

Summary Report:

2010 Quality Assurance Forums



Prepared by Parks and Recreation Ontario.
Facilitated through HIGH FIVE® Ontario.



The Quality Assurance Working Committee was established by Parks and Recreation Ontario in 2010. Its goal is to work collaboratively on enhancing the quality assurance measures being implemented by sport and recreation organizations within Ontario for children 6-12.

Working Group Members:

Boys and Girls Club of Canada - Central Region

Centre for Sport and Law

City of Toronto - Parks, Forestry and Recreation

Gymnastics Ontario

Parks and Recreation Ontario

YMCA Ontario



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Executive Summary

Dear Quality Assurance Forum Participants,

We are pleased to provide you with the Summary Report to inform next steps following the Quality Assurance Forums that took place in Fall 2010.

Your participation generated dynamic discussion and invaluable information, as well as providing the Working Group with new insights into the quality assurance measures that are being implemented within sport and recreation programs for children ages 6 to 12.

The report presents a summary the discussions at each Forum and the information gathered about how organizations are implementing quality assurance within four Organizational Themes identified by the Working Committee:

- Training and Development
- Program Assessments
- Policies and Procedures
- Awareness (internal and external)

It also provides strength-based solutions to the barriers identified by the participants to implementing quality assurance:

- Budget and Funding
- Staff and Human Resource
- Time Management
- Buy in

Steven Indig (lawyer and Managing Director of The Centre for Sport and Law) stated, “we are the experts in our field and we set the standards. Sharing what we are doing and speaking to one another is critical to the success of the sector. Working together we have what it takes to overcome the barriers indicated above. “

What is also clear is that it is critical for us to strengthen and enhance the quality of our program delivery to children aged 6 to 12. In implementing Dr. Charles Pascal’s vision for Full-Day Learning and Extended Day, the Ministry of Education will determine what



standards will be put in place for these programs. As potential third-party providers and partners, we want to exceed these expectations and show how recreation and sport professionals and the sector as a whole have the highest standard of care!

This report provides the basis for continued work by the Working Committee. In the months to come, we will:

- create a survey to measure the implementation of quality standards and identify a standard of care for the sector;
- provide a survey report that will act as a risk management tool against which organizations can compare their current standard of care;
- deliver a workshop at the PRO Educational Forum on 'Quality Assurance for Children through Collaboration'. Content includes: 'Out of School' time and how we can be working with community partners to have a 'child first' focus; and
- continue to facilitate the process of sharing policies, procedures and best practices around quality assurance

Your continued interest and participation in this discussion is appreciated and the Working Committee will keep delegates informed of key milestones as we move forward. Once again, we would like to thank you for your participation and involvement in the Quality Assurance Forum.

Yours truly, in Quality Assurance,

Quality Assurance Working Committee

Boys and Girls Club – Central Region
Centre for Sport and Law
City of Toronto, Parks Forestry and Recreation
Gymnastics Ontario
Parks and Recreation Ontario
YMCA Ontario

Introduction

This summary report highlights key findings from the Quality Assurance Forums held on the dates and locations indicated below. More than 85 representatives from a broad range of non-profit organizations participated in the Workshops. (A list of participating organizations is provided at the end of this summary report).

- October 5, 2010- Toronto
- October 14, 2010 – Sudbury (Teleconference)
- October 28, 2010 – Cambridge
- November 9, 2010 - Ottawa

Background

HIGH FIVE® is Canada's only comprehensive quality assurance standard for children's sport and recreation programs for children ages 6 to 12. Within Ontario there are more than:

- 150 Registered or Accredited Organizations such as municipalities, YMCA/YWCA, Boys and Girls Club, sport clubs
- 40,000 leaders trained in the Principles of Healthy Child Development (PHCD)
- 5250 supervisors trained in how to assess children's programs using QUEST 2
- 550 Trainers trained

One of the many benefits of participating in the standard is the opportunity to attend annual Regional Meetings.

Parks and Recreation Ontario holds approximately four regional meetings across the province in the fall to connect its Registered and Accredited Organizations, provide a HIGH FIVE® update and allow time for networking with colleagues interested in quality assurance. More recently it has also served as a professional development opportunity with speakers on topics such as risk management.

At Regional Meetings in 2009, the PRO Educational Forum and the Aquatic conference it became apparent that recreation and sport providers needed to focus their attention on **policies and practices** around quality assurance. Everyone was doing something different! When things are done in a patchwork way, there can be a lack of coordination and missed opportunities to share resources and best practices.



In 2010, Parks and Recreation Ontario approached the Boys and Girls Clubs- Central Region, Centre for Sport and Law, City of Toronto Parks Forestry and Recreation, Gymnastics Ontario, and the YMCA Ontario to partner in the delivery of Quality Assurance Forums that would explore the implementation of quality assurance measures within sport and recreation program for children aged 6 to 12.

The Working Committee developed the following Quality Assurance Forum objectives and outcomes:

Objectives

- Educate the sector about Ontario's Full-Day Early Learning and Extended Day Programs
- Participate in discussion, sharing and networking on Quality Assurance
- Identify the implementation of Quality Assurance practices within organizational themes
- Share promising practices that propose solution-based approaches to the barriers of implementing quality assurance measures

Outcomes

- Display the successes of the sector and show how much is already being done to ensure quality
- Elevate recreation and sport practitioners as professionals and strengthen the sector
- Obtain feedback from the sector to create a Quality Assurance Forum Report
- Identify gaps in quality assurance for further investigation/discussion and action

Ministry of Education Presentation

Education Officers from The Ministry of Education, Early Learning Division-Implementation Branch presented an update on the Full – Day Learning Program for four and five year olds and a discussion that focused on the Extended Day initiative. Appendix D provides a detailed biography of each speaker outlining their extensive education, leadership and innovative accomplishments.

- **Jill Worthy**, Toronto,
- **Renee Brouillette**, Sudbury
- **Rod Peturson**, Cambridge
- **Jaques Torjman**, Ottawa

The Full-Day kindergarten program has evolved from the report *With Our Best Future in Mind* written by Dr. Charles Pascal, the province's early learning advisor. This report offers 20 recommendations to transform early learning for families and children from the prenatal period to age 12. In addition to recommendations about full-day kindergarten, Dr. Charles Pascal recommended creating Best Start Child and Family Centres as a key vehicle for developing a children's service system. The Ministry of Education has taken on responsibility for child care to support a more integrated system for children and families.

