

Saskatchewan Community Literacy Fund

**Application guidelines
2015-2016**

March 2015

The Saskatchewan Community Literacy Fund



The Saskatchewan Community Literacy Fund

Literacy is the complex set of knowledge, skills, practices and behaviours that enable individuals to communicate and interact with others in changing social and cultural contexts.

The Saskatchewan Community Literacy Fund (SCLF) will provide up to \$50,000, through an adjudication process, to organizations that support families (through family literacy programs) and adults (through basic and/or workplace literacy programs) to address identified community literacy needs.

In support of *Saskatchewan's Plan for Growth* vision, and the achievement of the following literacy outcomes, the Ministry of Education will enter into agreements with not for profit, Saskatchewan-based organizations.

The long term outcomes of the SCLF will result in:

- Increased number of families able to engage in supporting their children's learning;
- Increased adult literacy levels;
- Increased quality of life, independence and well-being of program participants; and
- Improved collaboration among human services organizations.

It is expected that SCLF literacy projects will lead to these long term outcomes through:

- Enhanced access to, and participation in, adult, workplace and family literacy programming that meets the immediate literacy needs of underrepresented populations; and
- Preparation of adults for the labour force through participation in basic literacy, employability and workforce programming.

A vision of
*Saskatchewan's Plan for
Growth* is to
'build a quality of life for
Saskatchewan people'.

SCLF GENERAL INFORMATION

1. Steps in the approval process include:
 - a. Applications are reviewed by an interministerial/intersectoral adjudication committee.
 - b. Recommended projects are reviewed by senior management;
 - c. All applicants are notified of the result of the adjudication process when funding is approved.

Note: projects will proceed pending confirmation of 2015-16 provincial budget and, should it be required, Cabinet approval.

2. Applicants must be registered with the Corporate Registry to receive funds from the Government of Saskatchewan. More information on the Corporate Registry can be found at <https://www.isc.ca/CorporateRegistry/Pages/default.aspx>.
3. Organizations that are not incorporated must work with an organization that is. The organization becomes the “accountable partner” and will sign the services agreement which is provided by the Ministry of Education and will be responsible for all financial aspects of the project.
4. Organizations must be based in Saskatchewan and services and programs must be delivered within the province.
5. SCLF projects are not to duplicate existing programs or services; especially those already funded through the Government of Saskatchewan.
6. SCLF projects do not qualify for the Provincial Training Allowance (PTA).
7. The SCLF may support the following types of projects:
 - Basic literacy instruction with individual tutoring or non-credit/non-formal group instruction. Non-formal learning is defined as learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured, in terms of learning objectives, learning time or learning support (Statistics Canada 2014);
 - Services for new Canadians;
 - Intergenerational family literacy programs;
 - Literacy and numeracy skills that can be applied to general or specific work situations (essential skills);
 - Specific certifiable skills to help participants become more employable, but not necessarily those certifiable skills *required* for employment;
 - Workplace, pre-employment literacy or job readiness, either in partnership with local businesses or as a separate program;
 - Elements of life coaching in conjunction with literacy instruction; and/or
 - Capacity-building to address identified literacy needs (tutor training, family literacy practitioner training, workplace essential skills facilitator training and/or other training leading to specific outcomes in support of literacy).

SCLF PARAMETERS

A. General

- The SCLF provides targeted short-term funding to community-based literacy organizations to provide outcomes-based programming.
- Organizations are required to determine, through a verifiable needs assessment, the literacy needs of their communities prior to application to SCLF.
- Informal and formal partnerships are strongly encouraged.
- Funding is awarded for programs and services that are not readily available elsewhere in the community.
- Organizations funded in 2014-15 are not eligible for SCLF funding in the 2015-16 fiscal year.

B. The following types of registered, not for profit, Saskatchewan-based organizations are eligible to apply for SCLF funding:

- | | |
|--|---|
| • Literacy organizations | • Immigrant-serving agencies |
| • Public libraries | • Cultural organizations |
| • First Nation communities, bands, tribal councils and organizations | • Workplace associations, labour unions and organizations |
| • Métis communities and organizations | • School divisions |

C. Successful applications will:

- Identify literacy initiatives that will have short term results but provide long term benefits;
- Demonstrate promising practices in the development and delivery of family, adult and/or workplace literacy;
- Provide achievable and measurable outcomes;
- Build organizational or community capacity; and
- Promote co-operation or sharing among organizations to minimize the potential for duplication of services.

