishing to participate in the program.

- ◆ Facilities are safe, well lit and inviting.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- ❑ **DISCLOSURE:** If required by any Provincial or Federal statutes, any disclosure made by a learner or volunteer must be reported to the proper authorities. The participant must be informed that it is the program staff member's legal and moral obligation to report such disclosures.

WHY?

Disclosures are to be taken seriously with all reasonable effort made both to alert the proper authorities while continuing to support the participant.

Procedures:

1. *All confidences shall be respected, unless Federal or Provincial legislation requires disclosure or unless they involve risks to the participant of the program.*
2. *In the event of a staff member being made aware that a participant has committed a criminal code offense, the program staff member has a legal obligation to report the information to the police. The information shall also be reported to the executive director.*

Key Core Quality Standard:

7. Access and Equity: A quality literacy program respects differences. It has structures and supports in place to increase access and equitable outcomes and to help learners from all backgrounds reach their goals.

Features:

The program adapts its processes, systems and practices to meet the unique cultural, physical and other needs of individuals wishing to participate in the program.

- ◆ Facilities are safe, well lit and inviting.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- ❑ **DEATH:** The suspected death of a learner, volunteer or staff member while on program premises will be treated as a medical emergency until the person has been officially pronounced dead by a medical doctor. When a death occurs, the proper authorities and the board of directors, must be notified as soon as possible.

WHY?

The assumption must be made that life exists until death is absolutely confirmed so that, should the person be still alive, life-saving treatment will begin immediately.

Procedures:

1. *Whoever finds the participant or staff member will announce a medical emergency, begin artificial respiration/CPR and continue to do so until relieved by an ambulance crew, fire department team, or medical personnel or until advised to stop by a medical doctor.*
2. *As soon as possible they will call 911 or otherwise summon an ambulance, fire department or police.*
3. *An Incident Report shall be completed as soon as possible.*
4. *The executive director will notify the following parties when a death has occurred:*
 - *The Board of Directors*
 - *The Coroner*
 - *The Police*
 - *The Family, if any*
 - *The Family doctor*
 - *Necessary MET personnel*
 - *Appropriate "others"*

Key Core Quality Standard:

7. Access and Equity: A quality literacy program respects differences. It has structures and supports in place to increase access and equitable outcomes and to help learners from all backgrounds reach their goals.

Features:

The program adapts its processes, systems and practices to meet the unique cultural, physical and other needs of individuals wishing to participate in the program.

- ◆ Facilities are safe, well lit and inviting.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- SECURITY:** All staff, volunteers and learners are familiar with and comply with safety and security procedures.

WHY?

Safety and security measures are designed to protect the agency's equipment and facilities and ensure that they are always in safe and good working condition.

Procedures:

1. *Serious problems related to the security of the program equipment or facility shall be reported immediately to the executive director.*
2. *Serious problems include actual or attempted theft, break and enter, vandalism, willful damage or assaults.*
3. *Program staff will complete an Incident Report, notify local police and obtain the names of any witnesses.*
4. *Minor problems should be discussed with the executive director in an attempt to resolve them.*

Key Core Quality Standard:

7. Access and Equity: A quality literacy program respects differences. It has structures and supports in place to increase access and equitable outcomes and to help learners from all backgrounds reach their goals.

Features:

The program adapts its processes, systems and practices to meet the unique cultural, physical and other needs of individuals wishing to participate in the program.

- ◆ Facilities are safe, well lit and inviting.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- ❑ COMPLIANCE WITH MUNICIPAL AND PROVINCIAL REQUIREMENTS:**
The executive director ensures compliance with the municipal and provincial requirements.

WHY?

The agency has a responsibility to ensure that all programs meet or exceed all health and safety requirements.

Procedures:

1. *The executive director will ensure that each program is in compliance with zoning, building, health, and fire laws, by-laws, codes and enactments.*
2. *The agency shall demonstrate that it is in compliance with or has been legally exempt from all of the following:*
 - *All applicable zoning laws, by-laws, codes and enactments.*
 - *All applicable building, plumbing and electrical laws, by-laws, codes and enactments.*
 - *All applicable sanitation and health laws, by-laws, codes and enactments.*
 - *All applicable fire safety laws, by-laws, codes and enactments.*
3. *The agency shall demonstrate the premises used for programming comply with:*
 - *The laws respecting the health of the participants of the area in which the premises are located.*
 - *Any rule, regulation, director or order of the local board of health and any direction or order of the local medical officer of health.*
 - *Any by-law of the municipality in which the premises are located or other law for the protection of participants from fire hazards.*
 - *Any restricted area, standard of housing or building by-law passed by the municipality in which the premises are located.*
 - *The Ontario Building Code and the Ontario Fire Code.*
4. *Any violation of any such laws, by-laws, codes or enactments shall be forthwith reported to the executive director.*

Key Core Quality Standard:

7. Access and Equity: A quality literacy program respects differences. It has structures and supports in place to increase access and equitable outcomes and to help learners from all backgrounds reach their goals.

