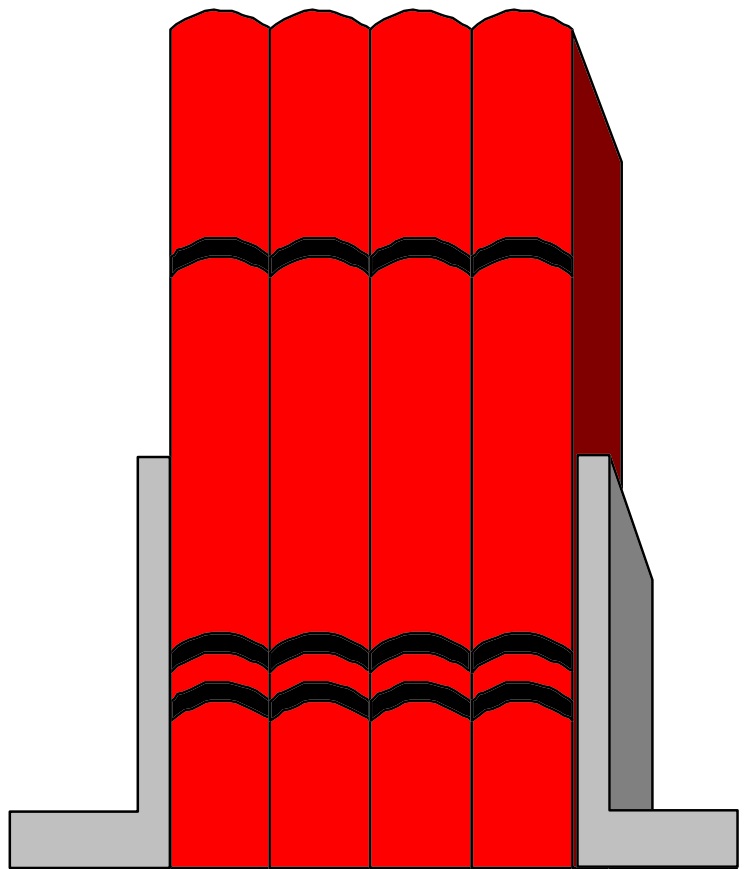# Chapter 10
MET Compliance and Agency Evaluation Policy Templates

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*
♦
♦
♦

_____   _____
DATE   EMPLOYEE SIGNATURE

ANNUAL AND/OR PERIODIC REVIEW OF MET PUBLICATIONS:

_____   _____
DATE   EMPLOYEE SIGNATURE

_____   _____
DATE   EMPLOYEE SIGNATURE

_____   _____
DATE   EMPLOYEE SIGNATURE

_____   _____
DATE   EMPLOYEE SIGNATURE

_____   _____
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 it's 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.