

The following criteria were established through consultation with Treaty 7 and Urban Elders, focus groups, practitioners in the literacy field, and a literature review. This screening tool will be used specifically by Calgary Learns Indigenous review committees to evaluate the applications for Indigenous programming.

1 = Little content 2 = Some content 3 = Acceptable content 4 = Excellent content
 N/A Not applicable ***Please make a note as to why you think it is N/A***

Where a question has multiple qualifiers preference and higher marks will be given for more examples. The goal is that all proposals that come in will eventually have excellent content, and therefore these questions are geared for long-term and sustainability of programs' success.

Please rank the following:	1-4	N/A
A. Program Need (Q1) <ul style="list-style-type: none"> • Have they clearly identified the learning need the program will address? • Do they understand the unique learning needs of Indigenous learners? • Are they aware of similar programs and how do they plan to ensure there is no duplication of programming? • Demonstrate an understanding of reconciliation? 		
B. Outcome Measurement and Evaluation Data (Q2/3) <ul style="list-style-type: none"> • Have they clearly identified learning outcomes? • Do they have a plan to track and measure progress? • Is the evaluation method inclusive of Indigenous perspective(s), methods and criteria? 		
C. Program Details Is the program delivery schedule and estimated timeline clear and within the July 1, 2019- June 30, 2020 funding period? (Q4/5) <ul style="list-style-type: none"> • Is the timeline appropriate to the activities? • Does the agency have the capacity or plan to complete activities within the approved timeline? 		
Recruitment and Supports (Q6-Q8) <ul style="list-style-type: none"> • Do they have an appropriate plan to recruit and retain Indigenous learners? • What additional processes/supports are in place to make the opportunity accessible to learners? • Is there an established criteria to ensure that all learners who attend have financial barriers? 		
Has the program demonstrated a commitment to operate at a foundational level from an Indigenous perspective of learning & literacy? (Q9) <ul style="list-style-type: none"> • Protocols and practices • Decolonizing practices and policies • Incorporating Indigenous learning principles 		

<p>Does the program design and delivery use culturally relevant oral & written learning tools? (Q10)</p> <ul style="list-style-type: none"> • Local Indigenous resources • Indigenous authored materials • Oral stories, songs, multi-media teachings 		
<p>Has the program demonstrated how it will provide culturally relevant delivery model(s)? (Q10)</p> <ul style="list-style-type: none"> • In circle/storytelling • Land based • Experiential 		
<p>Does the program have a plan to appropriately include Indigenous Elders/Knowledge Keepers in the program design, delivery and/or evaluation? (Q11)</p> <ul style="list-style-type: none"> • Compensation • Names of Elders? 		
<p>Has the program demonstrated how it will integrate the use of Indigenous language as part of its core program requirement? (Q12)</p>		
<p>Has the program demonstrated how it is offering literacy from a family/community systems perspective? (Q13)</p>		
<p>Has the program demonstrated an ability to create pathways between transitional scaffolding programs including community literacy programs on to high school or higher? (Q15)</p>		
<p>Has the program demonstrated how it supports Indigenous learners to deal with intergenerational trauma with culturally relevant & sensitive teaching model(s)? (Q16)</p> <ul style="list-style-type: none"> • Healing approaches 		
<p>Are the program staff qualifications sufficient to deliver the program? (Q17)</p> <ul style="list-style-type: none"> • Foundational learning experience • Indigenous literacy experience • Legacy education and culturally competent 		
<p>Is the program staff/board members able to articulate their current knowledge of Indigenous history (past and contemporary)? (Q18)</p> <ul style="list-style-type: none"> • Cultural competency • Cultural safety • Plan for increasing their capacity 		
<p>If the program is offered by a non-Indigenous agency, have they clearly identified their role as an Ally and how they plan to increase their capacity to best support Indigenous learners? (Q19)</p>		
<p>Has the program established culturally relevant working partnerships? (Q20)</p> <ul style="list-style-type: none"> • Elder involvement • Indigenous partnerships • Cultural knowledge keepers/mediators 		

<p>D. Does the budget seem appropriate and reflect the learning outcomes, activities and timelines?</p> <ul style="list-style-type: none"> Cultural resources and Elder honoraria 		
<p style="text-align: right;">Total: Please change overall total if some are rated N/A</p>		<p style="text-align: right;">/68 %</p>
<p>Comments/Questions:</p>		