Features:

The program adapts its processes, systems and practices to meet the unique cultural, physical and other needs of individuals wishing to participate in the program.

- ◆ Facilities are safe, well lit and inviting.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- ❑ **INSURANCE COVERAGE:** The agency ensures that a policy of insurance with respect to each program operated by the agency is obtained and maintained in full force and effect.

WHY?

The agency has an obligation to ensure and maintain the safety and security of its learners, volunteers and staff members and to provide adequate coverage in case of accident or mishap.

Procedures:

1. *A policy of insurance with respect to each program shall contain:*
 - *Fire and extended coverage including coverage for the theft of the physical aspects of the program and property of the participants.*
 - *Comprehensive general liability coverage and personal injury coverage, including coverage for the employees of the programs and volunteers in the programs.*
 - *A clause concerning liability arising out of any contract or agreement.*
 - *Motor vehicle coverage for all vehicles owned and/or operated by the agency and used by employees.*
2. *The executive director shall maintain up-to-date insurance policies for all programs.*

Key Core Quality Standard:

7. Access and Equity: A quality literacy program respects differences. It has structures and supports in place to increase access and equitable outcomes and to help learners from all backgrounds reach their goals.

Features:

The program adapts its processes, systems and practices to meet the unique cultural, physical and other needs of individuals wishing to participate in the program.

- ◆ Facilities are safe, well lit and inviting.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- COMPREHENSIVE GENERAL LIABILITY INSURANCE:** The agency has suitable insurance to cover all aspects of its operations. The limit on the general liability insurance will not be less than \$1,000,000.00 per occurrence.

WHY?

The agency and its employees and volunteers must be adequately insured to cover all reasonable contingencies. The term contingency refers to “something that may or may not happen”. The idea is to make sure that the organization is covered against all possibilities. People have tended to become more litigious so it is better to be safe with excessive insurance coverage than to be in situation where someone is able to secure a judgment against your organization that exceeds the amount of your insurance coverage. As part of the contractual agreement that each agency signs with MET there is a requirement to maintain comprehensive general liability insurance subject to a limit of not less than \$1,000,000.00 inclusive per occurrence. (*LBS Program Guidelines June 1998, Part 3, Appendix 2, Clause 20, Page 4*)

Procedures:

1. *The agency shall carry a minimum of five million dollars [or amount of insurance that your agency carries] liability insurance package, inclusive per occurrence. This insurance will include third party insurance and non-owned automobile insurance, and is meant to protect the agency, it’s employees and volunteers from law suits by persons other than employees resulting from malpractice and negligence in the use of premises, equipment and during off-premise, job-related activities.*
2. Personal Vehicle Insurance:
 - a) *Employees who drive their own vehicles during the course of their employment, should request from their insurance company or agent, written confirmation that their automobile insurance policy includes coverage for the same and that coverage is not restricted for pleasure.*
 - b) *A copy of such letter is to be filed with the Executive Director.*
 - c) *The agency will not be responsible for loss of or damage to its employee’s vehicles.*

Key Core Quality Standard:

7. Access and Equity: A quality literacy program respects differences. It has structures and supports in place to increase access and equitable outcomes and to help learners from all backgrounds reach their goals.

