

MALP Self-Assessment Tool for Agencies Intending to Apply for Manitoba Adult Literacy Program Funding

The Manitoba Adult Literacy Program

The Manitoba Adult Literacy Program (MALP) provides funding to support agencies that offer adult literacy programming. MALP is administered by the Adult Learning and Literacy Branch of Manitoba Advanced Education and Literacy.

Agencies proposing to offer an adult literacy program funded wholly or in part by the MALP must meet the requirements of *The Adult Literacy Act*, the Adult Literacy Regulation, and the Manitoba Adult Literacy Program Funding Criteria.

MALP Self-Assessment Tool

A MALP Self-Assessment Tool has been developed as a resource for agencies intending to apply for MALP funding. It will assist you in assessing what your agency is currently doing that supports the MALP Funding Criteria, *The Adult Literacy Act* and Adult Literacy Regulation. It will also identify areas that need to be addressed for the 2011-12 MALP application.

The Self-Assessment Tool aligns the MALP funding criteria and the regulations with *possible* examples that your agency could use as evidence that it meets the MALP funding criteria. If you have examples of evidence that are not listed, please note them as well.

Note: The 2011-12 application form will specify which examples to include with the application package. Please do not send any of the information described in the Examples of Evidence column to Adult Learning and Literacy before then.

Developing a Multi-year Strategic Plan: The Self-Assessment Tool will help you to identify areas that need to be further developed. These areas should form part of your agency's multi-year strategic plan. This strategic plan will be required as part of your 2012-13 MALP application.

Note: The Self-Assessment Tool will be reviewed in detail at the planning sessions to be scheduled in each region in the fall of 2010.

If you have any questions or need further clarification about how to use this self-assessment, please contact Adult Learning and Literacy:

- Winnipeg: 945-8247 or 1-800-282-8069, ext 8247
- Brandon: 726-6027 or 1-800-262-3930
- Thompson: 677-6374 or 1-877-300-0325

**Self Assessment Tool
for Agencies Intending to Apply
for Manitoba Adult Literacy Program (MALP) Funding**

MALP funding criteria	Examples of Evidence
1. Mandate: The agency offers community based programming for adults seeking to improve their literacy skills. Adult learning principles provide the foundation for the programming.	
<ul style="list-style-type: none"> The agency has a clearly defined mandate for literacy programming. 	<ul style="list-style-type: none"> <input type="checkbox"/> Mission Statement <input type="checkbox"/> Strategic Plan <input type="checkbox"/> Vision Statement <input type="checkbox"/> Admissions Policy <input type="checkbox"/> Scope of programming: Description of adult literacy programming. (For example: Stage 1 learners, Aboriginal learners, etc.)
<ul style="list-style-type: none"> Adults whose needs fall outside the scope of this mandate are to be referred to other programming and/or agencies. 	<ul style="list-style-type: none"> <input type="checkbox"/> Referral Policy and Procedures <input type="checkbox"/> Letters from referral agencies outlining procedures for referrals <input type="checkbox"/> Partnership with adult learning centres(s): Outline of transition plan for adult learners
2. Organizational Structure and Administration of the Agency. The agency must demonstrate the ability to fully discharge the responsibilities of operating and managing the adult literacy program in a manner that maintains and enhances public trust. The following factors will be considered:	
<ul style="list-style-type: none"> The agency is governed by a Board of Directors which actively represents the community to be served. 	<ul style="list-style-type: none"> <input type="checkbox"/> Board of Directors – names, titles, contact information <input type="checkbox"/> Terms of reference for the Board of Directors. <input type="checkbox"/> Organizational structure and administration chart for the agency including subcommittees*
<ul style="list-style-type: none"> The agency may delegate the responsibilities for administering the literacy program to a sub-committee 	<ul style="list-style-type: none"> <input type="checkbox"/> Board sub-committee responsibilities outlined in the Board policy and procedures manual
<ul style="list-style-type: none"> The agency ensures a minimum of 4 meetings are held per program year to address the administration and operation of the literacy program 	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule of the 4 planned agency meetings that address adult literacy programming