D. Priority will be given to projects that focus on the needs of:

- First Nations and/or Métis people;
- New Canadians/immigrants;
- People with disabilities;
- Young and/or lone parents;
- Working age youth; and/or
- People in at-risk situations.

E. Examples of projects:

There are many kinds of literacy projects that may receive SCLF funding. The following examples provide insight into what may be considered:

- Financial literacy programs for adults in vulnerable situations;
- Family literacy classes for young immigrant parents;
- Employability skills programs for unemployed youth in a First Nation community;
One on one tutoring for marginalized adults in vulnerable situations;
- Family literacy opportunities for parents and children in a rural area; and
- GED preparation and pre-employment skills for young fathers in the inner city.

In 2014-15, the SCLF provided support to the following types of projects:

- Family literacy for rural families;
- Family literacy training for First Nation facilitators;
- Family literacy program serving the needs of immigrant families;
- Pre-employment skills and training for First Nation women, off-reserve;
- Workplace literacy program, based on the workplace essential skills, for immigrant workers;
- Pre-employment skills and training for people with varying physical and cognitive abilities; and
- Adult literacy program to develop pre-employment skills and abilities for young Aboriginal males.

F. Ineligible projects:

The following types of projects are *not* eligible:

- School/School Division based programming for which provincial funds are already granted;
- Family literacy programs that do not involve the children's parents and/or other family members;
- General courses in technology for participants of any age; and
- Duplication of existing programs and services available in the community.

G. Questions for organizations to ask before applying for funding:

Before applying to the Saskatchewan Community Literacy Fund, organizations should make sure they have the ability to provide relevant community literacy programming.

1. Has the community (target group) been clearly identified?
2. Has the organization undertaken literacy needs assessment to identify literacy gaps? What programs will bridge literacy service gaps? What community strengths can be built upon?
3. Does the organization have the managerial and administrative capacity to provide literacy programming?
4. Is there a pool of trained practitioners available to the organization?
5. How will *The Circle of Learning* (Saskatchewan Adult Literacy Benchmarks Levels 1 and 2) be used for adult programming?
6. What family literacy programs will be used?
7. Is there a safe and accessible facility that can be used for a literacy program?
8. What professional development opportunities are available? Have facilitators been contacted to ensure their availability?
9. Are there formal partnerships in place or are there opportunities to develop partnerships? Is there potential for informal partnerships?
10. If the project relies on volunteers, are there sufficient volunteers to work with participants?
11. How will participants be recruited? Will childcare and/or transportation be provided?
12. What will the outcomes be for participants? For the organization? For the community?
13. How will you evaluate the outcomes of the project?

Organizations applying for funding must demonstrate they:

- Have a sound understanding of early literacy, family literacy and/or adult literacy principles and practice; and
- Have the expertise (ie employment of trained facilitators with experience in delivering adult or family literacy programs).

H. Partnerships:

Community partnerships are an effective way to accomplish common goals and are most effective when shared outcomes are achieved as a result of co-operative relationships. Depending on the needs of the partners and project, partnerships can be formal or informal, ongoing or program specific.

With partnerships, programs and services can be funded jointly, and knowledge, skills, information and resources can be shared among the partners. Any community-based organization, local government, business or industry, employee association, First Nations or Métis community/organization, library, educational institution or business can be a partner for an SCLF project.

In whatever way a partnership is defined, the roles and responsibilities of partners must be identified clearly in the funding application. All formal partners **must** provide a letter of support that accompanies the application and **sign** on page 2 of the *Saskatchewan Community Literacy Fund Application for Project Funding (2015-16)*. The letters will contain responses to these questions:

1. *What is your role in this project?*
2. *What literacy needs do you see this project addressing?*
3. *How do you think this project will benefit the participants? The community?*

I. Staff and volunteers:

The qualifications of the staff must meet the needs of the project. For example, family literacy programs will need trained family literacy facilitators while adult/workplace literacy programs will require practitioners who are knowledgeable in adult learning theory and practice. Volunteers will need training and support before and during the literacy project.

All staff and volunteers will be required to provide a certified criminal records check (including vulnerable sector check) to the local SCLF project manager prior to the beginning of the project who, in return will provide proof of the records check upon request of the SCLF Program Manager.

J. Goals, inputs, outputs and outcomes

Each application must explain clearly the goals, inputs, outputs and outcomes of the project. The logic model is to be provided as part of the complete application package.