Features:

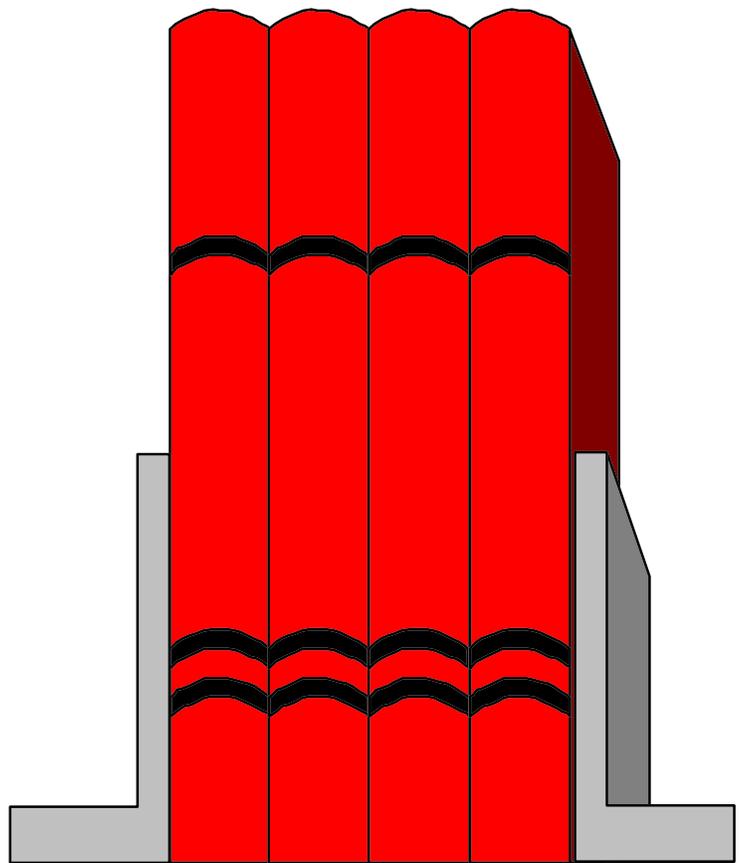
The program adapts its processes, systems and practices to meet the unique cultural, physical and other needs of individuals wishing to participate in the program.

Chapter 9 Safety Policy Templates

- ◆ Facilities are safe, well lit and inviting.

Chapter 10

MET Compliance and Agency Evaluation Policy Templates



CORE QUALITY STANDARD
◆ **Program Accountability**

Applicable Service Quality Management Requirements

“A process that ensures staff understand MET and LBS Program objectives, guidelines, and procedures”

LBS Program Guidelines June 1998: Part 2, Section 1, Page 9

“Monitoring and evaluation systems to ensure LBS Program activities and outcomes are consistent with those specified in the service agreement and the LBS Guidelines”

LBS Program Guidelines June 1998: Part 2, Section 1, Page 10

It is important to ensure that all staff members whether they are new to the program or not, understand what is expected of them, especially from the perspective of MET. This area touches on several core quality standards, but most important, a program's accountability to MET as a funder.

The best way to ensure that staff members understand what MET expects of the program is to allow them ample time to review all current MET publications. This may seem to be a time consuming process but it will save senior staff time in the end by not having to answer as many questions when the answers can be found in the publications. However, there must be support given to staff members with respect to MET expectations, as there may be areas that are not clear. It is imperative that someone in the program has the responsibility of answering staff questions. Where the answer is not apparent or known, someone needs to be delegated the responsibility of finding out the answer.

- ❑ **STAFF ORIENTATION TO MET GUIDELINES:** All staff members must be familiar with the Adult Literacy and Basic Skills objectives, guidelines and procedures articulated by the Ministry of Education and Training in all current publications.

WHY: In order to ensure that the program is complying with the guidelines it is imperative that all staff have a good understanding of what they contain. Staff members need to have the opportunity to read and digest the ministry documents such as “Goal Directed Assessment Approach”, “The Validation Draft” and the “LBS Guidelines”.

Procedure:

1. *After a staff member is hired, they will be given a reasonable orientation time.*
2. *During this period of orientation they will be given copies of all currently relevant MET publications.*
3. *Once they have reviewed the documentation, they will be given an opportunity to ask questions at a formal review session with the program coordinator.*
4. *Staff will sign an acknowledgement indicating that they have read the documents and fully understand them. (See the example that follows)*
5. *This acknowledgement will be signed once per year each year thereafter. As new MET publications are distributed to the field, they will be added to the acknowledgement list. As publications become outdated they will be deleted from the acknowledgment list. It is the responsibility of the program coordinator to ensure that the list is complete and up to date.*
6. *The program coordinator will be available on an ongoing basis to answer any questions that staff may have with respect to any MET publication.*
7. *Where the program coordinator cannot effectively answer a question posed by a staff member with respect to any MET publication, the program coordinator will contact the appropriate MET representative to obtain an answer for the staff member in a timely fashion.*

Key Core Quality Standard:

16. Program Accountability: A quality literacy program does what it says it will do. It is accountable to its learners, sponsoring organizations, partners, community, and funders. All stakeholders, not only program staff, are accountable for the success of the program.