Highlights of Extended Day Program:

- Where there is sufficient interest from parents, schools with full-day kindergarten will provide an integrated, extended day program from about 7 a.m. to start of school and after school until 6 p.m., as determined by community needs.
- Some schools may offer before and after school programs run by a third-party child care provider in year one (2010) and year two (2011). Legislation is currently being reviewed and it is expected that as announced by the Government, third-party agreements will be permitted on an ongoing basis.
- The integrated before- and after-school program complements what happens during the regular school day.
- Registered Early Childhood Educators are responsible for the before- and after-school programs.
- There will be, at most, a ratio of one Early Childhood Educator (ECE) for every 15 children. If there are more than 15 children enrolled in the before- and after-school program, a second adult will support the ECE. The second adult may receive additional training to work in the program, but he or she is not required to be a Registered ECE.
- The extended day program is available to parents on a cost-recovery basis, with subsidies available based on need and



eligibility.

Ministry of Education Presentation: <http://highfive.ilogic.net/on/Shared%20Documents/Parks%20and%20Recx--jw--oct.ppt>

Ministry of Education Website: <http://www.ontraio.ca/kindergarten>

Early Learning Report: http://www.ontario.ca/en/initiatives/early_learning/ONT06_018865

Debrief and Question and Answer Period:

A debrief was conducted at each Forum followed by a question and answer period.

The Full-Day Learning Kindergarten Program represents a comprehensive re-engineering of the early learning and child care system. In Full-Day Kindergarten classrooms, there is an educator team which includes a teacher and a Registered ECE. There is also a new play-based curriculum which provides the foundation for the daily program.

In addition to its responsibility for the education and care of 4 and 5 year olds, the Ministry of Education is also responsible for child care for children from 0 to 12. This includes funding of the child care system, meaning that child care contract and subsidy dollars previously administered through The Ministry of Children and Youth Services (under the Day Nurseries Act) will now be administered by The Ministry of Education.

Registered ECEs continue to be responsible for the before and after school care for 4 and 5 year olds, either through a licensed child care program or a program that is directly operated by a Board of Education. All ECEs must now be registered with the College for Early Childhood Educators or they are not able to practice in Ontario.

The Day Nurseries Act is also under review during this process and the regulations and legislation affecting 6 to 12 year olds could change as a result. This may affect us as service providers for this age group.

It should also be noted that full-day kindergarten is not mandatory, nor is the before and after school care offered within this framework.

Bill 242: An Act to amend the Education Act and establish the legal framework governing the long-term planning and implementation of the Full Day Learning initiative was passed on April 27, 2010.

The Bill requires boards to directly operate before and after school programs for 4 and 5 year olds where viable, defined by a group of 20 children. Boards may offer programs for fewer children but this is not a legislative requirement. Boards may enter into agreements with municipalities, or other persons or entities, to administer subsidies related to such board-operated programs.

To help maximize access to before and after school programs, proposed legislative amendments (EL12) would give Boards the flexibility to enter into agreements with third party operators to provide before and after school programs at school sites where there is **sufficient demand**. This new flexibility is in place to ensure optimal access for families to high quality before and after school programs across the Province. This proposed new direction is subject to approval of the Legislature in early Spring 2011.

Fees for board-operated programs are determined in accordance with a prescribed set of requirements. Fees for third party programs will continue to be set by the operator of the program.

- Currently 35,000 children attend Full-Day Learning classes in Ontario.
- By Fall 2012 it is expected that 49% of all children in the Province will be attending Full-Day Learning classes.
- 12 School Boards in the Province currently provide board-operated extended day programs for 4 and 5 year olds.
- The Ministry of Education has developed tools for schools to use to determine base costs for operation and fee recovery for extended day programs at a local level.
- Licensing of extended day programs remains a responsibility of The Ministry of Children and Youth Services.

Question: Will there be established operating criteria from the Ministry of Education for before and after school care programs?

Answer: This is possible and is an important reason for us to be reviewing and establishing our 'high' quality standards and standard of care in the recreation sector.

Question: Will Registered ECEs be responsible for the after school programming for 4 to 5 year olds and the 6 to 12 year olds?

Answer: The new legislation states that Registered ECEs must lead board-operated before and after school programs at an average ratio of 1 to 13 for 4 and 5 year olds. Once a group size exceeds 30, a second program unit must be established. Third party operated programs continue to follow DNA legislation regarding staff to children ratios. Boards are also permitted to offer programs for older students but there is no requirement for boards to offer programs for 6 to 12 year olds at this time.



Question and Answer Session Notes

October 5th:

Question: Will there be an emphasis on after-school programming for 4-8 year olds and 9-12 year olds as separate groups

Answer: Not sure. We aren't certain if ECEs will have the supervision mandate for beyond 4-8; for Grade 1-8 there is no legislation, just recommendations.

Question: Can you provide a further explanation of Third-Party Agreements?

Answer: Third party agreements are allowed for two years max; while they are being phased out there will be opportunities for consultation and sectors can look at new ways to support services.

NB: Since these Forums, a legislative amendment was introduced which will, if passed, allow third-party agreements after the transition period.

October 28:

Question: What happens in summer?

Answer: Schools have permission to continue day care; looking at camps, PD days as well. Will cooperate and collaborate with third parties to provide these services – goal is to provide universal access to quality programs. The Ministry of Education wants to see the buildings used year round.

Question: Who is going to pay for fee subsidy?

Answer: If a child qualified for a child care subsidy this money will still be available for them and paid to the Board of Education.

November 9:

Question: Are plans in place for 6-12 year olds?

Answer: Yes, they are also developing some kind of guidelines, but no timelines are known.

Question: Who determines fees for before and after programs?

Answer: Boards set fees for before and after school programs, based on cost recovery. The legislation states that fees should be “reasonable.”

Question: What strategies are they looking at to remove any financial barriers?

Answer: Working on this, as there is a need to better communicate with schools. Some costs are higher than they need to be, e.g. only need one ECE for before and after school programs, the additional staff do not require that designation. We are also finding some families are very happy with their existing contracted service and they do not want to change so we have to deal with that.

Question: Can schools continue to contracting out the before and after services?

Answer: For year 2 and 3, not beyond

NB: Since these Forums, a legislative amendment was introduced which will, if passed, allow third-party agreements after the transition period.

Question: Are ratios the same for before and after –as in the classroom

Answer: Yes

Question: If the 4 & 5 year olds programs are not full can 6-12 year old children be in this program?