Goals:

- Are broad statements that answer the question
“How does this project respond to the literacy needs of the community and how does it support the literacy and achievement goals and strategies of the Government of Saskatchewan?”
- Usually use words such as create, develop, expand, increase, offer, promote, provide, serve and strengthen. An example of a project goal could be “to provide young adults with the employability skills they need to enter the workforce”.

Inputs:

- Are the investments that are put into the project;
- Include staff, volunteers, time, costs, equipment and/or supplies.

Outputs:

- Are direct and immediate products and activities created or developed for a project (course, manual, book bags etc);
- Describe program participants (demographics), level of participation (full-time, part-time etc) as well as their participation level (one hour per week, weekdays etc)

Outcomes:

- Are the short-term, medium term or long term changes or benefits that happen as a result of the program;
 - Are aligned with the program activities; and
 - Can be measured.
- Short term outcomes are the first steps toward social change, such as:
 - New knowledge;
 - Changed opinions and/or values;
 - Increased skills;
 - Changed motivation;
 - Changed attitudes; and/or
 - Changed aspirations.

Medium term outcomes are a result of the short term outcomes and are often:

- Modified behaviour;
 - Changed policies;
 - Changed practices;
 - Changed social action; and /or
 - Changed decisions.
- Long term outcomes (often called impacts) come from short and medium term outcomes. Long term outcomes could be:
 - Changed human condition;
 - Changed civic condition;
 - Changed economic condition; and/or
 - Changed environmental condition.

K. Logic models

A logic model is a visual tool that helps stakeholders understand the overall structure and function of a program. Logic models are “road maps” that show the logic behind the program and why it should work. Applicants will be required to submit a completed logic model as part of their application for funding. The following is a simple logic model.

Inputs	Outputs		Outcomes		
The resources that will be used by the project or program and what will be invested in the program	<u>Activities:</u> What will be done during the project or program	<u>Audience:</u> The learners who will be served in the project or program	<u>The results of the program:</u> The changes that will take place during or after the project or program for individuals, groups, communities or organizations.		
			Short term: The learning that will take place	Medium term: The actions that will result from the program	Long term: The potential for the future (impacts)
Examples: Program/project staff, funding, time, volunteers, materials, equipment etc	Examples: Coursework, events, workshops, products, training etc	Examples: Numbers, demographics, satisfaction with the program etc	Examples: Knowledge, skills, awareness etc	Examples: Attitudes, opinions, behaviours etc	Examples: Values, conditions, status, policy etc

L. Project evaluation

Project evaluation is about accountability to the stakeholders. Evaluation can identify criteria for success, lessons to learn, things to achieve, ways to improve the work and the means to move forward.

Regardless of the length and type of the project, applicants are expected to plan for the evaluation of their projects. The following questions could be used as guidelines:

- Who will be responsible for monitoring and evaluating the project? Will it be someone from the “outside”, a partner or a member of the organization?
- How will you identify risk factors and successes?
- How will you measure success for the participants and for the organization?
- How will you collect and report the evaluation data?
- Did the project achieve its outcomes? Why or why not?
- How will you report the findings of the evaluation to the organization, the participants and the partners?

M. Accountability to the Literacy Office

Each organization is responsible for ensuring that the project meets its outcomes as well as accounting for the funding provided by the Ministry of Education (Literacy Office). All projects will have at least one site visit and are expected to complete reports as determined by the Literacy Office. Financial and other records related to the project must be made available to the Literacy Office.

The number of reports and site visits will vary with the length and complexity of the services agreement. For projects approximately three to six months in length, at least one report, one

financial statement and one site visit will be required. Longer and more complex projects will be expected to provide additional reporting.

N. Financial guidelines

The Saskatchewan Community Literacy Fund will provide up to \$50,000 in one-time funding to organizations providing new community-based literacy projects in Saskatchewan. A minimum of 10% of the total project costs should come from other sources of revenue, which includes in-kind funding.

Applicants should determine the amount of funding needed for the project, taking into consideration their needs and the length of programs provided. SCLF funding should be used primarily for program delivery.

Organizations providing programs
are expected to protect personal information as directed by
The Freedom of Information and Protection of Privacy Act.