Features:

The program meets the requirements of its funders.

- ◆ The program carries out the activities it has agreed to do and collects the information requested by funders.

AGENCY NAME HERE

ACKNOWLEDGEMENT OF REVIEW OF MET PUBLICATIONS

EMPLOYEE NAME: _____

POSITION: _____

I HAVE READ, UNDERSTAND AND AGREE TO ABIDE BY THE FOLLOWING
MINISTRY OF EDUCATION AND TRAINING, BASIC SKILLS BRANCH
PUBLICATIONS:

◆ *LIST PUBLICATIONS HERE*

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DATE

EMPLOYEE SIGNATURE

ANNUAL AND/OR PERIODIC REVIEW OF MET PUBLICATIONS:

DATE

EMPLOYEE SIGNATURE

- ❑ **STANDARDS:** The agency's service delivery is guided by fundamental practice principles and is directed by operational standards. These standards define acceptable levels of planning, performance, and the provision of service. The agency promotes and protects the well-being of learners in its programs through setting and monitoring health, safety, and care standards, and promoting individual and community knowledge and awareness.

WHY?

The agency believes that standards are the vehicle through which the agency can articulate service delivery expectations in precise, measurable terms. They provide a basis for evaluation and assist in developing consistency and equity. Standards also ensure accountability and information flow.

Procedures:

1. *The safety and well-being of every learner shall be ensured while in attendance at a program of the agency. Needs for security, privacy, development and self-worth shall be met in an atmosphere that supports the dignity and worth of the learner and emphasizes qualities of fairness and humanity.*
2. *The best interest of a learner shall be a primary consideration in any program offered by the agency.*
3. *The agency is an integral part of the community and will provide information, guidance, and consultation to individuals, groups, and authorities.*
4. *Every learner involved in an agency program is entitled to individualized support, promptly planned and provided.*
5. *Every learner shall have equal access to every program offered by the agency.*
6. *Confidentiality of information is of the utmost importance.*
7. *The standards have been developed in order to :*
 - *Ensure that programs offered focus on the best interests of the learners*
 - *Ensure quality of service provision by clearly articulating expectations of acceptable levels of planning, service and performance and by articulating the criteria by which compliance with these expectations will be measured and enforced*

- *Ensure quality of delivery of service for learners receiving service and those who provide it through clarification of acceptable levels of planning, service or performance*
 - *Encourage development of preferred practices by identifying them in written guidelines*
 - *Ensure accountability regarding expenditure of public funds through equitable and responsible service provision*
 - *Develop a consistent knowledge base and set of expectations amongst those involved in providing service by clearly stating acceptable levels of planning, service or performance*
8. *The agency shall adhere to all applicable Government statutes, regulations and guidelines.*

Key Core Quality Standard:

16. Program Accountability: A quality literacy program does what it says it will do. It is accountable to its learners, sponsoring organizations, partners, community, and funders. All stakeholders, not only program staff, are accountable for the success of the program.

Features:

The program meets the requirements of its funders.

- ◆ The program carries out the activities it has agreed to do and collects the information requested by funders.

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- ACCESS TO LBS GUIDELINES: Every board member, staff member and volunteer shall have access to the Ministry of Education's LBS Guidelines.**

WHY?

It is necessary that all board and staff members and volunteers be familiar with the requirements of the funder, the Ministry of Education, in order for them to make appropriate, professional decisions.

Procedures:

- a) *The executive director is responsible to update the Manual, as requested by MET, and review the Manual periodically.*
- b) *The LBS Guidelines shall be kept in the administrative office of the agency and every staff member and volunteer shall have access to it. Extra copies will be kept in each agency location. The LBS Guidelines should not be removed without the permission of the executive director or program coordinator.*

- ACCESS TO POLICY AND PROCEDURES MANUAL POLICY: Every board member, staff member and volunteer shall have access to the agency's Policy and Procedure Manual.**

WHY?

It is necessary that all staff members be familiar with all aspects of the operation, including administration, financial management, staff and supervisory practices, as well as, all aspects of care, security and programming for all participants in order for them to make appropriate, professional decisions.