Answer: Yes

Question: How to determine the name of person who is the lead within school board?

Answer: Contact Education Officer and they can provide the information.

Managing Your Risk with Quality Assurance

Steve Indig, Managing Director and lawyer with the Centre for Sport Law, presented an overview on the importance of quality assurance. In his presentation, Steve explained the definition of negligence and the fundamentals that contribute to determining Standard of Care in sport and recreation. His presentation can be found online by visiting www.highfive.org/on/SiteMap/Other.aspx, but a summary is provided below for your convenience.

Introduction to Quality Assurance

What does “quality assurance” mean for the sport and recreation provider? Quality assurance is defined as the systematic monitoring and evaluation of various aspects of a program or facility to maximize the probability that minimum standards of quality are being implemented and attained; and ensuring a particular outcome.

Quality assurance is not a very complicated task and simply means that a program provider should be spending time thinking about potential situations, deciding which situations or circumstance might pose serious risks to the organization and its participants and then determining what practical steps they can take to ensure maximization of the participants experience in the particular program.

Sport and recreation organizations have a greater responsibility towards their participants than ever before and today’s sport and recreation providers need knowledge and skills which they did not previously need, including knowledge and skills about the law.

From the perspective of quality assurance, an organization’s responsibility is **to provide a safe environment** for participants. This means having policies and standards that promote safe programs in safe facilities, overseen by qualified personnel and trained volunteers.

Understanding Negligence and Standard of Care

Negligence and liability are legal terms with precise legal meaning. These terms relate to standards of behaviour which the law expects, and understanding the law of negligence and standard of care is an essential step in understanding quality assurance.

Negligence refers to behaviour or action that falls below a “reasonable” standard of care. Canadian law demands that we behave in a particular manner so that others are not exposed to an unreasonable risk of harm. The standard of behaviour we are expected to meet is called an ‘objective standard’ – that is, it is determined by what an average person would do, or not do, in a given set of circumstances. An action is considered negligence **ONLY** when all four of these conditions exist:

1. A duty of care is owed to someone;
2. The standard of care imposed by that duty is not met;
3. A harm or loss is suffered; and
4. The failure to meet the standard causes or substantially contributes to the harm or loss.

The standard of care is perhaps the most important part of the definition of negligence as it is the area in which we have the most control. The standard of care in any given circumstance is influenced by four factors:

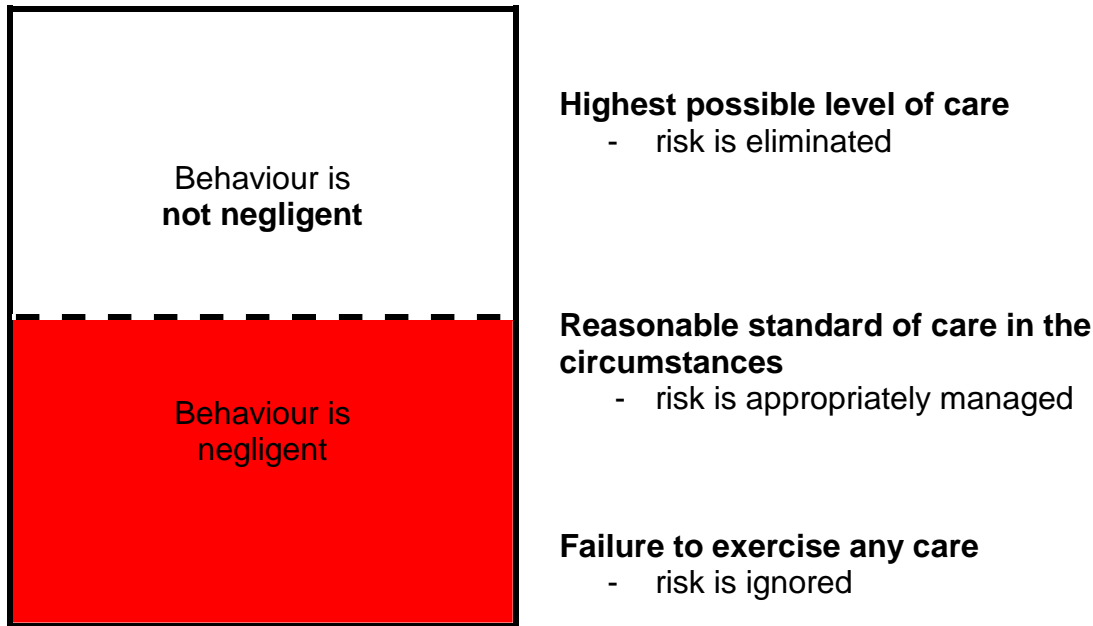
1. **Written Standards** – these include government regulations, equipment standards, guidelines, policy and procedures manuals, and other internal policies and procedures.
2. **Unwritten Standards** – these are common practices in an industry, discipline or profession which may not be written down but nonetheless are known, accepted and followed.
3. **Case Law** – these are court decisions about similar fact situations. Where circumstances are the same or very similar, judges must apply legal principles in the same or similar ways.
4. **Common Sense** – this means simply doing what feels right or avoiding what feels wrong.

The standard of care is an objective standard of conduct. As adults, we are all credited with the same general intelligence and sensibility, and thus the law expects each of us to behave in a reasonable fashion when confronted with similar circumstances.

This objective standard also applies to individuals with special knowledge or skills, such as lifeguards, front-line leaders and coaches. A lifeguard is expected to possess the same general intelligence and sensibility as other reasonable lifeguards who have similar training and experience. The law does not expect a lifeguard to be perfect in his or her behaviour, only to be reasonable to act as other reasonable lifeguards would act in similar circumstances.

Given that the standard of care depends on what a person in a similar position ought to do, how do we know what this standard is? There are some places to look for guidance: other recreation and sport organizations providing the same or similar services, written, unwritten standards, case law and common sense, which taken together, indicate the standard of care.

The chart below shows the concept of “standard of care” in a visual way. At the bottom of the chart is an absolutely unacceptable standard of care, where there is no consideration of risks at all. At the top of the chart is an absolutely perfect standard of care, where virtually every risk is considered and eliminated. Somewhere in the middle is the reasonable standard, which is what the law requires.



An understanding of the legal meaning of negligence answers the question “how does the law expect me to behave?” The answer to this question lies in quality assurance, and implementation of quality assurance means that negligence and liability are avoided.