Eligible expenses

Costs will vary depending on the length of project and the expected outcomes. The following are the types of expenses typically acceptable for SCLF funding:

- Materials and resources for the exclusive use of the project;
- Salaries and benefits for staff who are primarily involved in the direct delivery of programs (including administrative staff) and in the creation of resources and materials.
- Professional development for staff and volunteers. This includes:
 - One mandatory informational workshop for all SCLF recipients;
 - One mandatory, Adult Literacy Benchmarks workshop for staff and volunteers associated with SCLF adult and workplace literacy projects; and
 - Relevant workshops to develop the skills and abilities of staff and volunteers.
- Professional fees/honoraria used as payments for Elders, guest speakers, resource persons and consultants drawn from the pool of expertise in Saskatchewan;
- Communications and publicity expenses, including brochures, advertisements in various media and Internet directly related to the project;
- Transportation or child care subsidies that will enable participants to attend the program;
- Technology and rental costs for a facility and/or equipment used directly for the SCLF project;
- Reasonable travel within Saskatchewan and related directly to the project will be reimbursed at Government of Saskatchewan rates; and
- Liability insurance.

Applicants should be aware that project costs can vary greatly depending on the applicant's geographical location and accessibility to resources. It is important to factor the potential for increased expenses into the budget.

Ineligible expenses

Some items will not be eligible for funding under the SCLF but could be provided by in-kind funding or other revenue:

- Any expenditure for programs that are currently delivered and funded by other sources;
- Any activities taking place outside of the program scope or time frame;
- The general operation of an organization and general administrative costs;
- Fundraising campaigns;
- Political activities;
- Building or facility improvements or repairs;
- Travel outside of Saskatchewan; and/or
- Debts or financial losses that result from a project.

Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development, an essential complement to investments in roads, dams, clinics and factories. Literacy is a platform for democratization, and a vehicle for the promotion of cultural and national identity. Especially for girls and women, it is an agent of family health and nutrition. For everyone, everywhere, literacy is, along with education in general, a basic human right.... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential. Kofi Annan

BACKGROUND – ABOUT LITERACY

Family Literacy

The family is a child's first teacher. The quality and frequency of interactions between parents and children contribute to the child's success at school. Children who are prepared for school and who are supported through their school years are more likely to complete high school, an important goal of the *Saskatchewan Plan for Growth*.

- Family literacy means that parents, children and family members learn together to develop and use language at home, at school and in their community.
- Family literacy activities help parents develop their own literacy skills which, in turn, help their children learn. Family literacy activities also help adults improve their self-esteem and employment prospects.

Families play a central role in intergenerational transfer of knowledge, culture, values, beliefs and attitudes.

Family Literacy programs are successful when delivered through community partnerships and when they have the following characteristics:

- They are based on the strengths and literacy needs of the families involved;
- They are relevant to the families' goals and ways of learning; and
- They involve family and community partners in the development of the programs.

Relevant programs respond to the literacy needs, interests and goals of the participants. Materials that are age and gender appropriate, and which are culturally sensitive, should be used. Some examples of programs are:

- Introduction to Family Literacy
- Pre-natal Caring Circle
- Mainly Mother Goose
- Come Read with Me
- Storysacks
- Diapers to Duct Tape

Contact the Saskatchewan Literacy Network saskliteracy@saskliteracy.ca or (306) 651-7288 for information on these and other family literacy programs.

The greatest gifts you can give your children are the roots of responsibility and the wings of independence. (Dennis Waitley)

Adult Literacy

Adult literacy levels have a direct impact on the ability of adults to find and keep employment. Adult literacy is linked directly to the economic well-being of individuals, families, communities and to the province as a whole. In the *Saskatchewan Plan for Growth*, the Government of Saskatchewan has committed to educating, training and developing a skilled workforce. The SCLF will support adults as they work towards achieving their employment and personal goals.

Adults require a high level of literacy to function in a rapidly changing, technological world. Effective literacy skills support adults to think critically, make decisions, solve problems and resolve conflicts. Successful SCLF projects may focus on:

- Basic literacy programs focus on the knowledge and skills adults need to participate fully in family life, in their communities, in further training or in the workforce.
- Employability skills are the skills needed to enter the world of work and include basic literacy skills, personal management skills and teamwork skills. Employability skills programs often include job search and résumé writing skills as well as interviewing techniques.

Workplace literacy refers to the general knowledge and skills that are necessary for an individual to function competently in today's workplace. Workplace skills include the employment skills that are necessary for transition into the workforce (employability skills), but go beyond resume writing and job search strategies. These skills may include, as one component of the program, job-specific certification (First Aid, in-class Driver Training, WHMIS, and so on) as well as interpersonal and social skills.

The Circle of Learning (Saskatchewan Adult Literacy Benchmarks Levels 1 and 2)

The Circle of Learning is mandated for use in all publicly-funded adult literacy programs in Saskatchewan. This means that the philosophy, processes and learning outcomes in the document must be the foundation for learning and teaching.