Procedures:

- c) *Contents of the Manual: The Policy and Procedure Manual shall describe the method of implementing policies and provide details for daily operations of the agency and the systems in place to monitor the agency programs. The agency shall use its best efforts to ensure that:*
- *the Policies and Procedures are consistent with the prescribed policies and guidelines of the Ministry of Education and other governing bodies.*
 - *Policies and Procedures are updated as needed, and reviewed at least every three years.*
 - *The policies and procedures and any subsequent revisions thereto are to be provided to any funding body upon request.*
- d) *The executive director is responsible to update the Manual, as needed, and review the Manual at least every three years. The executive director will ensure that the Manual and any Policy or Procedure revisions are sent to the funding bodies requesting them.*
- c) *The Policy and Procedure Manual shall be kept in the administrative office of the agency and every staff member and volunteer shall have access to it. Extra copies will be kept in each agency location. The manual should not be removed without the permission of the executive director or program coordinator.*

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- ❑ **MANAGEMENT INFORMATION SYSTEM:** The agency maintains information necessary to plan, manage and evaluate its programs effectively.

WHY?

The agency recognizes that, as a service provider, it must continuously assess its performance in service delivery, and strive for excellence in the service it provides to children, youth and families.

Procedures:

1. *The agency defines, systematically obtains, and maintains in retrievable form, the information it needs to plan for and evaluate its programs or services.*
2. *Information is obtained that describes:*
 - *Referral sources, clients serviced, services provided, services needed but not provided,*
 - *Applicants not accepted for services, the services requested (e.g. ESL), the reasons for non-acceptance, and referrals or other dispositions made,*
 - *Clients who drop out of or terminate services and their reasons for doing so,*
 - *Follow up information for clients that terminate services at 3 and 6 month intervals.*
3. *When the agency develops and/or participates in a computerized information system, there are written policies and procedures governing such participation, and the agency maintains a continuing review of all decisions regarding computer applications and the management of computerized files.*
4. *The agency's board establishes policies governing access to client records by auditing, contracting, and licensing or accrediting personnel.*
5. *The agency ensures that adequate safeguards are maintained to protect the confidentiality of any materials used in its quality assurance activities and limits access to authorized participants in those review processes when confidentiality is assured.*

6. *The agency has written policies governing the retention, maintenance, and destruction of board and administrative records, and records of former learners and personnel which address:*

- *Protection of privacy of former learners and personnel, and*
- *Legitimate future requests by former personnel or clients for information, particularly that which may not be available elsewhere*

The agency policy, at a minimum, meets the requirements for maintenance of records in applicable provincial and/or federal law.

7. *All client, personnel, board and administrative records are secured against destruction by fire and other damaging conditions. The agency has policies governing the disposition of records in case of the agency's dissolution.*

Source: Adapted from Boys and Girls Clubs of Greater Victoria

- PROGRAM AUDITS: The agency has program audits of all of the services offered.**

WHY?

The agency believes that quality assurance is:

- The establishment of program core quality standards and program goals
- The assessment of the procedures by which these core quality standards and program goals are achieved, and
- The proposals of solutions for better achievement of the core quality standards and program goals.

Procedures:

1. *The executive director is responsible for developing and implementing program audits.*
2. *The agency has in place the systematic review and analysis of the following:*
 - *Regularly collecting client feedback concerning the program's quality of service (e.g. telephone survey, one on one face to face communication, organized focus groups),*
 - *Annually collecting referral source feedback concerning the program's quality of service (e.g. seek opinions and ratings of services through closed-ended questions and ratings guides on an annual questionnaire),*
 - *Incident reports and complaints, and*
 - *Randomly selecting learner portfolios and learner files to ensure that recording is done according to the agency's requirements.*
3. *The agency creates reports indicating strengths and weaknesses with respect to quality, recommendations, and action plans that result from its program audit activities.*
4. *The agency has evidence that its action plans regarding quality assurance have been implemented and evaluated.*

Key Core Quality Standard:

17. Program Accountability: A quality literacy program does what it says it will do. It is accountable to its learners, sponsoring organizations, partners, community, and funders. All stakeholders, not only program staff, are accountable for the success of the program.

Features:

The program meets the requirements of its funders.

- ◆ The program carries out the activities it has agreed to do and collects the information requested by funders.

Chapter 11

Input and Feedback

Policy Templates



CORE QUALITY STANDARDS

- ◆ **Community Focus**
- ◆ **Learner-Centred Approaches and Methods**
- ◆ **Program Accountability**

Applicable Service Quality Management Requirements

“A method for gathering employer and other delivery agency input and feedback”

LBS Program Guidelines June 1998: Part 2, Section 1, Page 10

“A method for gathering learner input and feedback”

LBS Program Guidelines June 1998: Part 2, Section 1, Page 10

In order to ensure quality service delivery it is necessary to implement systems to gather feedback from all stakeholders.

