

# 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: \_\_\_\_\_

<i>Street</i>	<i>City</i>	<i>P.C.</i>
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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:

- [illegible]

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:

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Long Term Goals:

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Short Term Goals:

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Remarks:

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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: \_\_\_\_\_

- ### 3. Employed

8-6

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.

☐ 3 month

☐ 6 month

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Date: \_\_\_\_\_

## Learner Tracking Form

Please indicate which program you were enrolled in at The Literacy Council:

☐ Autoskills

☐ One to One Tutoring

☐ Small Group

Please answer the following questions so we can find out how our past students are doing and how we can improve our program.

1. Are you currently employed?

☐ Yes

☐ No

If Yes...

☐ Full Time

☐ Part Time

2. Are you continuing your education in another program?

☐ Yes

☐ No

Name of Program: \_\_\_\_\_

3. Do you feel that the program helped you?

☐ Yes

☐ No

In what way did it help/not help you?

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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?

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5. Have you used the skills obtained from program?

☐ Yes

☐ No

How have you used these skills?

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

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*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.