Next Steps

As described herein, quality assurance and the related standard of care are established by written and unwritten standards, case law, common sense and determining what an individual/organization would do in a similar circumstance.

Parks and Recreation Ontario and the Quality Assurance Working Committee want to help organizations determine their required standard of care and implementation of further quality assurance. It is for this reason that Parks and Recreation Ontario will be forwarding a survey to record and track the different approaches to quality assurance and the required standards within the sport and recreation sector. The completion of the survey by a significant number of sport and recreation organizations will determine the actual standard of care within sport and recreation programs.

Please help with the determination of quality assurance by completing the survey that will be sent to your organization.

Quality Assurance Common Themes

Each participant was asked to fill out templates describing what is being implemented within their Organization within program categories see below. The following forms are a summary of the feedback from all participants. The information provides Organizations with insight into how they compare to others in the field and begin to assist in establishing a standard or care.

Group Feedback: Implementation of Organizational Themes

Training & Development	In general	Before/After School	Aquatics	Child Care	Day Camp/ Rec	Sport/Comp. Programs
Legislated Requirements	<ul style="list-style-type: none"> ▪ Reporting of Abuse ▪ Accessibility for Ontarians with Disabilities Training (AODA) ▪ WHIMIS ▪ Standard First Aid & Emergency First Aid ▪ Health and Safety ▪ TSSA ▪ CPRC ▪ Workplace Harassment and Anti-Violence (Bill 68) ▪ Food Handlers ▪ Workplace Safety and Insurance Board of ON (WSIB) – Occupational Health and Safety Act (Bill 168 amendments) ▪ Medication administration 	<ul style="list-style-type: none"> ▪ If licensed DNA ▪ Raising the Bar ▪ Quality First ▪ Workplace Violence Prevention ▪ HIGH FIVE® PHCD ▪ Respect in the Workplaces 	<ul style="list-style-type: none"> ▪ Sector led standards and certification including: NLS; Bronze Cross or Medallion and other certification through Red Cross, Lifesaving Society and CALA (Canadian Aquafitness Leaders Alliance) -water fitness ▪ Pool Operators ▪ CPR ▪ AED ▪ Certifications are required by the Public Pool Regulation 565 90 	<ul style="list-style-type: none"> ▪ ECE ▪ DNA ratios ▪ DNA Serious Occurrence Reporting ▪ Regional government regulation for subsidies or other local by-laws 	<ul style="list-style-type: none"> ▪ HIGH FIVE® PHCD 	<ul style="list-style-type: none"> ▪ Member of PSO /NSO ▪ Reporting at Club level ▪ Sport specific certification ▪ TSSA



<i>Training & Development</i>	<i>In general</i>	<i>Before/After School</i>	<i>Aquatics</i>	<i>Child Care</i>	<i>Day Camp/ Rec</i>	<i>Sport/Comp. Programs</i>
Governing Organization Requirements	<ul style="list-style-type: none"> ▪ New Employee Orientation ▪ Returning Employee refresher training ▪ HIGH FIVE[®] QUEST 1 & 2 training ▪ HIGH FIVE[®] PHCD ▪ Municipal Regulations and by-laws ▪ Training on Policies and Procedures 	<ul style="list-style-type: none"> ▪ BGCC belong Association ▪ PHCD in ON ▪ Checklists ▪ Fire inspection and Health ▪ Raising the Bar ▪ Not a lot that are aware of 	<ul style="list-style-type: none"> ▪ In service training ▪ Active Start 		<ul style="list-style-type: none"> ▪ OCA ▪ ORCA 	<ul style="list-style-type: none"> ▪ Risk Management ▪ NCCP ▪ Ethics Committee ▪ HIGH FIVE[®] Sport Training
Organizational Requirements	<ul style="list-style-type: none"> ▪ Post secondary education ▪ Police record check ▪ First Aid/CPR /AED ▪ HIGH FIVE[®] PHCD ▪ Occupational Health and Safety ▪ Needle disposal & medication administration ▪ Sun Sense ▪ Child Abuse Awareness /Reporting ▪ Policy and Procedure training ▪ Confidentiality agreement ▪ Coordinated Approach to Child Health (CATCH) ▪ Staff Review and evaluation regularly 	<ul style="list-style-type: none"> ▪ Safe food handling ▪ Serious occurrence reporting ▪ After School Recreation Care Training (ARC – City of Toronto) ▪ High School Diploma 	<ul style="list-style-type: none"> ▪ WHIMIS emphasis is placed on pool chemical handling ▪ Agreements with outside organizations for the provision of swimming lessons are adhered (liability) ▪ Recertification is offered by the organization and any updates are provided through in-service training. 	<ul style="list-style-type: none"> ▪ ARC ▪ RIRO Resiliency ▪ Reggio 	<ul style="list-style-type: none"> ▪ Valid CRC 	<ul style="list-style-type: none"> ▪ Policy and Procedure ▪ NCCP – 1,2 ▪ HIGH FIVE[®] Sport Training ▪ Meets require medical and equipment expertise ▪ Recommended screening at club level required by GO



<i>Training & Development</i>	<i>In general</i>	<i>Before/After School</i>	<i>Aquatics</i>	<i>Child Care</i>	<i>Day Camp/ Rec</i>	<i>Sport/Comp. Programs</i>
	<ul style="list-style-type: none"> ▪ O.T. Job partnering Facilitation Training ▪ Ongoing, annual in-house training 					
<i>Advantageous Training / Development</i>	<ul style="list-style-type: none"> ▪ Customer Service ▪ Conflict Resolution ▪ Development/Resource Workshops ▪ Developmental Assets ▪ Sportability ▪ Play it Fair ▪ Anti Bullying ▪ Anti Racism ▪ Special Needs/Inclusion ▪ Conferences ▪ Resilience ▪ Anti Oppression ▪ Supervisor enhancement ▪ Risk Management ▪ Innovative, in house incentives for staff participation (i.e. FISH! Philosophy or HIGH FIVE® Dollars) 	<ul style="list-style-type: none"> ▪ Early Childhood Environment Rating Scale (ECERS) ▪ School Age Care Environment Rating Scale (SACERS) ▪ Resiliency Protocol ▪ Professional Development through MCYS ▪ RAISE 	<ul style="list-style-type: none"> ▪ AST WaterArt 			<ul style="list-style-type: none"> ▪ GO Athlete training ▪ NCCP ▪ Judges, coaches certification ▪ Internal – ISO ▪ Committees e.g. special needs ▪ Just Play ▪ Respect in Sport ▪ HIGH FIVE® Sport Training