Example of a benchmark for a Level 2 workplace literacy project (retail)

Benchmark	Activity	Learning outcome
<u>Communications: Reading</u> Read fiction and non-fiction materials for a variety of purposes	<ul style="list-style-type: none">• Do a return and an exchange for a customer• Read WHMIS charts• Receive goods and check them against a waybill	Read and analyze a variety of texts and understand their purpose and meaning
<u>Numeracy</u> Demonstrate complex numeracy skills and solve relevant numeracy problems for practical purposes	<ul style="list-style-type: none">• Search for an item with a computerized inventory	Demonstrate computer skills for the purpose of solving complex numeracy problems for practical purposes

QUESTIONS?

Contact:

The Saskatchewan Literacy Network
saskliteracy@saskliteracy.ca
(306) 651-7288

The Literacy Office
sask.literacy@gov.sk.ca
(306) 787-2973

Submitting the application

- Only electronic applications (those sent by e-mail) will be accepted.
- Submit only what is required and use only the SCLF application form.
- All parts of the application form must be complete with supporting documents attached.
- Signature pages must be scanned and submitted **with** the application.
- All applications will be sent to the SLN saskliteracy@saskliteracy.ca.

All applications must be received by the SLN by **Friday, May 29, 2015.**

This form prints on legal size paper (8.5 x 14)

Inputs	Outputs		Anticipated Outcomes					
	Activities	Audience	Short term	Indicators	Measurement tools	Medium term	Indicators	Measurement tools
Participants								
Organization								
Partners								
Community								

This is an example only. Please do not include this page in your application package.

Inputs, outputs and outcomes – explanation of terms

Inputs	Outputs		Anticipated Outcomes					
The resources that will be used by the project or program and what will be invested in the program	<u>Activities:</u> Ways you will work towards your outcome(s)	<u>Audience:</u> The learners who will be served in the project or program	<u>The results of the program:</u> The changes that will take place during or after the project or program for individuals, groups, communities or organizations.					
			Short term: The learnings (3 – 6) that will take place as a result of a program	Indicators of success: Concrete things that can be measured as a result of a program	Measurement tools: Tools used to confirm outcomes have been achieved	Medium term: Concrete results that are evident as a result of a program	Indicators: of success: Concrete things that can be measured as a result of a program	Measurement tools: Tools used to confirm outcomes have been achieved
Examples: Program/project staff, funding, time, volunteers, materials, equipment, facility etc	Examples: Coursework, events, workshops, products, training etc	Examples: Numbers, demographics, satisfaction with the program etc <ul style="list-style-type: none"> For family programs, count the number of families registered as well as in attendance For adult programming, count the number of individuals registered as well as in attendance 	Examples: New knowledge and/or skills, commitment to change, increased understanding etc	Examples: <ul style="list-style-type: none"> Learners remain in the program Family literacy practitioners state they have learned a great deal about the development of children from a course 	Examples: <ul style="list-style-type: none"> Questionnaires Surveys Observation Photographs etc 	Examples: <ul style="list-style-type: none"> Changed attitudes Opinions Behaviours etc 	Examples: <ul style="list-style-type: none"> A learner is at work on time every day Parents provide literacy activities for their children daily 	Examples: <ul style="list-style-type: none"> Focus groups Interviews Learning journals Testimonials