ADDITIONAL RESOURCES:

Human Service Program Design, Re-Design, and In-House Evaluation A Practical Guide

By Adam Lodzinski

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Chapter 8 of this resource deals with “In House Program Evaluation and Review”.

Although this isn't a book about policy development it outlines several areas where policy could be developed.

- QUALITY ASSURANCE SYSTEM:** The agency has a quality assurance system in place to monitor the quality of the delivery of service by the agency to individual learners, and to promote excellence within the agency.

WHY?

The agency recognizes the importance of systematically monitoring the quality of services provided to learners.

Procedures:

1. *The overall scope of the quality assurance plan for each program will be described as a written plan or outline which describes mechanisms, committees, or other methods used to coordinate the agency's approach to monitoring and evaluating the quality and appropriateness of service, and includes but is not necessarily limited to:*
 - *Such utilization review activities as are required for specific services,*
 - *Participation in external review systems or similar mechanisms appropriate to the agency's range of services,*
 - *Review of incidents or accidents involving learners or personnel,*
 - *Review of patterns of client grievances,*
 - *Monitoring or case review of learner files,*
 - *Review of research safeguards, where research is carried out by the agency.*
2. *The agency maintains a plan for a yearly review of the quality of services delivered to its learners including review and monitoring of client assessment, services, and follow-up activities. The plan will contain directions as to where information can be obtained, about service outcomes and client satisfaction.*
3. *The plan is available for all stakeholders to review as requested.*
4. *An administrative review of policies, guidelines and practices affecting planning, delivery and evaluation of client services is made on a regular basis.*
5. *The agency sets goals and objectives for the benefits or outcomes to be achieved by the learners in the agency's programs.*
6. *All stakeholders, including direct service staff (e.g. coordinator's, instructors) are involved in both assessing service and developing plans to improve service.*

7. *The agency conducts learner satisfaction surveys or utilizes other methods of determining the outcome of services (e.g. focus groups, interviews), including the reasons for termination of learners who drop out of the program.*
8. *Collected data on outcomes and progress in relation to generalized expectations for the various learner populations and services are reviewed. Deviations from an overall pattern, or from the objectives established are examined for potential problems, possible causes, or the need for change.*
9. *The quality assurance system provides information that promotes creative development of new services or methods of service delivery.*

Key Core Quality Standard:

16. Program Accountability: A quality literacy program does what it says it will do. It is accountable to its learners, sponsoring organizations, partners, community and funders. All stakeholders, not only program staff, are accountable for the success of the program.

Features:

The program has developed a process for acting upon its mission statement and objectives and documenting what it does.

- ◆ The program has an annual plan that identifies specific actions and outcomes it will achieve each year, strategies for how these outcomes will be achieved, and the measures it will use to document this achievement.
- ◆ The program involves stakeholders in developing and monitoring its plan and specifies the roles and responsibilities of everyone involved in the process.
- ◆ The program has a means of informing its funders and other stakeholders about the outcomes, in particular increased learning, which have resulted from its activities.
- ◆ The program develops and uses appropriate record-keeping and evaluation tools in order to document its achievements.

The program meets its commitment to its learners.

- ◆ The program asks learners, through focus groups, interviews, a questionnaire or other means about their satisfaction with the program.

The program meets the requirements of its funders.

- ◆ The program carries out the activities it has agreed to so and collects the information requested by its funders.

- LEARNER INPUT AND GRIEVANCES: All learners shall an opportunity to voice comments, concerns or complaints about the program.**

WHY?