Assessment & Evaluation	In general	Before/After School	Aquatics	Child Care	Day Camp/ Recreation	Sport/Comp. Programs
What tools does your organization use with respect to staff assessments and evaluations?	<ul style="list-style-type: none"> HIGH FIVE® performance appraisal and QUEST 2 Tracking registration numbers and customer service satisfaction surveys Scheduled site visits Daily/weekly communication/report logs Staff and volunteer evaluations & performance reviews Monitoring of qualifications and keeping leaders up to date Training & Policy and Procedure Review Team Meetings Monitoring Trends Ongoing mentor 	<ul style="list-style-type: none"> Program observation Asset Training (RAISE) 	<ul style="list-style-type: none"> Standard 12 month evaluation Adhere to standards/legislation Training records for staff Policy and procedure knowledge evaluations 	<ul style="list-style-type: none"> Daily / weekly observation and feedback Assessment form 	<ul style="list-style-type: none"> 1 on 1 daily feedback Knowledge based Test Bi weekly meetings 	<ul style="list-style-type: none"> Frequent drop in visits
What tools does your organization use with respect to program assessment and evaluations?	<ul style="list-style-type: none"> HIGH FIVE® QUEST 2 Parent /Client evaluations forms <ul style="list-style-type: none"> Leader, program, customer service (online) Exit interview Scheduled site visits Parent engagement through communication (all types) leads to awareness Funder reports on outcomes (does create extra work, but can be a measurement tool) 	<ul style="list-style-type: none"> Child survey Impact on child Attendance and activity reports 		<ul style="list-style-type: none"> Camper feedback forms 	<ul style="list-style-type: none"> Random phone samplings 	<ul style="list-style-type: none"> Monitor Attendance OGA/Can-gym
	<ul style="list-style-type: none"> Answers ranged from at the end of a program to seasonally/quarterly to 	<ul style="list-style-type: none"> Every 3 months (new 	<ul style="list-style-type: none"> Seasonally/ by term 		<ul style="list-style-type: none"> Mid term and end of camp 	<ul style="list-style-type: none"> 1 – 2 times per session



Assessment & Evaluation	<i>In general</i>	<i>Before/After School</i>	<i>Aquatics</i>	<i>Child Care</i>	<i>Day Camp/ Recreation</i>	<i>Sport/Comp. Programs</i>
How often does your organization assess or evaluate staff?	<ul style="list-style-type: none"> annual, depending on program type Some do assessment on an ongoing basis Probationary periods are used Ongoing as supervisors always in attendance Not all programs assessed every season; some may not even be evaluated annually 	<ul style="list-style-type: none"> staff) Leaders at middle and end of program Coordinators 2 per year Drop in Q2 done frequently Annually 	<ul style="list-style-type: none"> Annually 		<ul style="list-style-type: none"> Minimum twice per summer Daily - ongoing 2 times per month As necessary if something identified 	<ul style="list-style-type: none"> Frequent drop ins
How often does your organization assess or evaluate programs?	<ul style="list-style-type: none"> Seasonal/quarterly Mid term Annual 	<ul style="list-style-type: none"> Continually each week with reports 2 times a session Ongoing informal Middle of each program time frame 	<ul style="list-style-type: none"> QUEST 2, 2x per session 		<ul style="list-style-type: none"> Monthly 	<ul style="list-style-type: none"> Use Sport Body curriculum
What is the procedure after your organization assesses or	<ul style="list-style-type: none"> Ongoing communication Change based on need; training, marketing Document assessment review and next steps Create program improvement work 	<ul style="list-style-type: none"> Staff meetings Reassess staff training One on one conversation 			<ul style="list-style-type: none"> Hire good staff to start Retrain and refresh staff 	<ul style="list-style-type: none"> Staff wrap up per session Show staff are valued to maintain positive



Assessment & Evaluation	In general	Before/After School	Aquatics	Child Care	Day Camp/ Recreation	Sport/Comp. Programs
evaluates staff and programs?	<p>plan HIGH FIVE® standard is below certain level procedure is standardized</p> <ul style="list-style-type: none"> ▪ Review expectations, utilized handbook ▪ With union need to reference collective agreement, certain range at which union is involved –restrictions concerning staff performance ▪ Review and improve ▪ For staff evaluations feedback and a written copy of the evaluation is provided by the supervisor to each individual staff member. Program evaluations are assessed after each session and incremental changes are made. Successes and failures are identified after each subsequent evaluation. ▪ Impact on budget development ▪ Summary report ▪ Debrief staff ▪ Show and tell staff how much they are appreciated ▪ Celebrate what we do and how well we do it ▪ Rethink, Respect, Replace 	<p>with staff</p> <ul style="list-style-type: none"> ▪ Always room for improvement no one gets a 10 			<ul style="list-style-type: none"> ▪ Hiring and firing as needed ▪ Staff sign off and file kept HR ▪ Ratings ▪ Union support meetings 	attitudes



Policies and Procedures	<i>In general</i>	<i>Before/ After School</i>	<i>Aquatics</i>	<i>Child Care</i>	<i>Day Camp General/ Recreation</i>	<i>Sport/ Comp. Programs</i>
Does your organization have written policies?	<ul style="list-style-type: none"> All organizations replied yes, but that often they identified gaps Some organizations that offer multiple programs for children e.g. before and after school, camp, etc. do not have a comprehensive policies and standards that govern all programs “Program Standards” language used with a more open, bottom up approach 	<ul style="list-style-type: none"> Yes 	<ul style="list-style-type: none"> Yes 	<ul style="list-style-type: none"> Yes 	<ul style="list-style-type: none"> Yes 	<ul style="list-style-type: none"> Yes
Where did your organization get their policies and procedures?	<ul style="list-style-type: none"> Legacy Governing body e.g. PRO Previously individual BGC did their own – presently they are being rewritten following HF Municipality provides with some corporate policies, others specific to recreation and parks CFB Petawawa – many mandated; Individual base policies need to be approved by Base Commander Some share within regions or other organizations Use HIGH FIVE® QUEST 1 to evaluate and narrow scope YMCA Standards 		<ul style="list-style-type: none"> Lifesaving Society Royal Life 	<ul style="list-style-type: none"> Public health DNA 	<ul style="list-style-type: none"> OCA 	<ul style="list-style-type: none"> Sports manuals
Who creates and/or drafts the policies and procedures?	<ul style="list-style-type: none"> Challenges with political interference with policy development and implementation Approval processes differ Mostly at the Managerial level and upwards; some created by outside agencies 					