**Self Assessment Tool
for Agencies Intending to Apply
for Manitoba Adult Literacy Program (MALP) Funding**

MALP funding criteria	Examples of Evidence
<ul style="list-style-type: none"> The agency has policies and procedures that address board governance, administration, finances, personnel, educational programming, information management and succession planning 	<ul style="list-style-type: none"> <input type="checkbox"/> Board policy and procedures manual <input type="checkbox"/> Copy of by-laws for the organization <input type="checkbox"/> Submission of annual "Certificate of Status" from the Companies Office
<ul style="list-style-type: none"> Personnel records and learner files are complete and securely stored 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan of space and procedures to securely store personnel records and learner files <input type="checkbox"/> Picture of storage space
<p>3. Program Plan A detailed program plan is required to ensure that literacy programming is relevant to the community it serves, and that funding is used strategically. The program plan shall include:</p>	
<ul style="list-style-type: none"> Rationale to demonstrate the need and demand for the program 	<ul style="list-style-type: none"> <input type="checkbox"/> Number of learners to be referred from other agencies/sources <input type="checkbox"/> Location of program <input type="checkbox"/> Evidence the program will attract literacy learners – documentation of partnerships and referral arrangements
<ul style="list-style-type: none"> Rationale for the hours of operation and overall schedule 	<ul style="list-style-type: none"> <input type="checkbox"/> List hours of operation the literacy program - a minimum of 6 contact hours per week for 26 weeks available to each learner <input type="checkbox"/> List overall instructional hours <input type="checkbox"/> Rationale for schedules of program hours and instructional hours
<ul style="list-style-type: none"> Demographics of the target learner group 	<ul style="list-style-type: none"> <input type="checkbox"/> Demographics of proposed learner group
<ul style="list-style-type: none"> Clearly defined scope of the literacy program 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstration of serving the needs of the community of learners and the defined scope of the program (For example: Delivery times, models, literacy level focus, education partnerships, workplace partnerships, etc.)

**Self Assessment Tool
for Agencies Intending to Apply
for Manitoba Adult Literacy Program (MALP) Funding**

MALP funding criteria	Examples of Evidence
<ul style="list-style-type: none"> • Description of the program model 	<input type="checkbox"/> Description of program model, curriculum, and delivery model for the community of learners. Include examples of instructional methods/strategies and curriculum materials.
<ul style="list-style-type: none"> • Plan for development, implementation and evaluation of the educational program 	<input type="checkbox"/> Educational Program Plan that includes: <ul style="list-style-type: none"> ○ Implementation strategy ○ Evaluation plan
<ul style="list-style-type: none"> • Staffing requirements and qualifications 	<input type="checkbox"/> Positions descriptions
<ul style="list-style-type: none"> • Evidence that programming is needed in the identified location and does not compromise literacy programming offered by other agencies 	<input type="checkbox"/> Needs assessment: Identified need for the program in the proposed location
<ul style="list-style-type: none"> • Detailed financial plan 	<input type="checkbox"/> Letters confirming funding from other sources <input type="checkbox"/> Proposed Budget (Include total number of staff, full time equivalency for each staff, and proposed pay)
<p>4. Community Connection The agency is expected to make the literacy program visible and active within the community. This includes:</p>	
<ul style="list-style-type: none"> • Offering literacy programming that is appropriate to the community 	<input type="checkbox"/> Current needs assessment: Identified need for the program in the proposed location* <input type="checkbox"/> List of memberships/partnerships/networks with other organizations
<ul style="list-style-type: none"> • Actively communicating what the literacy program has to offer 	<input type="checkbox"/> Marketing plan (flyers, brochures, etc.) <input type="checkbox"/> Outline of participation on inter-agency group(s) in the community <input type="checkbox"/> Communication plan

