

First Nations, Inuit and Métis Essential Skills Initiatives Project (FIMESIP)
Research Key

Markers of Promising Practice: Programs for direct or indirect services (1 point for each check box, pro-rated to the number of points available for that major category of criteria)

Criteria	Scoring		
	Not really 0	Sort of 1	Definitely 2
1. Structure of the program (Nothing about us, without us) (Weighting = 4 points) (Calculation: score/20 x 4)	Total Score:		
a. First Nations, Métis and/or Inuit lead initiatives			
<ul style="list-style-type: none"> • Development, design and implementation of initiative led by First Nations, Métis and/or Inuit organizations or community groups 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Partnerships:			
<ul style="list-style-type: none"> • Involvement of community in the development and delivery of program, e.g., educational institutions, First Nations, Métis and/or Inuit communities, governments, employers, etc. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Involvement of Elders in the development and delivery of program 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Direct links (e.g. employers provide work placements, work place documents, advice on how Essential Skills are used in the workplace, etc.) with employers 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working with and in the community:			
<ul style="list-style-type: none"> • Delivery model is applicable/adaptable to diverse community environments (rural, remote, urban, band/reserve community) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Existence of appropriate marketing strategies to reach community members such as community radio, fliers and community information sessions, 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Welcomes the community into program facilities (e.g. elders in residence, family and community days) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Is visible in the community (i.e., by attending events hosted by the community or community organizations) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Existence of customized Essential Skills training to meet specific community needs 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Builds capacity within the community, creating a continuum of training and/or learning by utilizing, maintaining and/or supporting existing community resources 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Content of the program (Multiple learner needs & contexts) (Weighting = 4 points) (Calculation: score/24 x 4)	Total Score:		
a. General philosophy of the program			
<ul style="list-style-type: none"> • Provides participants with support for personal issues such as family difficulties, health problems, child or Elder care, transportation, finances, housing or substance abuse: helps to remove any barriers to client success 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Addresses a range of skills necessary for long-term employment (i.e., ES, life skills, career planning, job search, academic upgrading and/or technical skills) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Includes the mental, physical, emotional and spiritual (heart, mind, body and spirit) capabilities of the individual in relation to all living things. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Addresses the unique and multiple needs of First Nations, Métis and/or Inuit participants including the need for healing and empowerment 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Application of Indigenous and Adult Learning Principles			
<ul style="list-style-type: none"> • Uses wide range of instruction strategies geared towards participant learning style 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Teaches or demonstrates ES within context of both workplace and traditional activities 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<ul style="list-style-type: none"> • Uses individually and culturally appropriate learning methods and materials 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Develops and tests new, innovative ES learning or assessment methods and materials/tools based on both tradition/cultural techniques as well as current techniques/technologies 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Design of the program			
<ul style="list-style-type: none"> • Program goals are stated clearly 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Learner outcomes (changes in participant knowledge, skills, or attitudes) are stated clearly 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Assessment of participant change is described clearly and linked to program goals and anticipated learner change 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Samples of assessment procedures are provided (e.g., description of how learner progress is assessed, an actual survey instrument, the name of a commonly used assessment instrument, etc.) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Delivery of the program (Learner centred and experiential) (Weighting = 4 points) (Calculation: score/18 x 4)	Total Score:		
a. Learner-centred Approach			
<ul style="list-style-type: none"> • Program creates a safe environment where participants are accepted for who they are, can learn at their own pace, take risks, and are respected regardless of skills levels or background. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Based on and guided by the learner's strengths, experiences, and aspirations 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Content is based on the learner's needs and is relevant to their lives 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Program builds the hope, self-esteem and self-awareness of participants 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Experiential learning			
<ul style="list-style-type: none"> • Learning is hands-on, interactive and has application to real world or workplace tasks 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Good balance between theory, knowledge, and performance of practical skills 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Program provides opportunities to implement knowledge and skills in the workplace 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Experienced and Knowledgeable Staff			
<ul style="list-style-type: none"> • Staff are familiar with and are respectful toward First Nations, Métis and/or Inuit culture 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Instructors are organized, skilled, able to build rapport, motivate participants and provided learners with successful learning opportunities 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Outcomes associated with the program (evidence that it works) (Weighting = 4 points) (Calculation: score/32 x 4)	Total Score:		
a. Evaluation plan			
<ul style="list-style-type: none"> • An evaluation plan exists 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The evaluation plan and the program plan were developed together 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Client outcomes			
<ul style="list-style-type: none"> • Knowledge participants acquire is assessed 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Skills participants master are demonstrated 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Attitudes participants demonstrate are documented 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Evidence that the program is meeting the stated learner change objectives 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Evidence of the impact of the program on the lives of participants 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Evidence of the impact of the program on the community 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Systemic factors and Impact of programs: Program provides evidence of the following			
<ul style="list-style-type: none"> • Data on transition outcomes to further education (e.g., did not drop-out, obtained credential) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Data on transition to work (e.g. employed, employed for a year or longer) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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• Data on implementation of training in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Data on community engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Data connecting participant learning outcomes with successful business outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Data connecting funding spent on training to financial gain demonstrated by participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Data on number of clients served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Data on time the program has been in operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Scope of the program (usefulness beyond the specific) (Weighting = 3 points) (Calculation: score/10 x 3)	Total Score:		
• National	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provincial/territorial but generalizable to other provinces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Local	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Special interest group (in-house program)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• One sector but generalizable to other sectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Score including all criteria (19 points possible):