Policies and Procedures	<i>In general</i>	<i>Before/ After School</i>	<i>Aquatics</i>	<i>Child Care</i>	<i>Day Camp General/ Recreation</i>	<i>Sport/ Comp. Programs</i>
	<ul style="list-style-type: none"> ▪ Staff teams; changing and updating all the time ▪ Meet quarterly to review ▪ YMCA National ▪ Input from staff 					
<p>What policies or procedures is your organization missing?</p>	<ul style="list-style-type: none"> ▪ Criminal record check screening f/u ▪ Social Networking ▪ Working with children and youth policies e.g. dances, after school programs e.g. commitment to children ▪ Inclusion and integration – done on individual cases (do they need support and what form) ▪ Code of Conduct ▪ Suggested best practice: Have a welcome back policy if a participant is kicked out (find ways to encourage people to come back) ▪ Use of electronic equipment devices in the workplace ▪ Allocation of new fields ▪ Email – communications ▪ Charitable donations ▪ Violence and harassment ▪ Risk Management ▪ Incident tracking and reporting ▪ Trans gendered ▪ Ratios e.g. public skating ▪ Lice/Bed bugs ▪ Need consistency e.g. have safe arrival and departure for camps but not for all programs 				<ul style="list-style-type: none"> ▪ Admission policy ▪ Sign in/out in writing 	



Policies and Procedures	<i>In general</i>	<i>Before/ After School</i>	<i>Aquatics</i>	<i>Child Care</i>	<i>Day Camp General/ Recreation</i>	<i>Sport/ Comp. Programs</i>
How are your organization's policies and procedures communicated to staff and the public?	<ul style="list-style-type: none"> ▪ Brochure/Handbook for parents ▪ Written Manuals ▪ Staff training/orientation ▪ Practice ▪ Reviewed annually ▪ Online training ▪ Will talk in person to parents ▪ Intranet ▪ Some policies available for parents ▪ Annual reviews ▪ Corporate policies can be obtained by public on line (City of Thunder Bay) 					
Does your organization comply with its policies and procedures?	<ul style="list-style-type: none"> ▪ Compliance always an issue- e.g. staff not aware, trained or provided resources to comply ▪ Part time staff retention and training ▪ Train staff within one month of hire – with staff turnover hard to maintain adherence with new staff immediately ▪ Corporate culture – go off track but culture is such that things updated – Common sense ▪ Deviations are infrequent and corrected immediately 					

Awareness	<i>Parent, Children & Community</i>	<i>Organization</i>
How is your organization promoting its own quality assurance?	<ul style="list-style-type: none"> ▪ Posters e.g. Code of Conduct (for facility use) ▪ Web ▪ BGC – marketing and communications director – Locally word of month 	<ul style="list-style-type: none"> ▪ Policy and Procedures Manuals ▪ Hiring standards e.g. HIGH FIVE® PHCD, police check,

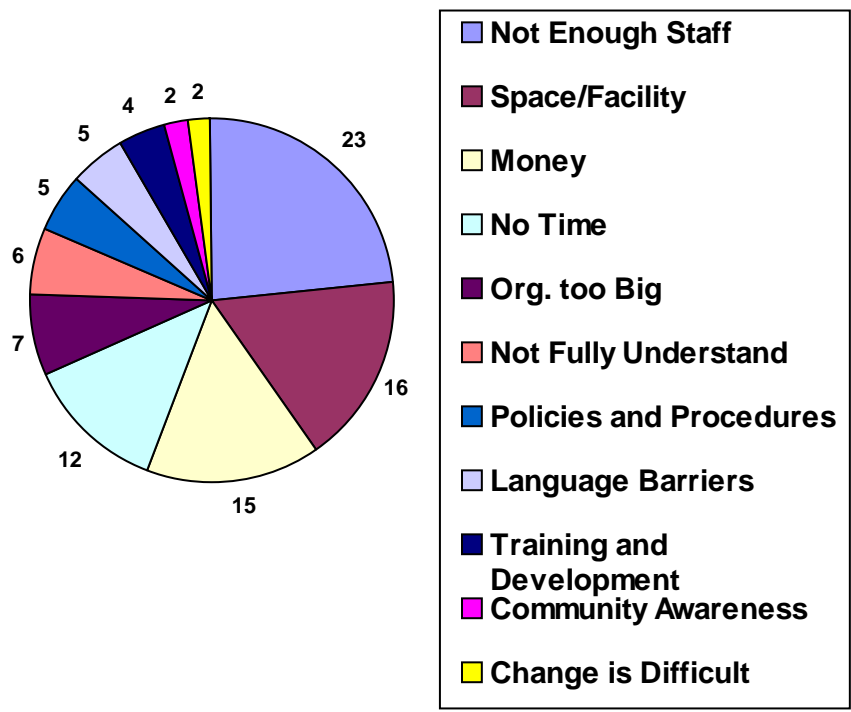


Awareness	Parent, Children & Community	Organization
	<ul style="list-style-type: none"> ▪ HIGH FIVE[®] logo distinguishing self/ HIGH FIVE[®] rack cards ▪ OCA logo ▪ First Aid/CPR ▪ Criminal Record check requirements ▪ True Sport members ▪ Youth Friendly community awards (measure against 16 criteria) ▪ Newspaper ads ▪ Media campaigns, e.g. event to announce awards ▪ Educating parents through children ▪ First day of program information ▪ Corporate communications (i.e. telephone service City of Toronto, Program & Service Guides, Flyers, Surveys) ▪ Staff trained to communicate QA message ▪ Staff recognition in building/on website ▪ Networking with other agencies in community ▪ Branding your success on materials –T- shirts, letterhead ▪ User groups communications indicate requirements for insurance, policies etc. 	<ul style="list-style-type: none"> ▪ first aid/CPR ▪ Staff training, refresher courses (e.g. PHCD) ▪ City Council education ▪ Staff recognition ▪ Newsletters ▪ Emails ▪ Through delivery of quality programs ▪ Working with other departments ▪ Staff appreciation nights ▪ Partnership with other organizations e.g. Seneca College (ARC)
<p>How does your organization know if their quality assurance communications are successful?</p>	<ul style="list-style-type: none"> ▪ Registration numbers go up, participants come back year after year and/or waiting lists needed (increasing) ▪ Ability to get grants ▪ Increased community recognition – organization is associated with quality ▪ Electronic Surveys – Customer Service, Facility Rental ▪ Parent /participant feedback ▪ Less complaints and challenges ▪ Increased response to Ads, more participants in programs/ HIGH FIVE[®] PHCD workshop ▪ Increased profitability 	<ul style="list-style-type: none"> ▪ Staff model HIGH FIVE[®] Principles ▪ Staff have appropriate training and qualifications ▪ Support from other departments e.g. subsidies, referrals ▪ Evaluation tools ▪ Risk manager assigned responsibility to oversee QA
<p>How does your organization collect and track feedback with</p>	<ul style="list-style-type: none"> ▪ Collect testimonials ▪ Parental evaluations & other customer service surveys (online, 	<ul style="list-style-type: none"> ▪ HIGH FIVE[®] QUEST assessments