**Self Assessment Tool
for Agencies Intending to Apply
for Manitoba Adult Literacy Program (MALP) Funding**

MALP funding criteria	Examples of Evidence
<ul style="list-style-type: none"> Maintaining awareness of community issues and emerging trends 	<ul style="list-style-type: none"> <input type="checkbox"/> List of groups, networks, partnerships <input type="checkbox"/> Partnership agreements; memorandum of understanding
<ul style="list-style-type: none"> Demonstrating its community connection through its relationships and/or partnerships 	<ul style="list-style-type: none"> <input type="checkbox"/> Chart/diagram of community connections: both current and planned <input type="checkbox"/> List of current community partnerships <input type="checkbox"/> Plan of action to increase connections
<ul style="list-style-type: none"> Making and receiving referrals 	<ul style="list-style-type: none"> <input type="checkbox"/> Document: Referral policy and procedures manual (Include different examples of referrals – description of learner and where would you make the referral) <input type="checkbox"/> List of referral agencies (for both making and receiving referrals) <input type="checkbox"/> Sample referral form
<p>5. Learner Assessment Thorough learner assessment is to:</p>	
<ul style="list-style-type: none"> determine the eligibility of learners for the program 	<ul style="list-style-type: none"> <input type="checkbox"/> Admission policy – outlining the need for literacy programming, age of learner, EAL benchmark, expectations regarding learner attendance and progress, etc. <input type="checkbox"/> Attendance policy, including consequence of frequent absence or no-show
<ul style="list-style-type: none"> identify the level of programming required 	<ul style="list-style-type: none"> <input type="checkbox"/> Intake forms <input type="checkbox"/> Assessment procedures and forms <input type="checkbox"/> Learning Plan including learner goal sheet
<ul style="list-style-type: none"> measure the progress of learners 	<ul style="list-style-type: none"> <input type="checkbox"/> Referral policy <input type="checkbox"/> Learner progress sheet, identifying short and long-term goals <input type="checkbox"/> Description of how progress of learners is measured
<ul style="list-style-type: none"> determine the level of learners upon completion 	<ul style="list-style-type: none"> <input type="checkbox"/> Learner progress sheet <input type="checkbox"/> Description of how the level learner(s) progress is documented upon completion* <input type="checkbox"/> Certificates of completion*

**Self Assessment Tool
for Agencies Intending to Apply
for Manitoba Adult Literacy Program (MALP) Funding**

MALP funding criteria	Examples of Evidence
Assessment is expected to be conducted in the context of the Manitoba Stages framework and the Essential Skills. It is to include:	
<ul style="list-style-type: none"> • A clearly defined intake process which includes an initial interview and assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> Certificate of completion of Intake Assessment Tool workshop <input type="checkbox"/> Copy of assessment forms
<ul style="list-style-type: none"> • The use of flexible, learner-centred assessment procedures and tools 	<ul style="list-style-type: none"> <input type="checkbox"/> Examples of flexible, learner-centred assessment tools <input type="checkbox"/> Description of assessment procedures used and how they measure to the Stage framework
<ul style="list-style-type: none"> • Establishing learner goals, reviewing them on a regular basis and revising them as required 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning goal template, including space for dates, and initials and signatures of learners and instructors
<ul style="list-style-type: none"> • Documenting each assessment, to form part of that learner's file 	<ul style="list-style-type: none"> <input type="checkbox"/> List of assessment documents to be kept in each learner's file
<ul style="list-style-type: none"> • Developing individualized learning plans based on initial assessment and learner goals 	<ul style="list-style-type: none"> <input type="checkbox"/> Sample of a learning plan
<ul style="list-style-type: none"> • Measuring learner progress and achievement 	<ul style="list-style-type: none"> <input type="checkbox"/> Tools used to measure learner progress and achievement <input type="checkbox"/> Certificate of completion – e.g. goals, course, Stage level

**Self Assessment Tool
for Agencies Intending to Apply
for Manitoba Adult Literacy Program (MALP) Funding**

MALP funding criteria	Examples of Evidence
<p>6. Instruction Instruction is to be delivered in the context of the Manitoba Stages curriculum framework and incorporates the Essential Skills. Instruction must attend to adult learning principles and relate to learner goals. It will incorporate:</p>	
<ul style="list-style-type: none"> • Models of delivery appropriate to the needs of the community of learners 	<ul style="list-style-type: none"> <input type="checkbox"/> Samples of materials used <input type="checkbox"/> Examples of delivery methods <input type="checkbox"/> Sample lesson plan to illustrate models of delivery – multilevel, small group, large group <input type="checkbox"/> Certificate of completion of Manitoba Stages Framework: What does it mean? (Workshop)
<ul style="list-style-type: none"> • Opportunities for individual and group instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Sample lesson plan
<ul style="list-style-type: none"> • Clear curriculum and learning outcomes 	<ul style="list-style-type: none"> <input type="checkbox"/> Sample lesson plan <input type="checkbox"/> Examples of curriculum and materials
<ul style="list-style-type: none"> • The ability to accommodate multiple levels of literacy 	<ul style="list-style-type: none"> <input type="checkbox"/> Sample lesson plans with differentiated learning addressing different Stage levels
<ul style="list-style-type: none"> • Materials that are current, diverse, adult appropriate, authentic and relevant to learner goals 	<ul style="list-style-type: none"> <input type="checkbox"/> A list of materials to be used <input type="checkbox"/> Rationale for how material addresses community of learners

