2023 Literacy Awards Program
Evaluation Information and Criteria

The 2023 Literacy Awards will be announced on September 8, 2023: International Literacy Day. The United Nations General Assembly designates a number of "international days" to mark important aspects of human life and history, including International Literacy Day. For more information on International Literacy Day, visit: https://en.unesco.org/commemorations/literacyday.

According to UNESCO, “Acquiring literacy is not a one-off act. Beyond its conventional concept as a set of reading, writing and counting skills, literacy is now understood as a means of identification, understanding, interpretation, creation, and communication in an increasingly digital, text-mediated, information-rich and fast-changing world. Literacy is a continuum of learning and proficiency in reading, writing and using numbers throughout life and is part of a larger set of skills, which include digital skills, media literacy, education for sustainable development and global citizenship as well as job-specific skills. Literacy skills themselves are expanding and evolving as people engage more and more with information and learning through digital technology” (What You Need to Know About Literacy, 2022).

Applications for the 2023 Literacy Awards will be evaluated against the following criteria:
(Please note that applicants are not required to demonstrate compliance with every sub-item listed below each criterion. However, applicants are encouraged to demonstrate compliance with as many sub-items per criterion as applicable.)

Innovation

• The applicant has uniquely advanced the field of literacy development
• The applicant has created a new model or form of intervention that offers a fresh or unique approach to literacy development to a new or existing population
• The applicant has adapted a partnership, tool or model of intervention to technology or digital literacies
• The applicant has applied effective strategies or models used in a different discipline to advance literacy
• The applicant has established an unusual partnership (e.g., partnered with a laundromat, utility company, or a trucking firm) to advance literacy
• The applicant has adapted its literacy program to changing external environments such as the COVID-19 pandemic, climate change, or political instability while still delivering the organization’s mission at a high and uninterrupted level of quality
**Sustainability**
- The applicant’s literacy program has been maintained over a period of time and is expected to continue serving its participants
- The applicant has evidence of successful partnerships, including those of the community served, versus dependence on a single partnership or founder (please demonstrate evidence if applicable)
- The applicant’s literacy program uses cost-effective (in other words, resourceful) approaches and methods to advance literacy
- The applicant is funded by multiple sources
- The applicant has a stable organizational structure
- The applicant demonstrates the engagement of multiple stakeholders

**Replicability**
- The applicant’s literacy program been replicated or can be replicated either by other organizations or at additional sites
- The applicant’s literacy program can be scaled up to serve a larger community or population (this may include a professional community as through professional development, unique partnerships, stakeholder engagement, or advocacy)
- The applicant’s literacy program has the potential for rapid growth and sustainability

**Evidence-Based Practice**
- The applicant’s literacy program was developed using reputable research studies and findings (qualitative or quantitative). Research should also reflect the community(ies) served (e.g., if working with refugee populations, should cite research on assisting refugee populations)
- The applicant replicated or expanded on a model that was previously shown to be effective
- The applicant relied on existing professional literature or professional organizations to develop and/or improve its literacy program
- The applicant made program adjustments in response to updated information provided by regular program evaluations. Programs should describe how they perform self-assessments and how frequently they engage in program evaluation.
- The applicant ensures that program evaluation results are validated by external source(s)

**Measurable Results**
- The applicant uses quantitative and/or qualitative data to measure the impact of its literacy program on its participants and the community
- The applicant demonstrates improvements in the participants’ abilities to read, write, speak, make meaning, and take action as well as participants’ confidence and competence with print, audio, and/or digital materials
- The applicant consistently and accurately documents the scope of the program, including numbers of participants, locations, books donated, etc.
- The applicant has created publications or presentations about its literacy program for other educators
Community Responsiveness

- The applicant defines, develops, and practices literacy in ways that move beyond only reading, writing, and speaking skill development to emotional, intellectual, individual, societal, cultural awareness and self-empowerment
- The applicant’s literacy program is responsive to the identities and social needs of the community(ies) served
- The applicant’s literacy program provides opportunities for its participants to gain academic success, cultural competence, and/or sociopolitical consciousness
- The applicant’s literacy program is designed to honor the genius, identities, and/or histories of the population served
- The applicant’s literacy program has components that advance racial equality, equity, or justice
- The applicant’s literacy program provides opportunities for participants to read, write, think, speak, and communicate about issues of importance to participants