Awareness	Parent, Children & Community	Organization
<p>respect to the implementation of quality assurance?</p>	<ul style="list-style-type: none"> ▪ paper, suggestion boxes) ▪ HIGH FIVE[®] QUEST 2 Observation results ▪ Informally listening to other program providers experience ▪ Send brochure to funders and parents to promote what were doing ▪ Accumulating stats (data base) ▪ Feedback section on website ▪ Track number of incident/accident claims and complaints ▪ Phone calls ▪ Real challenge for small organizations 	<ul style="list-style-type: none"> ▪ Staff Evaluations ▪ Staff meetings ▪ Exit interviews ▪ Inquiries ▪ Training evaluations ▪ Feedback from front line staff on behaviour changes with children. ▪ Summary reports ▪ Collective Agreement (Union)
<p>How does your organization leverage the feedback received relating to quality assurance implementation?</p>	<ul style="list-style-type: none"> ▪ Follow up with participants who have concerns ▪ Parent newsletter communicates evaluation results and follow up ▪ Include the fact that we are a HIGH FIVE[®] registered organization when applying for grants 	<ul style="list-style-type: none"> ▪ Address identified concerns ▪ All staff are aware of evaluations and follow up ▪ Use outcomes and customer satisfaction data to support requests for program dollars and further training. ▪ Reports to Council & use of stats to show need for continuation of programs ▪ Meet to develop new policies and procedures to ensure QA

Major Barriers to Implementing Quality Assurance



BARRIERS	# of people who think it is a major barrier	% of people
Not Enough Staff	23	24%
Space/Facility	16	16%
Money	15	15%
No Time	12	12%
Org. too Big	7	7%
Not Fully Understand	6	6%
Policies and Procedures	5	5%
Language Barriers	5	5%
Training and Development	4	4%
Community Awareness	2	2%
Change is Difficult	2	2%

Strength Based Solutions

Each participant assigned themselves to one of the top four barriers to implementing quality assurance based on their knowledge and strengths in that area. The following forms are a summary of the strength based solutions and promising practices that each group recommended. The information provides ideas and insight into how Organizations can potentially overcome barriers to implementing quality assurance.

Summary group discussions on Best Practices

1. Budget and Funding

Opportunities	Best Practices (Implementation)
Budget	<ul style="list-style-type: none"> • Compare income to expenses • Implement appropriate staff shifts • Manage ratios • Manage program expenses to reflect enrolment • Budget staff time to “budget”, need to spend money to get the money
Partnerships	<p>Within City Organization</p> <ul style="list-style-type: none"> • Large organization working inter-divisionally <p>Within Community</p> <ul style="list-style-type: none"> • Schools – at local and board level • Other municipalities e.g. share training • Legions and service clubs • TAVIS (<i>Toronto Anti- Violence Intervention Strategy</i>), led by the Toronto Police Service, working with partners like City of Toronto to reduce crime and increase safety • Youth Diversion Program (instead of Youth being charged they can commit to community service) • Spark Together for Healthy Kids (Heart and Stroke Foundation – Community Activators)
Funding/Grants	<ul style="list-style-type: none"> • Telling “Our Story” to funders, the benefits, skills learned rather than just the numbers • Use Quality Assurance as leverage with funding • Funders looking for evaluation and assessment, long term outcomes • Align with funder priorities



Opportunities	Best Practices (Implementation)
	<ul style="list-style-type: none"> • Look at funding efficiency, how much do you spend to get the money • CPRA & PRO provide resources <p>Provincial and Federal</p> <ul style="list-style-type: none"> • Canada Summer Job Service • Youth Services Bureau • Youth Outreach Worker Program • Accessibility funding for training available • Ministry of Health Promotion e.g. after School Strategy; Healthy Community Fund • Food for Thought* • Active Bodies/Healthy Minds* <p>Foundations</p> <ul style="list-style-type: none"> • Trillium • United Way • Partnerships with Canadian Tire Jumpstart, KidSport
Sponsorship	<p>Corporate</p> <ul style="list-style-type: none"> • Work with/recommend a hotel and get some rebate • Gymnastics Canada working with Hudson Travel Group • Royal Bank sponsoring free skates/swims on PD days, more then just providing money but getting kids active • Cause marketing • Realtor bought community centre Jumpy Castle, name on castle seen at events • Sports Check • True Sport sponsored by Bell
Fundraising	<ul style="list-style-type: none"> • Some organizations this is 50% of operating budget
Volunteers	<ul style="list-style-type: none"> • Work with Colleges and Universities

2. Staff and Human Resource

Opportunities	Best Practices (Implementation)
Staff Retention	<p>Quality staff recruitment</p> <ul style="list-style-type: none"> • Interviews – give staff questions ahead of time created a better interview atmosphere; want to discern if candidates have the passion for working with children • Reference checks- important to check with employers/fellow staff/kids • Police checks • Screening checks online link from Steve** • Staff need a contract, otherwise subject to common law • Make staff feel valued- relationship building <ul style="list-style-type: none"> ○ Buy in to create positive corporate vision ○ Open door/open ear policy ○ Empower staff to make decisions ○ Team environment ○ Fun environment – staff want to return ○ Professional development and evaluation • Review and assess responsibilities/requirements • Identify and reward best staff • Recognized staff mentor new staff • Improved retention has upfront costs but need to recognize long term gains • Staff moving to other departments/employers take values with them; developing staff is important and can increase retention although always chance staff may leave- making better citizens
Staff Training	<ul style="list-style-type: none"> • On the job training and mentoring • Staff development in addition to maintenance of certifications • Pay for certification
Staff Recognition	<ul style="list-style-type: none"> • HIGH FIVE® \$ (using incentives for staff who implement HIGH FIVE®) • Scholarships • Certificates
Service Agreements	<ul style="list-style-type: none"> • Streamline appropriate services to get staff as needed
Volunteers	<ul style="list-style-type: none"> • Use College students to complete Q2 • Coop students