**Self Assessment Tool
for Agencies Intending to Apply
for Manitoba Adult Literacy Program (MALP) Funding**

MALP funding criteria	Examples of Evidence
<p>7. Learner files Files are established for each learner to provide a record of their participation, assessment and achievement. The program is to make files available:</p>	<p><input type="checkbox"/> A list of what will be included in learner files.</p> <ul style="list-style-type: none"> • Learning plan • Intake and initial assessment forms • Evidence of ongoing assessment and progress • Goal setting sheet • Referral forms/letters • Attendance • Samples of work
<ul style="list-style-type: none"> • To learners for review 	<p><input type="checkbox"/> Student handbook</p> <ul style="list-style-type: none"> • Attendance policy • Schedule of classes • Floor plans • Borrowing of books/materials policy • Coffee and lunch breaks • Program hours • Fees • Learning expectations • Sample forms
<ul style="list-style-type: none"> • To other agencies upon request by the learner 	<p><input type="checkbox"/> Policy on confidentiality</p> <p><input type="checkbox"/> Sample of release form</p>
<p>8. Financial Management The agency is responsible for all financial matters in the operation of the literacy program. This includes:</p>	
<ul style="list-style-type: none"> • Adherence to Canadian Generally Accepted Auditing Practices (GAAP) 	<p><input type="checkbox"/> Annual audit report and statements</p>
<ul style="list-style-type: none"> • Clear lines of authority and responsibility for financial matters with internal control processes 	<p><input type="checkbox"/> By-laws</p> <p><input type="checkbox"/> Organizational chart</p> <p><input type="checkbox"/> Management report if it is a part of the annual audit of the organization</p>

**Self Assessment Tool
for Agencies Intending to Apply
for Manitoba Adult Literacy Program (MALP) Funding**

MALP funding criteria	Examples of Evidence
<ul style="list-style-type: none"> • Adherence to the approved budget 	<input type="checkbox"/> Submission of interim and final financial reports
<ul style="list-style-type: none"> • Timely and accurate financial reporting 	<input type="checkbox"/> Completed Interim and final financial reports <input type="checkbox"/> Annual audit
9. Human Resource Management The agency follows effective processes for the recruitment, professional development and evaluation of paid and unpaid staff in the literacy program.	
<ul style="list-style-type: none"> • Staffing appropriate to program plan 	<input type="checkbox"/> Staffing calculation sheet <input type="checkbox"/> Advertisements (if hiring staff) <input type="checkbox"/> Job Descriptions
<ul style="list-style-type: none"> • Ensuring that all paid and unpaid staff have the levels of knowledge, skills and competencies necessary to fulfill their duties and responsibilities 	<input type="checkbox"/> Recruitment plan for staffing to meet the needs of the learners <input type="checkbox"/> Sample staff evaluation form
<ul style="list-style-type: none"> • Compensation commensurate with duties and responsibilities of position 	<input type="checkbox"/> Salary Scale