As a non-profit agency we must remain open and responsive to the scrutiny of all stakeholders, particularly the learner

Procedures:

1. *At the time of admission into the agency, the learner should be informed of his/her ability to express comments, concerns or complaints and that they have the choice of expressing these concerns by:*
 - *Approaching a tutor and/or staff member individually*
 - *Talking to the staff member either in private or in the presence of other persons who may provide support to the learner*
 - *Raising the issue at an appropriate group meeting*
2. *The learner will be provided with the opportunity for expressing concerns or complaints verbally or in writing.*
3. *If the learner has a grievance that they feel has not been satisfactorily dealt with they will be advised that they can request, either verbally or in writing, a meeting with the executive director.*
4. *If the executive director does not satisfactorily resolve the situation, the learner will have the right to approach the board of directors by contacting the president of the board.*
5. *The president will appoint a committee of three persons to look into the matter and make recommendations. The committee will consist of one staff member and two board members. The committee will be empowered to recommend:*
 - *A solution to the issue, or*
 - *That the matter come before the full board, or*
 - *That the matter be referred back the executive director for resolution at a staff level.*
6. *Agency staff will do everything possible to facilitate the grievance process.*

Key Core Quality Standard:

16. Program Accountability: A quality literacy program does what it says it will do. It is accountable to its learners, sponsoring organizations, partners, community and funders. All stakeholders, not only program staff, are accountable for the success of the program.

Features:

The program meets its commitment to its learners.

The program asks learners, through focus groups, interviews, a questionnaire or other means about their satisfaction with the program.

- LEARNER INVOLVEMENT IN PLANNING: The learner is involved in the process of formulating and implementing his or her own service.**

WHY?

From intake to discharge, learners are subject to a variety of decisions about how, when, where, why and whether they will receive service. As process proceeds, learners have the right to retain control over their own learning and the right to receive full information regarding decisions concerning them. It is essential that learners participate fully in planning their own service and that they have access to as much information as possible regarding this planning process.

Procedures:

1. *The goals of learner involvement in planning include:*
 - *Learners having maximum control over their own learning*
 - *Learners being acknowledged as having strengths and good judgment regarding their own service.*
 - *Learners and staff having a shared understanding of a sense of responsibility for service.*
 - *Learners, staff, and volunteers having mutual respect for each other in the service process.*

2. *A number of key decisions in service call for full learner involvement:*
 - *To get service or not to get service*
 - *In what way to get service*
 - *For what reasons*
 - *With what results/conclusions*

3. *Performance indicators may include the fact that:*
 - *The learner is informed of all available agency and community programs.*
 - *The learner's request for a particular service is given serious consideration.*
 - *The learner is involved fully in the goal-setting process.*
 - *There is an agreement between the learner and the agency regarding the service.*
 - *The learner understands that he/she can provide input into service at any time and that this can be done formally or informally.*

Key Core Quality Standard:

Learner-Centred Approaches and Methods: A quality literacy program uses approaches and methods that are learner-centred. It supports learners to participate individually and collectively in order to take control of their learning.

Features:

Learners are supported in taking control of their own learning

- ◆ All aspects of the learning process are based upon learner interests and preferences

Learners play an active role in determining program content, needs, methods, and materials.

- ◆ Learners are involved in all aspects of program development
- ◆ Feedback is sought and used in modifying program approaches

Key Core Quality Standard:

2. Community Focus: A quality literacy program is rooted in the community that it serves. Learners participate in decisions that affect them and their communities. The program reflects its own philosophy and objectives and strengthens individuals, their communities, and their cultural identity.

Features:

Learners participate in the program's planning and other activities.

- ◆ Learners are given formal and informal support to enable their full and meaningful participation and the program documents the provision of these supports in some way.

Chapter 12

Policy Templates for the Review and Analysis of Statistics



CORE QUALITY STANDARDS
◆ **Administrative Accountability**

Applicable Service Quality Management Requirement

“Review and analysis of delivery agency statistics, either to adjust service delivery where appropriate, or to provide the rationale for variances between projected and actual results.”

LBS Program Guidelines June 1998: Part 2, Section 1, Page 9

It is imperative for programs to be aware of whether or not they are meeting their target contact hour requirements. Since program funding is directly linked to contact hours, a program must deliver the contact hours in order to meet their contractual obligations.

“Delivery agencies which have been contracted by MET to provide literacy services are expected to provide statistical and narrative reports. Activities will be monitored by a MET literacy consultant or coordinator during the fiscal year.”
(LBS Guidelines Part 2, Section 5, page 3)

ADDITIONAL RESOURCES

Literacy Link South Central
Database Version 1.4
By Gary Miller

(519) 246-1577

- **TUTOR CONTACT HOURS: All volunteer tutors keep track of all direct contact hours with a learner. These hours are reported to the Program Coordinator on a quarterly basis.**

WHY?

Where the program uses volunteer tutors it is essential that they keep track of the number of hours they spend tutoring a learner. Since the program is responsible for reporting these statistics to MET, it is essential that the tutors relay the information to the program coordinator at a regular interval.