Applicant's/Organization's Name		Submitted by		
	SCLF Funding	Revenue from Other Sources	In-Kind Contributions	Line Total
Staff Wages				
Staff wages and Mandatory Employment-Related Costs (MERCs)				0.00
Other employment-related benefit costs (Worker's Compensation Benefit, medical, dental, pension, etc.)				0.00
Professional Fees				
Honoraria (speakers, Elders, consultants etc)				0.00
Professional fees - bookkeeping, janitorial services, Information technology, webpage design, security etc				0.00
Legal fees				0.00
Audit Costs				0.00
Capital Assets				
Capital assets (any asset requiring agreement of disposition)	N/A			0.00
Furniture	N/A			0.00
Other Staff-related Project Costs				
Staff disability supports				0.00
Staff and volunteer travel (see reimbursement rates at the bottom of the page)				0.00
Staff professional development relevant to the project (obtain quotes prior to submitting application)				0.00
Facilities, Equipment and Office Supplies				
Rent, lease (including applicant owned premises)				0.00
Utilities				0.00
Bank Charges				0.00
Insurance (fire, theft, liability)				0.00
Technology and related software for the sole use of the project				0.00
Equipment lease/rental as well as equipment repair/maintenance				0.00
Office supplies for the sole use of the project				0.00
Administrative support (not to exceed 10% of the total project amount)				0.00
Program Expenses Related to the Project				
Advertising, printing, signage				0.00
Postage and courier				0.00
Telephone, fax, internet				0.00
Reference materials relevant to project				0.00
Disability supports (includes technology)				0.00
Travel subsidies				0.00
Childcare				0.00
Refreshments for program participants				0.00
Vocational assessments				0.00
Materials and supplies, books and testing materials, to be used by/for participants				0.00
Activities that recognize program completion				0.00
Totals	\$ -	\$ -	\$ -	\$ -
Government Reimbursement Rates (effective October 1, 2014)				
<u>Mileage:</u>		<u>Meals:</u>		<u>Accommodation:</u>
south of the 54th parallel	42.27¢ per kilometre	Breakfast	\$ 8.00	hotels: reasonable rates
north of the 54th parallel	45.52¢ per kilometre	Lunch	14.00	private accommodation: \$35.00 per night
		Supper	19.00	

Saskatchewan Community Literacy Fund Application for Project Funding (2015-16)

Date application submitted	Amount of funding requested	
	Total project costs, with all funding sources included	
Type of project	Focus of project (check all that apply)	
____ Family literacy	____ First Nation	____ working age youth
____ Adult literacy	____ Métis	____ people with disabilities
____ Workplace literacy	____ young parents	____ lone parents
	____ immigrants	

Organization applying for funding	
Note: this organization must be registered with the Saskatchewan Corporate Registry	
• Full legal name of organization	
• Date of incorporation	
• Applicant's address	
• Name and position of person who is legally entitled to sign services agreement	
• Applicant's e-mail	
• Applicant's telephone	
Project information	
• Name of organization facilitating the project	
• Organization's mission or values statement	
• Name and position of main contact for project	
• Contact's e-mail	
• Contact's telephone	

Applicants are required to submit the complete application to the Saskatchewan Literacy Network Inc.
saskliteracy@saskliteracy.ca by **May 29, 2015**.

DO YOU HAVE EVERYTHING YOU NEED?

	Yes	N/A
Organization applying for funding		
• legal name		
• address		
• contact information		
Organization facilitating the project		
• organization's name and address		
• organization's mission or values statement		
• contact's name, position and contact information		
Mandatory components		
• letter(s) of support		
• signature of applicant and formal partners		
• completed application form		
• completed budget		
• completed logic model		

Declaration

I have been given the authority to submit this application on behalf of the applicant. I declare the information provided in this application is complete, true and accurate.

Signature of the person legally entitled to sign a services agreement

Name (please print)	Organization	Signature	Date
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SCLF Formal Partners Signatures (sign here and attach letters of support)

Name (please print)	Organization	Signature	Date
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Name (please print)	Organization	Signature	Date
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Project description (executive summary)

Provide a short description of the project, including:

1. Description of the community/group of people the project will serve;
2. Benefits of the project;
3. Timeline;
4. Required human, monetary and physical resources; and
5. Current formal and informal partners and their roles in the project.

Literacy needs assessment

1. How was this need identified?
2. With whom (individuals and organizations) did you consult when you developed the proposal?
3. How will this project address the gap in literacy services?
4. How will you recruit participants?
5. Who else is providing literacy services for this community?

Adult Literacy Projects

Explain how you will use *The Circle of Learning* as the foundational document for programming. Include a chart that shows the correlation between the learning activities and the learning outcomes in *The Circle of Learning*. (see example on page 12 of the guidelines)

Family Literacy Projects

The Saskatchewan Community Literacy Fund supports intergenerational family literacy programs that strengthen the literacy development and learning of all family members.

1. What programs will you use in the project? (*Come Read with Me, Story Sacks* etc)
2. What kind of professional development will you provide for practitioners (staff and/or volunteers)?

Long term outcomes for each stakeholder (participants, organization, community etc)

Participants	
1	
2	
Organization	
1	
2	
Partners	
1	
2	
Community	
1	
2	

Logic Model

Complete the logic model template.

Project evaluation process

- How will you measure the success of the project for all the stakeholders?
- Who will participate in the evaluation process?
- What will you evaluate?
- How will the data be gathered, documented and analyzed?
- How will you report the results of the project to the stakeholders?

Budget

Complete the budget template.