3. Time Management

Opportunities	Best Practices (Implementation)
Plan	<ul style="list-style-type: none"> • Schedule time to plan- for all staff • Set realistic goals – both short and long term • Communicate goals with staff • Make lists • Prioritize • Delegate – hire right staff • Dedicate time to Quality Assurance • Follow up
Public Consult	<ul style="list-style-type: none"> • Know what your clients want; include them in the planning • Use surveys to identify opportunities or programs to cut • Involve those who are demanding in helping find a solution
Organization	<ul style="list-style-type: none"> • Be organized: colour coded file systems; purging files; streamlining • Minimize micro managing • Time management sheets to analyze where spending time – helped identify where they could change to be more productive
Evaluation	<ul style="list-style-type: none"> • Evaluate all meetings – is this the most efficient use of time • Different ways of meeting – telephone conference saves travel time • Mentoring – learn by others mistakes/successes • Measure quality assurance initiatives – document before and after program improvements e.g. is there higher registration, fewer complaints • Spending money/time upfront to save money/time in the long run

4. Buy In

Opportunities	Best Practices (Implementation)
Staff	<ul style="list-style-type: none"> • Inclusion in decision making process of quality assurance – everyone should understand their role • Using common QA language and vision with all staff/volunteers e.g. HIGH FIVE® • Provide updates on process through ongoing communication e.g. newsletter, meetings • Feedback on progress needs to be immediate • Celebrate successes <p>Recognize new generation of Leaders</p> <ul style="list-style-type: none"> • Predict retention going to emerge as more of a challenge • Over hire –may need more flexibility to keep best staff • Accommodate staff that need a week off in summer to travel in summer to do volunteer in developing world
User	<ul style="list-style-type: none"> • Using common QA language and vision e.g. HIGH FIVE® with community, participants and parents; promote messaging in brochures, T-shirts, bracelets etc • Surveys, focus groups, information nights and open houses to collect information to support decision making • Work with partners e.g. school boards/community groups to disseminate information • Access money for inclusion and outreach (e.g. translation) - outreach to marginalized populations • How far should organization go sharing information e.g. Policies and Procedures – need to help educate users to ask the right questions without giving parents the whole binder; identify key policies that demonstrate QA
Political	<ul style="list-style-type: none"> • Tie in with corporate goals and vision • Connect with research and trends • Return on investment – show benefit • Alliances with Public Health • Testimonials – personal connection



Participating Organizations

Name	Organization
Nancy Gouthier	Better Beginnings Better Future
Adam Joiner	Boys and Girls Club of Ottawa
Jerrett DeFazio	Boys and Girls Club of Ottawa
Duane Dahl	Boys and Girls Clubs of Hamilton
Jeanette Pacheco	Burlington B.G.'s
Julia Westell	Burlington B.G.'s
Steven Indig	Centre for Sport and Law
Chantal Hunt	Centre pivot du Triangle Magique
Megan Poitras	Centre Pivot du Triangle Magique
Stéphane Coutu	Centre Pivot du Triangle Magique
Karen Donovan	CFB Petawawa
Felicia Arsenault	CFB Petawawa
Trish Burke	CFB Petawawa
Jennifer Spence	City of Burlington
Ruth Reitzel	City of Cambridge
Carri Stonehouse	City of Hamilton
Corey Beaudoin	City of Hamilton
Shelley Cooper	City of Kawartha Lakes
Roz Llewellyn	City of Orillia
Julie Twaddle	City of Oshawa



Name	Organization
Dianne Gate	City of Ottawa
Lori Laird	City of St. Catharines
Donna Perrault	City of Thunder Bay
Beth Denley	City of Toronto
Diana Raaflaub	City of Toronto
Hellen Lavric	City of Toronto
Julie McColvin-St. Clair	City of Toronto
Max Burke	City of Toronto
Michael McGee	City of Toronto
Victoria Muir	City of Toronto
Kay Poon	City of Toronto
Janet Hilts	City of Toronto
Kim Brown	City of Toronto
Fern McCracken	Community Recreation Consulting
Anna Frigault	Community Support Centre of Haldimand-Norfolk
Jayne Aldridge	Community Support Centre of Haldimand-Norfolk
Pam Thomas	Community Support Centre of Haldimand-Norfolk
Lina Davidson	Conseil Scolaire Catholique du Nouvel
Danielle McComb	County of Brant
Maggie Henderson	County of Brant
Sarah Hastings	County of Brant
Robin Cloutier	Dovercourt Recreation
Ruth Simpson	Gymnastics Ontario



Name	Organization
Linda Massel	Milton Springers Gymnastics Club
Leslie Pommer	Municipality of Strathroy-Caradoc
Donna Jones	Norfolk County CSD
Diane English	Parks and Recreation Ontario
Tia Wintre	Parks and Recreation Ontario
Jeff Bryer	Royal City Soccer Club
Nate Pittman	Royal City Soccer Club
Rachael Aiken	Royal City Soccer Club
Cheri-Lea Thunack	City of Toronto
Heather Atherton	City of Toronto
Kayla Reinert	Town of Arnprior
Mark Berger	Town of Aurora
Linda Hillman	Town of Bracebridge
Judy Vandermeer	Town of Gravenhurst
Jessica Stovin	Town of Halton Hills
Mariette Renaud	Town of Lakeshore
Jennifer McPetrie	Town of Milton
Carol Gall	Town of Oakville
Tricia May	Town of Oakville
Michelle Dennis	Town of Petrolia
Thera Wagner	Town of Petrolia
Sandra Aszmies	YMCA of Kitchener-Waterloo



Name	Organization
Gillian Beaver	YMCA of Oakville
Jan Spiers	YMCA of Oakville
Linda Laforge	YMCA of Oakville
Beth King	YMCAs of Cambridge & Kitchener-Waterloo
Lianne Horne	YMCAs of Cambridge and Kitchener-Waterloo
Vicki Warren	YWCA of Cambridge and Kitchener-Waterloo
Jackie Anger	YWCA of St.Thomas Elgin