Procedures:

1. *Prior to commencing tutoring, a volunteer tutor will be given a copy of the double-sided "Volunteer Time Sheet" (see below).*
2. *The tutor is required to hand this form into the program coordinator on a quarterly basis.*

Key Core Quality Standard:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, **statistical**, and financial information.

Features:

The program has data collection and reporting processes in place to collect the statistical and other data needed to monitor its progress towards its objectives, to track learner progress, to plan and do evaluation and to report to its funders and others.

- ◆ The program clearly identifies who is responsible for recording various types of information and how this should be done.

[Back page of the "Volunteer Time Sheet"]

MATERIALS CURRENTLY BEING USED:

Laubach Books _____ Level _____

Laubach Correlated Readers _____

Focus on Phonics _____ Book No. _____

Breakthrough to Math _____

Challenger Series _____ Book No. _____

Other Materials _____

OBSERVATIONS OR COMMENTS ON LESSONS:

DID YOU WORK ON THE TRAINING PLAN?

OUTLINE THE GOALS YOUR STUDENT HAS ALREADY MET:

Source: Literacy Council of Brantford and District

- ❑ **INSTRUCTOR CONTACT HOURS: Instructors keep track of all direct contact hours with a learner. These hours are reported to the program coordinator on a monthly basis.**

WHY?

All direct contact hours with a learner must be tracked. Since the program is responsible for reporting these statistics to MET, it is essential that the instructors relay the information to the program coordinator at a regular interval.

Procedures:

1. *The instructor must record all contact hours with all learners.*
2. *The contact hours are summarized and reported to the program coordinator on a monthly [or other appropriate time period] basis.*

Key Core Quality Standard:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, **statistical**, and financial information.

Features:

The program has data collection and reporting processes in place to collect the statistical and other data needed to monitor its progress towards its objectives, to track learner progress, to plan and do evaluation and to report to its funders and others.

- ◆ The program clearly identifies who is responsible for recording various types of information and how this should be done.

- ❑ **REVIEW OF CONTACT HOURS: The program coordinator reviews and tally's the contact hours quarterly.**

WHY?

A quarterly review of the statistics will flag potential problems before the end of the year. If the actual contact hours are lower than projected hours, corrective measures can be taken immediately. This will also allow the program time to provide an explanation for the variance to MET.

Procedures:

1. *The program coordinator will tally total contact hours on a quarterly basis.*
2. *This information will be properly recorded.*
3. *Where it appears that the actual direct contact hours are lower than the projected direct contact hours, the issue will be added to the agenda at the next board meeting/staff meeting. A plan of action should be developed in order to boost the contact hours so that they meet the projected hours. Where necessary, an explanation of the variance should be recorded to be presented to MET.*
4. *The contact hours for the first two quarters of each fiscal year will be totaled for the mid-year report to the Ministry. This will be done in a timely fashion in order to comply with MET deadlines.*
5. *The contact hours for the last two quarters of each fiscal year will be totaled for the year-end report to the Ministry. This will be done in a timely fashion in order to comply with MET deadlines.*

Applicable Core Quality Standard:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, **statistical**, and financial information.

Features:

The program has data collection and reporting processes in place to collect the statistical and other data needed to monitor its progress towards its objectives, to track learner progress, to plan and do evaluation and to report to its funders and others.

- ◆ The program reviews its data collection system at least annually, taking into account objectives and commitments and reporting requirements.
- ◆ The program clearly identifies who is responsible for recording various types of information and how this should be done.

- ❑ **STATISTICAL REPORTS:** The executive director of the agency completes two statistical reports each year and submits them to MET. The midyear report is due April 15 of each year and the final report is due October 15 of each year.

WHY?

This is required by MET (See “LBS Program Instructions for Statistical Reporting 1999-2000”, page 1).

Procedures:

1. *The statistical reports are prepared by the executive director on the forms provided by MET.*
2. *It is the responsibility of the executive director to ensure that MET has received the reports on or before the date that they are due.*

Applicable Core Quality Standard:

17. Administrative Accountability: A quality literacy program develops and maintains sound financial and administrative systems in order to provide accurate and timely program, **statistical**, and financial information.

Features:

The program has data collection and reporting processes in place to collect the statistical and other data needed to monitor its progress towards its objectives, to track learner progress, to plan and do evaluation and to report to its funders and others.

- ◆ The program clearly identifies who is responsible for recording various types of information and how this should be