

**Development of a Wholistic Accountability Framework
 for the Native Literacy Stream**
 Peterborough Native Learning Centre

Logic Model

✓ = completed objectives

Outputs		Outcomes - Impact		
Activities	Participation	Short	Medium	Longer term
What we do	Who is reached	Short-term changes we expect	Medium term changes we expect	Long-term changes we expect
<ul style="list-style-type: none"> ✓ Following the exact wording and phrasing of the original MTCU program monitoring form, add information that clarifies what the form is asking for and how to gather the information ✓ Add information that clarifies roles and responsibilities of stakeholders at the reserve level. ✓ Gathering of community stakeholders: practitioners, committee members, chief, councilors, learners and school officials. ✓ Provision of data-collection forms and on-going field support for the duration of the project. 	<ul style="list-style-type: none"> ✓ Four community-based Native literacy programs. 3 on-reserve 1 friendship center 4 Native communities 	<ul style="list-style-type: none"> ✓ Better practitioner awareness of LBS parameters ✓ Better community awareness of LBS parameters ✓ Supportive relationship for new and experienced practitioners to move towards meeting LBS Guidelines 	<ul style="list-style-type: none"> ✓ More direct questions and answers regarding LBS program More confident practitioners who believe they are competent and can meet the requirements of an LBS program. LBS on-reserve programs with increasing numbers of learners. 	<ul style="list-style-type: none"> More Native literacy programs meeting the requirements of MTCU LBS funding. Shared understanding – MTCU: Native Literacy regarding accountability measures of on-reserve LBS programs Community recognition and support of this vital service in the field of Aboriginal capacity building.