**Self Assessment Tool
for Agencies Intending to Apply
for Manitoba Adult Literacy Program (MALP) Funding**

MALP funding criteria	Examples of Evidence
<p>10. Facilities, Equipment, and Technology The facilities, equipment and technology for the literacy program enable successful delivery of the educational program and meet the needs of the target learner group. The facilities are to be safe, comfortable and equipped to meet administrative, instructional and program support needs. This includes:</p>	
<ul style="list-style-type: none"> • Consistent space that is visible and accessible 	<ul style="list-style-type: none"> <input type="checkbox"/> Diagram or photograph to illustrate visibility (Signage both inside and out of building) <input type="checkbox"/> Diagram or photograph to illustrate accessibility (e.g. wheelchair accessible) <input type="checkbox"/> Diagram or photograph of safety features <input type="checkbox"/> Provide a diagram of public transportation routes to the program* <input type="checkbox"/> Safety policy <input type="checkbox"/> Evacuation plan
<ul style="list-style-type: none"> • Adequate instructional space to accommodate the number of learners based on the program model 	<ul style="list-style-type: none"> <input type="checkbox"/> Floor plan of space for individual and group instruction* <input type="checkbox"/> List of equipment
<ul style="list-style-type: none"> • Space capable of accommodating individual and group instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Floor plan to show space for individual and group instruction with a description of why the space is appropriate for the community of learners
<ul style="list-style-type: none"> • Secure storage of materials and equipment 	<ul style="list-style-type: none"> <input type="checkbox"/> Floor plan of facilities with photographs where helpful
<ul style="list-style-type: none"> • Appropriate signage 	<ul style="list-style-type: none"> <input type="checkbox"/> Diagram or photograph to illustrate visibility (Signage both inside and out of building)
<ul style="list-style-type: none"> • Information technology capable of providing relevant and timely information and enhancing the learning experience. Technology is required for: 	<ul style="list-style-type: none"> <input type="checkbox"/> Inventory list of all computer hardware and software <input type="checkbox"/> Floor plan showing room arrangement with computers identified
<ul style="list-style-type: none"> ➤ administrative tasks and communication 	<ul style="list-style-type: none"> <input type="checkbox"/> List/description of computer hardware and software designated for use of administrative staff

**Self Assessment Tool
for Agencies Intending to Apply
for Manitoba Adult Literacy Program (MALP) Funding**

MALP funding criteria	Examples of Evidence
<ul style="list-style-type: none"> ➤ access to web-based instructional strategies and resources 	<ul style="list-style-type: none"> <input type="checkbox"/> Internet provider agreement for high speed internet connection
<ul style="list-style-type: none"> ➤ integration of computers into instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Number of computers in program and timetable of accessibility <input type="checkbox"/> Description of strategies to integrate computers into instruction

**Self Assessment Tool
for Agencies Intending to Apply
for Manitoba Adult Literacy Program (MALP) Funding**

Regulation item	Examples of Evidence
2(a) Agency name and address (each site)	<input type="checkbox"/> Agency name and address
2(b) If the agency is a corporation....a copy of the latest annual return required to be filed under <i>The Corporations Act</i>	<input type="checkbox"/> Copy of the latest annual return required to be filed under <i>The Corporations Act</i>
2(c) Name of the person responsible for the day-to-day operation of its adult literacy program	<input type="checkbox"/> Name and job title of the person responsible for the day-to-day operation of the adult literacy program
2(d) Breakdown of each of its (<i>the agency's</i>) funding sources or proposed funding sources	<input type="checkbox"/> Breakdown of the funding sources or proposed funding sources
Regarding learner fees: 2(g) A listing of all fees payable by a learner and the purpose for which each fee is imposed 3(2) The agency is ineligible for funding if it charges or proposes to charge a tuition fee or a fee that is not reasonable in the circumstances.	<input type="checkbox"/> Listing of all fees payable by a learner and the purpose for each fee
3(1)(a) The agency's admission policy is targeted at adults who have not regularly attended a high school in the preceding 12 months	<input type="checkbox"/> Admission policy is targeted at adults who have not regularly attended a high school in the preceding 12 months
4(1) The agency that receives MALP funding must ensure that (b) learning plan is regularly reviewed and revised.... (c) (ii) learner file is ... accessible to the learner... (d) the learner...will be provided any necessary assistance in interpreting the contents of his or her learner file	<input type="checkbox"/> Policy and procedure for learning plans addresses: <ul style="list-style-type: none"> • review and revision; • accessibility to learner; • assistance to interpret, etc.

**Self Assessment Tool
for Agencies Intending to Apply
for Manitoba Adult Literacy Program (MALP) Funding**

Regulation item	Examples of Evidence
4(2)(a)(b)(c) If minors are or will be present in a facility in which the agency provides literacy programming, the agency must ensure that...criminal record check and child abuse registry checks are done....	<input type="checkbox"/> HR policy and procedure regarding criminal records check and child abuse registry check if minors or will be in the program facility